

**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY,
BELLARY**



Syllabus for
Master of Social Work (MSW)
(I to IV Semesters)

Under Choice Based Credit System

To be effective from the Academic Year 2011-12

Department of Studies in Social Work
**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY,
BELLARY**

Course Outline for M.S.W Programme

Department: Department of Studies in Social Work

Course Title: M.S.W

Semester-I:

Sl. No.	Domain	Code. No.	Title of the Course/Paper	Max. Marks		Total Marks	Hrs./ week	Credits
				I.A.	Sem Exam			
1	HC	SW-1.1	Social Work – History and Ideologies	30	70	100	4	3
2	HC	SW-1.2	Social Science Perspectives for Social Work Practice	30	70	100	4	3
3	HC	SW-1.3	Human Growth and Development	30	70	100	4	3
4	HC	SW-1.4	Work with Individuals and Families	30	70	100	4	4
5	HC	SW-1.5	Social Work Practicum-I (Concurrent Field Work)	30	70	100	16	3
Total								16

HC: Hard Core

SC: Soft Core

OEC: Open Elective Course

Semester-II:

Sl. No.	Domain	Code. No.	Title of the Course/Paper	Max. Marks		Total Marks	Hrs./ week	Credits
				I.A.	Sem Exam			
1	HC	SW-2.1	Work with Groups	30	70	100	4	4
2	HC	SW-2.2	Work with Communities	30	70	100	4	4
3	HC	SW-2.3	Management of Developmental and Welfare Services	30	70	100	4	4
4	HC	SW-2.4	Social Work Practicum-II (Concurrent Field Work)	30	70	100	16	3
5	HC	SW-2.5	Social Work Practicum-III: (Social Work Camp and Summer Placement)	30	70	100	16	2
6	OEC	SW-2.6	Social Work Practice with Children	15	35	50	4	2
Total								19

HC: Hard Core

SC: Soft Core

OEC: Open Elective Course

Semester-III:

Sl. No.	Domain	Code. No.	Title of the Course/Paper	Max. Marks		Total Marks	Hrs./ week	Credits
				I.A.	Sem Exam			
Common Papers								
1	SC	SW-3.1	Social Policy, Planning and Development OR Science of Crime and Punishment	30	70	100	4	3
2	SC	SW-3.2	Communication and Counseling OR Population and Environment	30	70	100	4	3
3	SC	SW-3.3	Case Study OR Term Project	30	70	100	4	4
4	HC	SW-3.4	Social Work Research and Statistics	30	70	100	4	4
Specialisation-I: (HRD) Human Resource Development								
5	HC	SW-3.5	Human Resource Management	30	70	100	4	3
6	HC	SW-3.6	Organisational Behaviour and Organisational Development	30	70	100	4	3
7	HC	SW-3.7	Social Work Practicum-IV (Concurrent Field Work)	30	70	100	16	3
Specialisation-II: (URCD) Urban and Rural Community Development								
5	HC	SW-3.5	Social Work with Tribal and Rural Communities	30	70	100	4	3
6	HC	SW-3.6	Social Work with Urban Communities	30	70	100	4	3
7	HC	SW-3.7	Social Work Practicum-IV (Concurrent Field Work)	30	70	100	16	3
Specialisation-III: (MPSW) Medical and Psychiatric Social Work								
5	HC	SW-3.5	Preventive and Social Medicine	30	70	100	4	3
6	HC	SW-3.6	Medical Social Work	30	70	100	4	3
7	HC	SW-3.7	Social Work Practicum-IV (Concurrent Field Work)	30	70	100	16	3
8	OEC	SW-3.8	Gerontological Social Work	15	35	50	4	2
Total								25

HC: Hard Core SC: Soft Core

Semester-IV:

Sl. No.	Domain	Code. No.	Title of the Course/Paper	Max. Marks		Total Marks	Hrs./ week	Credits
				I.A.	Sem Exam			
Common Papers								
1	SC	SW-4.1	Legal System in India OR Gandhian Approach to Welfare and Development	30	70	100	4	3
2	SC	SW-4.2	Personal and Professional Growth OR Rehabilitation and Aftercare Services	30	70	100	4	3
Specialisation-I: (HRD) Human Resource Development								
3	HC	SW-4.3	Employee Relations and Legislation	30	70	100	4	3
4	HC	SW-4.4	Human Resource Development and Employee Wellness	20	80	100	4	3
5	HC	SW-4.5	Research Project	30	70	100	2	4
6	HC	SW-4.6	Social Work Practicum-V (Concurrent Field Work)	30	70	100	16	3
7	HC	SW-4.7	Social Work Practicum-VI (Block Placement)	--	100	100	--	3
Specialisation-II: (URCD) Urban and Rural Community Development								
3	HC	SW-4.3	Disaster Management	30	70	100	4	3
4	HC	SW-4.4	Management of Non-Governmental Organisations	30	70	100	4	3
5	HC	SW-4.5	Research Project	30	70	100	2	4
6	HC	SW-4.6	Social Work Practicum-V (Concurrent Field Work)	30	70	100	16	3
7	HC	SW-4.7	Social Work Practicum-VI (Block Placement)	--	100	100	--	3
Specialisation-III: (MPSW) Medical and Psychiatric Social Work								
3	HC	SW-4.3	Mental Health	30	70	100	4	3
4	HC	SW-4.4	Psychiatric Social Work	30	70	100	4	3
5	HC	SW-4.5	Research Project	30	70	100	2	4
6	HC	SW-4.6	Social Work Practicum-V (Concurrent Field Work)	30	70	100	16	3
7	HC	SW-4.7	Social Work Practicum-VI (Block Placement)	--	100	100	--	3
Total								22

HC: Hard Core

SC: Soft Core

REGULATIONS, SYLLABUS AND SCHEME OF EXAMINATION GOVERNING MASTER OF SOCIAL WORK (M.S.W) COURSE

Preamble:

Master of Social Work (M.S.W) is professional course is aimed at developing the knowledge, values, beliefs and skills necessary for working with individuals, groups, communities and for collective action. The course also gives an edge to the social work students to enable them to inculcate the philosophies, ideologies and methodologies of social work profession. In order to fulfill this, the course covers wide range of topics pertaining to the core (hard), supportive and interdisciplinary (soft) domains of social work education. The course is designed with appropriate consistency within the paper and between the papers. Therefore, interdependence of the papers is a characteristic of the course. The course intends to empower the social work students to assume social change agent and leadership role.

Objectives of the Course (Master of Social Work):

1. To provide education and training in social work to those desirous of making a career in social work practice.
2. To provide opportunities through intensive field practicum to work with variety of people in their development and provide service to those who are in need of it.
3. To provide inter-disciplinary collaboration for better understanding of human problems, services and issues related to human development.
4. To link theory with practice in every sphere of human service endeavors.
5. To develop requisite knowledge, skills and values in working with people
6. To promote among learners a sense of responsibility and commitment to work with different sections of people and especially of those vulnerable sections of the society
7. To promote opportunities and to create awareness for personal growth
8. To acquire knowledge and skills in undertaking practice-based research and to administer human service organizations

Name of the Course:

The course shall be called “Master of Social Work” (MSW).

Duration of the Course:

The Course of study **for MSW Degree** shall extend over a period of four semesters spreading over two academic years.

Eligibility for Admission:

Candidates who have passed BSW/BA/B.Sc/B.Com/BCA/BBM/LLB of Vijayanagara Sri Krishnadevaraya University, Bellary or any other university recognized as equivalent there to are eligible for admission to MSW course. Candidates will be selected for admission as per the general guidelines issued from the Vijayanagara Sri Krishnadevaraya University, Bellary from time to time. The Department/University shall conduct entrance examination for admission to the course.

Entrance Test:

The entrance test of two hours duration shall be conducted for all the eligible candidates seeking admission to MSW course. The question paper comprises of 100 objective type questions - 20% questions from general knowledge, 60% from science & social sciences, and another 20% questions will be from present social issues. Merit will be assessed on the basis of performance in the entrance examination and performance in the undergraduate examination on equal weightage. The entrance test will be in English only.

Note: Four seats shall be allotted to Graduates in Social Work of the Vijayanagara Sri Krishnadevaraya University, Bellary and one seat shall be allotted to Graduates in Social Work of other University. The unfilled seats, if any, shall be shifted to the general category.

Choice of Specialisations:

The College / Department of the University will provide choice to the students to opt Specialisation in third-fourth semesters. There shall be minimum of two specialisations offered by the College/Department of University. Equal number of students shall be allotted to each specialization from among the students admitted to third semester. The college or the department of the university shall take into consideration the performance of students in the first semester as criterion for making choices and offer specialization. The choices of the students may be obtained in order of preference.

Pattern of Question Paper:

There shall be five units with two questions in each unit. The candidate has to answer one question from each unit. All questions carry equal marks.

Evaluation:

Each course shall have two evaluation components viz., Internal Assessment (IA) and the Semester end examination. The IA component in each course shall carry 30 marks excluding Block Placement. There shall be two continuous assessments of 15 marks each in every semester for a paper. The indicators of 15 marks assessment shall have 10 marks for session test and 5 marks for seminar. The semester-end examination shall carry 70 marks.

The indicators of Internal Assessment component for Social Work Practicum shall be evolved by the department from time to time. The Colleges where social work course is being offered shall submit IA marks of social work practicum to the evaluation committee before the commencement of Viva Voce examination of social work practicum. There is no provision for seeking improvement of Internal Assessment marks.

A viva-voce examination shall be conducted for each candidate in all semesters to assess the performance of the candidate in Social Work Practicum. The performance of the candidate shall only be assessed by a Committee consisting of one faculty member of the Department of Social Work of Vijayanagara Sri Krishnadevaraya University, Bellary and an external examiner. The number of such committees depends on the number of candidates. In case of colleges where MSW is being offered, a qualified faculty member (who has passed UGC NET or has Doctoral degree in Social Work) will be an additional examiner to the two member committee mentioned above for that college only. In case of non-availability of a qualified teacher, the two-member committee constituted for viva-voce examination will stand.

Social Work Practicum:

Every student has to undertake concurrent supervised field work programme for 16 hours spread over two days in a week. The practicum with different learning opportunities is designed to

provide scope to develop and enhance professional practice skills. Learning is aided through observation, analysis of social realities and experience of participation in designing and providing social work intervention.

The tasks are organized to help the learner acquire beginning skills, practice those already acquired, and master them from simple to complex. The learner is gradually encouraged to become an independent worker, during the course of study.

Objectives of Social Work Practicum:

The objectives are met by providing a variety of experiences to learners to:

1.
 - i. Develop the ability to observe and analyze social realities.
 - ii. Understand the characteristics of social systems and their dynamics.
 - iii. Appreciate society's response to people's needs, problems and social issues.
 - iv. Develop critical understanding of the application of legislation, legal process, and social policy.

2.
 - i. Develop the ability to examine the process of programme management and participate in the effort at various levels.
 - ii. Develop the ability to recognize the need for newer programs, initiate and participate in them.
 - iii. Use Human Rights tools, understanding of gender justice, and need for equity in all intervention.
 - iv. Develop an understanding of organizational structure, resource management, and day-to-day administration for human service programmes - developmental and welfare programmes
 - v. Develop the capacity to integrate knowledge and practice-theory by participating in intervention.

3.
 - i. Clarify and imbibe values which sustain positive attitude and professional ethics.
 - ii. Develop the capacity for self-direction, growth and change through self awareness.

4.
 - i. Enhance writing skills to document practice appropriately. Recordings to be viewed as an expression of interest, motivation and involvement in practice and as evidence of enrichment in the process of professional growth.

To meet these outcomes, several opportunities with specific objectives are designed. The different sets of opportunities with details of content and related tasks are listed separately.

SEMESTER -I

Paper code: SW-1.1

Paper Title: SOCIAL WORK - HISTORY AND IDEOLOGIES

Introduction:

This course aims at introducing the learners to a critical inquiry into the history and ideologies of social change and professional social work.

Objectives:

1. Understand the history of evolution of social work profession, both in India and the West.
2. Develop insights into the origin and development of ideologies, approaches to social change.
3. Understand rationale, goals, ideals and ethics for social change.
4. Understand the perceptions of people and social problems, the status of benefactors and their motives.
5. Develop skills to understand contemporary reality in its historical context.
6. Understand self as a part of own environment and explore own assumptions, ideals, values to develop sensitivity to marginalization of vulnerable groups.

Course Content:

UNIT I

Indian History of Social Work Profession: Introduction – Meaning, Definition, Objectives and Principles of Social Work - Beginning of social work education - Welfare versus developmental orientation in social work - Professionalization of social work values, education, knowledge and professional associations - Goals, values, functions/roles and process of social work - Interface between professional and voluntary social work.

UNIT II

Indian History of Ideologies for Social Change -Ancient period: Vedic, Vedantic and non-Vedic Ideologies, Spirituality - Medieval period: Zoroastrianism and Islam in India - Mysticism of Bhakti and Sufi movements and Sikhism.

Modern period: Christianity in India - Hindu reform movements - Dalit movements - Gandhian ideology and Sarvodaya movement – Nationalism - Ideology of the Indian Constitution - Ideology of voluntary organisations and voluntary action.

UNIT III

Contemporary Ideologies for Social Change: Neoliberalism and Globalisation - Post modernism - Multiculturalism - Ideology of action groups and social movements - Ideology of non-governmental organisations.

Role of state in providing social welfare services.

UNIT IV

Western History of Ideologies for Social Change: Organized and scientific charity - Beginning of social work education - Clinical social work - Ecological social work - Attributes of a profession - Social problems in western setting - Different approaches.

Western History of Social Work Profession - Medieval period: Judeo-Christian- ideologies - Secular humanism and Protestantism - Modern period: Rationalism and Welfarism - Liberalism and democracy - Utilitarianism and Social Darwinism - Socialism and human rights - Emerging ideologies of professional social work.

UNIT-V

Social Work Ethics: Concept and Philosophy of Ethics - Social work values - Ethical Responsibilities in social work - Ethical Decision Making and Dilemmas in Micro and Macro Social Work Practice.

References:

1. Agarwal, M. M. 1998 Ethics and Spirituality, Shimla: Indian Institute of Advanced Study
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3. Banks, S. 1995 Ethics and Values in Social Work: Practical Social Work Series, London: Macmillan Press Ltd.
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11. Encyclopedia of Social... 1987 Encyclopedia of Social Work in India, New Delhi: Ministry of Welfare.
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13. Ganguli, B. N. 1973 Gandhi's Social Philosophy, Delhi: Vikas Publishing House.

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16. Jacob, K. K. (Ed.) 1994 Social Work Education in India -- Retrospect and Prospect Udaipur, Himansu Publications.
17. Joseph, Sherry (Ed.) 2000 Social Work: In the Third Millennium (Some Concerns and Challenges), Sriniketan, Department of Social Work, Visva-Bharati.
18. Kappen,S.1994 Tradition Modernity Counterculture: An Asian Perspective, Bangalore: Visthar
19. Kothari, S. and Sethi, H. (Eds) 1991 Rethinking Human Rights, New Delhi: Lokayan.
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25. Wadia, A.R. 1968 History and Philosophy of Social Work in India, Bombay, Allied Publishers.

Journals/ Magazines:

1. The Indian Journal of Social Work, Bi-annual, TISS, Mumbai (Maharashtra)
2. Perspectives in Social Work, College of Social Work, Nirmal Niketan, Mumbai (Maharashtra)
3. Social Work Journal, Bi-Annual, Department of Social Work, Assam University, Silchar-788 011 (Assam)

Paper code: SW-1.2

Paper Title: SOCIAL SCIENCE PERSPECTIVES FOR SOCIAL WORK PRACTICE

Introduction:

This course provides the learners basic understanding of relevant concepts from social sciences to help the learners to study and understand social phenomenon. Further, it helps the learner develop skills for social analysis and understand developmental processes.

Objectives:

1. Understand the concepts of social science and examine social phenomenon.
2. Develop skills to analyse Indian society and change.
3. Understand change and conflict.
4. Understand the system for economic order.
5. Develop skills for social analysis.
6. Understand the development and its impact.

Course Content

UNIT I

Sociology and its relationship to other disciplines: Meaning, scope and significance - Its relationship with other social sciences such as History, Economics, Politics, Psychology, Anthropology and Social work.

Society and Culture: Society as a system of relationship - Social Structure: Meaning, status and roles - Culture: Meaning and contents - Tradition, customs, values, norms, folklore and mores.

Indian Society: Composition of Indian Society: the concept of unity amidst diversity - Social classification in India: Tribal, rural and urban divisions - Social stratification in India: Meaning, caste, class divisions.

Socialisation: Meaning, process of socialisation - The development of self - Agencies of socialisation.

UNIT II

Social Groups, Social Institutions and Social Control - Meaning and types: Primary and Secondary groups, in-groups and out-groups, reference groups - Types of social institutions: Marriage, Family, Religion, State and Law.

Meaning and Functions of Social Control: Social Control exercised through the social institutions

Theories of Society: Significance of a theoretical understanding of society – Evolutionary, cyclical, conflict and systems theories.

UNIT III

Development - A Human Right Perspective: Social Ideals of Indian Constitution - Fundamental Rights - Human Rights.

Socio-economic order and comparative economic system: Capitalism, Socialism and Mixed economy, their features, merits and demerits - Marxian political economy.

Social Analysis: Significance of social analysis: A brief analysis of socio-economic, political and cultural systems - Inter-linkages in the Indian context.

UNIT IV

Under-development and its causes and Contemporary Development Dynamics: A historical overview with reference to developing countries of Asia, Africa and Latin America - North-south relations, world trades, Multinational corporations and their influences on Third World economics

- Trends and counter trends (Paradoxes) in the global, political, economic, military, ecological and socio-cultural spheres.

Theories of Economic Development, Globalisation and its impact on Developing Countries: Stages of growth theory - Structural internationalist theory.

Privatization, liberalization and structural adjustment programmes - Role of international financial institutions.

UNIT V

Social Change: Meaning, characteristics and factors inducing change with reference to India.

Social Movements in India: Meaning, factors essential for a Movement - Dominant social movements in India - Social reform movement and contributions of social reforms - Peasant movement - Trade Union movement - Social movements and social change in India.

References:

1. Acuff, F. Gene; Allen, Donald E. and Taylor Lloyd, A. 1973 From Man to Society, Hinsdale, Illinois, The Dryden Press.
2. Agrawal, A. N. and Lal Kundan 1989 Economics and Development and Planning, Delhi, New Vikas Publishing House Private Limited
3. Augushine, John S. (Ed.) 1989 Strategies for Third World Development, New Delhi: Sage Publications.
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5. Bhushan, Vidya and Sachdev, D.R. 1999 An Introduction to Sociology, Allhabad, Kitab Mahal
6. Descrochers, John. 1977 Methods of Social Analysis, Bangalore: Centre for Social Action.
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Journals/ Magazines:

1. Sociological Bulletin (Journal of the Indian Sociological Society).
2. Contribution to Indian Sociology.
3. Social change, Issues and Perspectives (Journal of the Council for Social Development).
4. Economic and Political Weekly, EPW Research Foundations, Mumbai.

Paper code: SW-1.3

Paper Title: HUMAN GROWTH AND DEVELOPMENT

Introduction:

The course aims to introduce the learners to the development of the individual across the life span, in a system and an ecological perspective. It also provides an understanding of human development and behaviour, in contextual influences, including individuals in disadvantaged or special contexts. The theoretical inputs are to enhance the understanding of people's growth, health, and development at various stages as bio-psycho-socio-spiritual being over the life span.

Objectives:

1. Develop an overall understanding of the principles of growth; their relevance and application to behaviour at various phases in the life span.
2. Understand the twin roles of individual's heritage and environmental influences in growth and development.
3. Understand interactional nature of growth and behaviour at various stages in the life span: infancy, childhood, adolescence, youth, adulthood and old age, and impact of cultural aspects.
4. Develop sensitivity towards needs, developmental tasks and health status along with need for developmental programmes for the same.
5. Apply the information of growth, development and health in social work practice in general and individuals, groups and communities in particular.

Course Content

UNIT I

Concept of Growth and Development: Meaning, Definition

Principles of growth and development - Methods of studying human behaviour, Role of heredity and environment - Social customs traditions, values in parenting and child rearing practices, deprivation and development during stages of life span. Understanding of the Indian concept of life span stages.

Life Span: Beginning of life - Human reproductive system; Fertilization and Foetal development - Delivery and pre-natal and post-natal care and their importance in development.

UNIT II

Developmental Stages and Milestones: Infancy, babyhood, childhood, puberty, adolescence -. Growth, hazards, lifestyle effects

Adulthood - Growth, personal and social adjustment, health, sexuality, vocational and marital adjustment.

Aging - Characteristics, hobbies, adjustment, physical and mental health, death, dying and bereavement.

Special focus is on psychosocial development, moral development, and personality development vis-a-vis the influence of the contexts of development., (The context here refers to gender, family, significant others, neighbourhood: peers, school, community, work place and other larger contexts like the society and culture. Emphasis is placed on the Indian context of development, variations from the normal patterns of development and views on the stages).

UNIT III

Theories of Human Development: A critical look at the theories of human development - Freud's psychosexual theory, Erikson's psychosocial theory, learning theories.

UNIT IV

Basic human needs: Physical, psychological and intellectual needs, stress - Coping and social support, Defense Mechanisms.

Motivation, frustration and conflicts - Emotions and emotional behaviour.

Personality: Definition, nature, types and assessment of personality.

Intelligence: Concept, levels of intelligence, influence of heredity and environment, assessment of intelligence.

UNIT V

Relevance of Psychology to social work practice across the stages of development, period specific needs, tasks and problems.

References:

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Macmillan Publishing Company.
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Socialisation In India, In Anthony, E. J. & Colette,
C. (Eds.). The Child in his Family, Wiley, 365-374.
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Aging and the Future of the Human Being, The
Indian Journal of Social Work, 53 (2), 210-219.
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Developmental Psychology, New Delhi,
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Cavanagh, J. C. 1996
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Delhi: Oxford University Press.
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Identity and Adulthood, Delhi: Oxford University
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Images of the Life Cycle and Adulthood in India, In Anthony, E. J. and Colette, C. (Eds.) The Child in his Family, Wiley. 319-332.
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25. Sternberg, R. J. and Wagner, R. K. 1986
Practical Intelligence: Nature and Origin of Competence in Everyday World, London: Cambridge University Press.

Paper code: SW-1.4

Paper Title: WORK WITH INDIVIDUALS AND FAMILIES

Introduction:

This course aims to develop simple to complex skills of working with individuals and families in various situations like crisis, preventive, facilitative and developmental.

Objectives:

1. Understand casework as a method of social work, and appreciate its place in social work practice.
2. Understand the values and principles of working with individuals and families.
3. Develop the ability to critically analyse problems of individuals and families and factors affecting them.
4. Enhance understanding of the basic concepts, tools and techniques in working with individuals and families, in problem-solving and in developmental work.
5. Develop appropriate skills and attitudes to work with individuals and families.

Course Content

UNIT I

Social case work: Definitions, scope, historical development - Influence of psychoanalysis on casework - Introduction of casework as a method of social work - Concepts of adjustment and maladjustment - Philosophical assumptions and casework values.

Principles of case work: Individualization, acceptance, non-judgmental attitude, participation, relationship, effective communication of feeling, client self-determination, and confidentiality.

UNIT II

Components of social casework: The person, the problem, the place and the process.

Process in casework: Study, assessment, intervention, evaluation, termination, and follow-up.

UNIT III

Types of problems faced by Individuals and families; individual differences and needs - Family assessment in casework practice.

Theories and approaches: Psycho-social approach, Functional approach, Problem-solving approach, Crisis Intervention, Family intervention, Behavioural modification, Transactional analysis and Holistic approach.

UNIT IV

Tools for Help: Case work tools: Interview, home visit, observation, listening, communication skills, rapport building.

Records: Nature, purpose and principles of recording.

Techniques of casework: Supportive, resource enhancement and counseling.

Self as a professional: Professional self - Conflicts and dilemmas in working with individuals and families.

UNIT V

Application of Method: Primary and secondary settings - Application of methods in family, women, and child welfare settings, marriage counselling centres, schools settings, medical and psychiatric settings, correctional institutions, and industry.

References:

1. Banerjee, G. R. 1967 "Concept of Being and Becoming in the Practice of Social Work", Indian Journal of Social Work, Mumbai: Tata Institute of Social Sciences.
2. Banerjee, G. R. 1971 "Some Thoughts on Professional Self in Social Work", Indian Journal of Social Work, Mumbai: Tata Institute of Social Sciences.
3. Banerjee, G. R. Papers on Social Work - An Indian Perspective, Bombay, Tata Institute of Social Sciences.
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H. Glass. 1996 Client and building Trust, Sage Publication. '
20. Timms, N. 1964 Social Case Work: Principles and Practice, London:
Routledge and Kegan Paul.

Journals:

1. Indian Journal of Social Work, By-Annual, TISS, Deonar, Mumbai (Maharashtra)
2. Perspectives in Social Work, College of Social work, Nirmal Niketan, Mumbai (Maharashtra)
3. Social Work Journal, Bi-Annual, Department of Social Work, Assam University, Silchar-788 011 (Assam)

Code: SW-1.5

**Title: SOCIAL WORK PRACTICUM – I
(Concurrent Field Work)**

Orientation: Two types of orientation activities are to be conducted.

A. (Orientation to social work practice) the importance of the practicum in the social work education. A two days orientation programme to be organized.

B. (Orientation to social work settings/agency of placement) the purpose, functions and ethics in professional practice.

Orientation Visits – There shall be minimum 6 orientation visits to be made in the first four weeks to provide an exposure to and understanding of the services provided in responses to people's needs. (Agencies in health setting, education, community, institutional services, criminal justice system, civic administration, rehabilitation etc.).

Soon after the completion of orientation visits, “Orientation to fields of social work”, a student workshop shall be conducted to share the orientation visit experiences and learning.

Structured Experience Laboratory - is a classroom activity, which provides opportunities through the games/activities, to form the involvement of self in various practice skills. These laboratory experiences are designed in small groups to encourage participation, sharing of the experience and aid in examining learning and applications of skills. These sessions have a specific objective of experiencing self, and applying /using self in practice. (Relationship skills, Communication skills etc., will be focused).

Concurrent practice learning of two-days a week - on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent (16 hours), each week of the semester.

The learners may be placed in agencies/community to initiate and participate in direct service delivery. Each student has to undertake two case studies.

The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work.

SEMESTER-II

Paper code: SW-2.1

Paper Title: WORK WITH GROUPS

Introduction:

This course aims at developing the understanding of Group Work as a method, developing skills for intervention, gaining knowledge and scope of this method in various settings.

Objectives:

1. Develop awareness about the specific characteristics of Group Work and its contributions as a method of social work intervention.
2. Gain knowledge about group formation and the use of a variety of group approaches.
3. Develop understanding of concepts, dynamics and small group theory in relation to all types of groups, e.g. family, staff, committee, long-term client groups.
4. Identify the various situations and settings where the method could be used, in the context of social realities of the country.

Course Content

UNIT I

Introduction and history of Group Work: Understanding of groups - Characteristics and significance of group - Definition of Social Group Work - Characteristics of Social Group Work - Purpose of Social Group Work; Historical evolution of group work with special emphasis on the Indian Context.

Type of Groups: Types and approaches based on objectives and purpose - Type of membership - Time duration - Social group work in different settings and analysis of group processes.

UNIT II

Theories of Social Group Work: Theories applicable to group work practice - Models in group work practice.

Values and Principles in group work and Characteristics of Group formation: Values in social group work- Principles in group work - Assumptions underlying social group work - Factors of group formation - Formulation of goals - Identification of problems for work.

Pre-group and Initial Phase: Planning model - Characteristics of pre group phase - Group structures - Facilitation skills and role of worker in pre-group and initial phase.

UNIT III

Group Processes and Group Dynamics: Importance of group processes - Typical patterns – Processes in different type of groups - Worker's skills in identifying and understanding processes - Bond, sub-groups, role. Leadership - Isolation - Decision making - Conflict – Communication - Relationships.

Middle Phase and Use of Program: Characteristics of middle phase - Group structures - Group dynamics - Facilitation skills - Role of group workers - Comparison across phases - Concept and principles - Program planning - Skills in program planning

UNIT IV

Facilitation: Knowledge of skills and techniques for effective work with groups/problem solving.

Recordings in Group work: Importance of recording in social group work - Principles of recording - Recording structure - Types of recording.

UNIT V

Evaluation in Groups and Termination Phase: Importance of evaluation - Types of evaluation - Methods of evaluation - Need for termination - Types of termination - Characteristics of termination phase - Worker's skills.

Application of Group Work: Application in health settings, school settings, family welfare settings, industrial settings, women and child welfare settings.

References:

1. Alissi, A. S. 1980 Perspectives on Social Group Work Practice: A Book of Readings, New York: The Free Press.
2. Balgopal, P. R. and Vassil, T. V. 1983 Groups in Social Work - An Ecological Perspective, New York: Macmillan Publishing Co. Inc.
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9. Konopka, G. 1963 Social Group Work : A Helping Process, Englewood Cliff. N J: Prentice- Hall Inc.
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11. Northen, H. 1969 Social Work with Groups. New York: Columbia University Press.
12. Pepell, C.P. and Rothman, B. Social Work with Groups, New York: The Haworth Press.
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15. Tom, Douglas 1978 Basic Group Work, London, Tavistock Publications Ltd.
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 Rivas, R. F. 1984 An Introduction to Group Work Practice,
 New York: Macmillan Publishing Co.
17. Trecker, Harleigh B. 1970 Social Group Work: Principles and Practice, New York:
 Association Press.
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 Social Group Work Practice, Boston:
 Ryland, G. 1949 Houghton Mifflin, Co,

Paper code: SW-2.2

Paper Title: WORK WITH COMMUNITIES

Introduction:

Development of Community Organization as a method of social work practice is seen as a means to facilitate communities towards self-directed change. It takes as its basis the inequalities in society manifested through processes of marginalization, discrimination or disempowerment of groups, which have resulted in the loss of control over resources, be they tangible or intangible. The strategies of Community Organisation practice being addressed as part of the course cover a range spanning different ideologies, from those being people-initiated, and those that are initiated by the elite. Community Organization is seen as a means as well as an end, where collective processes are to sustain the community's capacity to bring about change.

Objectives:

1. Understand the critical elements of community organisation practice.
2. Enhance critical understanding of the models and strategies for community organisation practice.
3. Make the micro-macro connections between the ranges of complex issues in practice.
4. Develop attitudes conducive to participatory activities for civil society.

Course Content

UNIT I

Community: Concept, characteristics, types and functions.

Understanding of community organisation practice: Definition of community organisation, values and principles of Community Organisations, ethics of community organisation practice.

Community Organisation Practice: Community work within social work - Understanding Human Rights in Community Organisation practice - Historical development of community organisation practice.

UNIT II

Power: Concept of power - The range of perspectives - Dimensions of power relevant to community organization.

Empowerment: Concept of Empowerment - Barriers to, process and cycle of empowerment.

Gender and Empowerment: Gender sensitive community organization practice.

UNIT III

Models and Strategies of Community Organization - Locality Development Model - Social Planning Model - Social Action Model - Select methods of public interest litigation, protests and demonstrations, Dealing with authorities, Public Relations, Planning, Monitoring and Evaluation - Roles in different models attributes and attitude.

UNIT IV

Community Organization as a method: Relevance of Community Organisation as a method across different spheres of social work intervention and relook at own attitudes.

Skills of Community Organization Practitioner: Problem analysis, resource mobilization, conflict resolution, organizing meetings, writing and documentation, networking, training, monitoring and evaluation.

UNIT V

Strategy and Roles: Unionization as a Strategy - Advocacy in community organization.

Current debates in community organisation practice: Emerging issues - Impact of macro policies.

References:

1. Arora R. K. (Ed.) 1979 People's Participation in Development Process: Essays in Honour of B. Mehta, Jaipur: the HCM State Institute of Public Administration.
2. Dandavate, M. 1977 Marx and Gandhi, Bombay: Popular Prakashan Pvt. Ltd.
3. Dayal, R. 1960 Community Development Programme in India, Allahabad: Kitab Mahal Publishers.
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8. Marulasiddaiah, H. M. 1987 Community: Area and Regional Development in India, Bangalore, Bangalore University.
9. Mayo H., Jones D. 1974 Community Work, London: Routledge and Kegan Paul.
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11. Murphy, C. G. 1954 Community Organisation Practice, Boston: Houghton Mifflin Co.
12. Patnaik, U. and Dingwaney, M. 1985 Chains of Servitude, Bondage and Slavery in India. Madras: Sangam Books Pvt. Ltd.
13. Polson and Sanderson. 1979 Rural Community Organisation, New York: John Wiley and Sons.
14. Ramchandra Raj, G. 1974 Functions and Dysfunctions of Social Conflict, Bombay: Popular Prakashan.
15. Ross Murray G. 1967 Community Organisation: Theory, Principles and Practice, New York: Harper and Row.

16. Siddiqui, H. Y. 1997 Working with Communities: An Introduction to Community Work, New Delhi: Hira Publications.
17. Shivappa R. 2009 Streams in the River- A Journey Into Inclusive Concerns, Dhatri Pustaka, Bangalore
18. Sussman, M. B. 1959 Community Structure and Analysis, New York: Thomas Y. Crowell Co.
19. Volken, H. et. al. 1982 Learning from the Rural Poor: Shared Experiences of the Mobile Orientation and Training Team, New Delhi: Indian Social Institute.
20. Warren, R. L. 1965 Studying Your Community, New York: Free Press.
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R. 1977 Strategies for Planned Change, New York: Association Press.

Journals:

1. Community Development Journal: An International Forum, UK, Oxford University Press.
2. Development and Change, Hague Blackwell Publisher.
3. Journal of Rural Development, NIRD, Hyderabad (Andhra Pradesh)

Paper code: SW-2.3

Paper Title: MANAGEMENT OF DEVELOPMENTAL AND WELFARE SERVICES

Introduction:

The course aims to develop management competencies to function in organizations, participate as a team member and understand the role of a social work programmes' manager.

Objectives:

1. Understand the overall environment and its impact on the nature, structure and development of organizations in corporate, public and voluntary sectors in the context of social work profession.
2. Understand policies and procedures involved in establishing and maintaining human service organizations.
3. Acquire skills to network and participate in the management of resources - human, material and environmental.
4. Develop skills to participate in management of programmes, as a part of the interdisciplinary team and initiate as well as develop new programmes.
5. Develop ability to analyse the practices applied in specific settings.

Course Content

UNIT I

Social Services: Need for welfare and developmental organisations, Factors determining social welfare programmes, Development and Welfare organization's response to societal needs; role of state, voluntary and corporate sector.

UNIT-II

Management services: Types of settings, organizational characteristics like origin, nature, size, structure, and design, organizational climate and impact of socio-political environment - Management process: Vision, Planning, Organizing, Directing, Staffing, Coordination, Reporting, Budgeting.

Establishments: Registration, different types of legislations, legal status, constitution, rules and procedure, goals - Financial resources: Organizational Budget, Sources of finance, Fund Raising, Records, Audit.

UNIT III

Physical Management of Services: all activities related to acquiring, hiring and maintaining importable structure and infrastructure, maintenance of premises and daily upkeep.

Enhancing the involvement and the potential of people in organization's executive boards, committees; professionals and other staff-relationship, communication, team work, and facilitating team building, supervision, and participation in training.

UNIT IV

Programme Development: Programme management: long term, short term, and Documentation.

Project proposals based on felt-needs, nature of resources, eligibility criteria, records, evaluation and research.

Impact analysis - Qualitative and quantitative.

UNIT V

Public Relations: Public relations need and its promotion by all in the organisation. Representing the organization, networking, public, corporate and voluntary sector, resource building, accountability, transparency, use of media for publicity.

Change and its Management: Understand and manage change, innovation in a rapidly changing social environment: for policy programmes and structure.

Organizational understanding: Conflict, conflict resolution, creating positive climate.

References:

1. Choudhari, D. Paul. 1983 Social Welfare Administration, Delhi: Atma Ram and Sons.
2. Garain, S. 1998 Organizational Effectiveness of NGOs, Jaipur: University Book House.
3. Garain, S. Towards a Measure of Perceived Organizational Effectiveness in Non-government Organization, Mumbai: Indian Journal of Social Work, 54 (2), 251 -270.
4. Goel, S. L. and Jain, R. K. 1988 Social Welfare Administration: Theory and: Practice, Vol. I and II, New Delhi: Deep and Deep Publications.
5. Government of India Evaluation of Social Welfare Programmes, Encyclopedia of Social Work. Vol. 1, 297 - 310.
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7. Hasenfeld, Y and English, R. (Eds.) 1978 Human Service Organizations. Ann Arbor: University of Michigan Press.
8. Hauman, A. 1962 Professional Management and Practice, Delhi: Eurasia Publications.
9. Jackson, J. 1989 Evaluation for Voluntary Organizations. Delhi: Information and News Network.
10. Kapoor, K. K. 1986 Directory of Funding Organizations, Delhi: Information and News Network.
11. Lauffer, A. 1977 Getting the Resources You Need, New Delhi: Sage Publications.
12. Lauffer, A. 1977 Understanding Your Social Agency, London: Sage Publications.

13. Luthans, Fred. 1990 Organizational Behaviour, Boston, Irwin McGraw Hill.
14. PRIA. 1990 A Manual on Financial Management - An Accounts Keeping for Voluntary Organizations, New Delhi: Society for Participatory Research in Asia.
15. PRIA b Training of Trainers: A Manual for Participatory Training Methodology in Development, New Delhi: Society for Participatory Research in Asia.
16. Sachdeva, D. R. 1998 Social Welfare Administration in India, Allahabad, Kitab Mahal.
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21. Weiner, M. 1982 Human Service Management, Illinois: The Dorsey Press.
22. Young, Pat 1985 Mastering Social Welfare, London, Macmillan Master Series, Macmillan Education Ltd.

Code: SW-2.4

**Title: SOCIAL WORK PRACTICUM – II
(Concurrent Field Work)**

Concurrent practice learning of two-days a week - on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in agencies or in communities to initiate and practice in direct service delivery. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Every student shall undertake two awareness programmes/trainings with any group in agency/community. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with the respective agency/development organisations.

Exposure Visits:

An exposure visit of 3-4 days duration shall be made to provide an opportunity to study and appreciate innovative efforts (successful experiments/models of development) by individuals and groups towards meeting people core needs. This would help the students to develop a vision towards development. The report of exposure visit shall be part of concurrent field work.

Code: SW-2.5

**Title: SOCIAL WORK PRACTICUM-III:
(Social Work Camp and Summer Placement)**

Rural/Tribal camps with duration of 7-10 days provide opportunities to experience rural life, analyze rural dynamics, and observe the functioning of Government machinery (local self-government) and voluntary organisations. Micro-planning exercise and Participatory Rural Appraisal (PRA) activity shall be the part of social work camp. However, this will be an opportunity to practice community organization method. This experience aids peer participation in planning for activities for own group and those for local people. It also helps to develop skills to carry out, evaluate, and report the experience.

Summer Placement:

Provides an opportunity to experience day-to-day work in a setting. The learner gets involved with direct practice with the client system and with the ongoing management operations of the setting. The time frame recommended for this experience is about two weeks, after the first year of the post-graduate programme.

Paper Code: OEC- SW-2.6

Paper Title: SOCIAL WORK PRACTICE WITH CHILDREN

Introduction:

Children are the future of human society. Profession of social work has to work with children in different circumstances while rendering services in varied settings. There is a need for social workers specially trained in working with the children. Such trained social workers can render valuable services to children in need of professional help.

Objectives:

1. To understand children facing difficult circumstances and the impact of difficult circumstances on children's development.
2. To gain an overview of agencies where children form the major client group, and appropriate evaluation of children's problems.
3. To impart knowledge of specific intervention strategies in dealing with children as a client group.

Course Content

UNIT I

Children in difficult circumstances - developmental delay, physical and intellectual handicaps; chronic illnesses, nutritional deficiencies, accidents, poverty, child labour, abandoned and orphaned children, adoption issues, children in institutions, psychological problems in children, self harm and suicides in children, addiction related problems in children, children brought up by single parents due to death, divorce and other related issues, problems in formal schooling, children living-in-difficult situations - children in streets, slums, war zones, migration, children in conflict with law, truancy, drug abuse, running away from homes, neglected children, child abuse, child trafficking, child marriage and any other.

UNIT II

Children in difficulties – Helping agencies, Settings and issues - pediatric hospitals, nursing homes, child care centres, child guidance clinics, residential care services for children - residential schools, orphanages, homes for children-in-conflict with law, agencies dealing with differently abled children, any other.

Assessment, intervention, follow up and evaluation of children and adolescents facing difficulties.

UNIT III

Social Work Intervention Programmes - Case work, group work, community organisation methods in helping children, school mental health programmes, home visits, school visits, life skills training, family life education for adolescents, creative use of play therapy, art, dance, drama and other media for helping children, child help lines, child care centres, adoption services, special rehabilitation services for rescued children and any other.

References:

1. Bhargava. Vinita. 2005 Adoption in India, New Delh, Sage Publications,
2. Beck, Laura Developmental Psychology. New Delhi, Pearson Education Inc..
3. Government of India, Dept. of Women and Child Development 1992. Plan of Action – A Commitment to the Child.
4. Hegarty S and Arul, M. 2002 Children with Special Needs - From segregation to Inclusion, New Delhi, Sage Publications.
5. Hurlock, Elizabeth. 1981 Developmental Psychology. 5th Edition. New Delhi, Tata McGraw Hill Publications,.
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11. Reddy, Suma Narayan,1989. Institutionalized Children, Allahabad, Chug Publication,
12. UNICEF Publication The State of The World’s Children. Annual Report. <http://WWW.unicef.org>
13. Ved Kumar and Brooks, Susan. L. 2004 Creative Child Advocacy, New Delhi, Sage Publications,
14. Venkatesan. S. 2004 Children with Developmental Disabilities, New Delhi, Sage Publications,.

Paper Title: (OEC) GERONTOLOGICAL SOCIAL WORK

Introduction:

Changing demographic profile in India has led to rise in the number of elderly as never before. Along with the enhanced longevity, a number of issues related to care and management of elderly have come into focus. Social work as a profession concerned with providing professional service to the needy has recognized the need to address the concerns of the senior citizens. The current paper envisages training the learners in professional social work practice with the elderly. The paper focuses on senior citizens as target client group for social work intervention; the paper deals with the issues, concerns, problems and social work methods in facilitating healthy adaptation of the client group in the current Indian context.

Objectives:

1. To get an overview of the perspectives on aging and scope for practice.
2. To understand the various challenges related to aging, healthy aging and problems of the elderly in difficult situations.
3. To identify agencies working with elderly, the different care settings and issues in working with elderly in different settings.
4. To gain an insight into process of working with elderly.
5. To train the learners in applying specific social work intervention measures in working with senior citizens, care givers and to have an understanding of National Policy on Older Persons, and the role of International and NGOs to ensure quality of life to the elderly.

Course Content

UNIT I

Gerontology – Definition and scope. Understanding the elderly – demographic, developmental, psychological, socio-cultural, economic, and health perspectives. The issues pertaining to elderly-health, occupation, income, retirement planning, family support, gender issues, property Rights and any other.

UNIT II

Developmental tasks in elderly: Issues in health care, changes in family structure, coping with aging process, challenges due to changing physiological, economic, safety, status in the family and other issues, Healthy aging, Successful aging, quality of life, coping with demise of the life partner, bereavement, resolving one's own death, and any other.

UNIT III

Care settings for elderly: General hospitals, geriatric wards/ hospitals, home-based care, homes for the aged, nursing homes, day-care-centers, hobby centers, and facilities for homeless elderly, elderly helpline, and senior citizen forum. Social security schemes for the Elderly. Tools for assessment of the problems of elderly, intervention and follow up services and evaluation.

UNIT IV

Theories of Successful Aging: Disengagement Theory, Activity Theory – Productive aging and development.

National Policy on Older Persons, Constitutional and Legal safeguards of senior citizens, Role of HelpAge India and other prominent Organisations working for elderly - International scenario.

UNIT V

Social work intervention measures for senior citizens through methods of social work: Case work, group work, community organisation, welfare administration, social work research, social action
Care giver issues - Needs, burden, coping and training; training for caregivers of institutions for the elderly.

References:

1. Bali . P. Arun, 2001 Care of the Elderly in India. Shimla, Indian Institute of Advanced Studies.
2. Chatterjee, S.C., Patna, and K.P., Charian, V. 2008., Discourses on aging and Dying. New Delhi, Sage Publications
3. Dandekar, Kumudini. 1996 The Elderly In India, New Delhi, Sage Publications.
4. Desai, Murli and Raju, Siva (Ed.) 2000. Gerontological Social Work in India - Some issues and Perspectives. Delhi, BR Publishing House,.
5. Dey, A. B (Ed.) 2003 Ageing in India: Situation Analysis and Planning for the Future. New Delhi / WHO and AIIMS.
6. Emmatty, Leena. M. 2008 An insight into Dementia Care in India. New Delhi, Sage Publications.
7. Gangadhar B. Sonar. 2010 Social Work with Elderly, in Fields of Social Work Practice, edited by B.S.Gunjel and G.M.Molankal, Baraha Publishing House, Bangalore. P-75-83.
8. Gangadhar B. Sonar. 2004 Intergenerational Issues in Old Age: A study on Gulbarga District of Karnataka, Indian Journal of Gerontology Vol.18, No.3 & 4.
9. Gangadhar B. Sonar. 2004 Old Age Pensioners – A Socio-Psychological Study, Indian Journal of Gerontology Vol. 18, No. 1 & 2.
10. Hurlock, Elizabeth. 1981 Developmental Psychology. 5th Edition. New Delhi, Tata McGraw Hill Publications.
11. Indira Jaiprakash. 1999 Aging in India, A report submitted to World Health Organisation, Geneva.
12. Khan M.Z. 1989 Voluntary Welfare Services for the Aged, Dept. of Social Work, New Delhi, Jamia Milia Islamia.
13. Kumar, Vinod (Ed.) 1996 Aging - Indian Perspective and Global Scenario, New Delhi, AIIMS.
14. Rajan, Irudaya.S., Mishra,U. S., and Sharma, S.P. 1999. India's Elderly, New Delhi, Sage Publications.

15. Ramamurti P,V and Jamuna D (Ed) 2004. Handbook of Indian Gerontology. New Delhi, Serial Publishers.
16. Tyagi Renu. 2000 National Policy on Older Persons: At a Glance, Helpage India, Vol.6, No.1, P-5-10.
17. TISS. 1998 An Attempt to Develop Gerontological Social Work in India: A seminar report, Mumbai.
18. Vineeta B Pai 2000 Coping with Retirement, UNESCO CLUB, Naganur, Belgaum

Journals:

1. Indian Journal of Gerontology, C-207, Manu Marg, Tilak Nagar, Jaipur 302 004
2. R & D Journal of Helpage India . C-14, Qutab Institutional Area, New Delhi, 110016.

SEMESTER-III

(Common Paper)

Paper code: SW-3.1

Paper Title: SOCIAL POLICY, PLANNING AND DEVELOPMENT

Introduction:

The course introduces the learner as how policy is a link between Constitutional Principles, Development Plans, Legislative and Executive Actions. The analysis of these processes is to enable utilization of the knowledge to improve social work practice.

Further, it provides a critical and analytical framework to understand key concepts, development processes and current issues, pertaining to different parts of the world, with specific reference to India. This course is expected to provide the social work students with a context for micro-level interventions.

Objectives:

1. Gain knowledge of policy analysis and the policy formulation process.
2. Acquire skills in critical analysis of social policies and development plans.
3. Develop an understanding of social policy in the perspective of national goals as stated in the Constitution, particularly with reference to Fundamental Rights and the Directive Principles of State Policy.
4. Critically understand the concept, content and process of social development.
5. Develop the capacity to identify linkages among social needs, problems, development issues and policies.
6. Locate strategies and skills necessary for social development and reinforce values of social justice, gender justice and equality.

Course Content

UNIT I

Social Policy and Constitution: Concept of social policy, sectoral policies and social services - Relationship between social policy and social development-Values underlying social policy and planning based on the Constitutional provisions (i.e. the Directive Principles of State Policy and Fundamental Rights) and the Human Rights - Different models of social policy and their applicability to the Indian situation.

UNIT II

Sectoral Social Policies in India: Evolution of social policy in India in a historical perspective- Different sectoral policies and their implementation: Policies concerning education, health, social welfare, women, children, welfare of backward classes, social security, housing, youth, population and family welfare, environment and ecology, urban and rural development, tribal development and poverty alleviation.

UNIT III

Social Planning: Concept of social planning - Scope of social planning - the popular restricted view as planning for social services and the wider view as inclusive of all sectoral planning to achieve the goals of social development -

Indian planning in a historical perspective - The Constitutional position of planning in India.

The legal status of the Planning Commission - Coordination between Centre and State, need for decentralization - Panchayath Raj, people participation.

UNIT IV

Social Development: The Concept - Defining social development – Elements of Development - Current debates of development – Process of Modernisation and Social Development - Approaches to development - Development indicators, Human Development Index, Millennium Development Goals, Social Exclusion and Inclusive Development.

UNIT V

Social Development in India: The historical and social context of development in India - Demographic transitions - Rural development: agrarian and land reforms; Green Revolution - Industrialization and urban development - Labour relations-Gender issues - Environmental issues (land, water, forest) - Education - Health.

References:

1. Bandyopadhyay, D. 1997 "People's Participation in Planning: Kerala Experiment", Economic and Political Weekly, Sept. 24, 2450-54.
2. Bhanti, R. 1993 Social Policy and Development in Rajasthan, Udaipur: Himanshu Publications.
3. Bulmer, M. et. al., 1989 The Goals of Social Policy. London: Unwin Hyman.
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5. Dandekar, V. M. 1994 "Role of Economic Planning in India in the 1990s & Beyond", Economic and Political Weekly, Vol. 29, No. 24, 1457-1464.
6. Desai, V. 1988 Rural Development (Vol.1) Mumbai: Himalaya Publishing House.
7. Ganapathy, R. S. and Others 1985 Public Policy and Policy Analysis in India, Delhi: Sage Publications.
8. Ghosh, A. 1992 Planning in India: The Challenge for the Nineties, New Delhi: Sage Publications.
9. Government of India Five Year Plan Documents (latest), New Delhi.
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The Meaning of Social Policy, London: Croom Helm.
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Social Policy in the Third World, New York: John Wiley and Sons.
17. Mathur, K. Bjorkman
Top Policy Makers in India, New Delhi: Concept Publishing Co.
18. Mishra, R. 1977
Society and Social Policy, London: Macmillan Ltd.
19. Mukherjee, N. 1993
Participatory Rural Appraisal: Methodology and Applications, New Delhi: Concept Publishers.
20. Planning Commission of India. 2000
Karnataka Human Development Report, Academic Foundation, New Delhi.
21. Rao, V. 1994.
"Social Policy: The Means and Ends Question" Indian Journal of Public Administration, Vol. 50, No.1, Jan.-March, 1994.
22. Rastogi, P. N. 1992
Policy Analysis and Problem-solving for Social Systems, New Delhi: Sage Publications
23. Roy, Sumit. 1997
"Globalisation, Structural Change and Poverty", Economic and Political Weekly, Aug. 16-23, 2117 - 2132.
24. Singh, R. R. (Ed.) 1995
Whither Social Development? New Delhi: ASSWI.
25. UNDP
Human Development Reports, Oxford University Press.
26. Weimer. D. L. and Vining, A. R. 1994
Policy Analysis: Concepts and Practice, New Jersey: Prentice-Hall.
27. World Bank
World Development Reports (Annual), Oxford University Press.
28. Yadav, C. S. (Ed.) 1986
Urban Planning and Policies - Part A, New Delhi: Concept Publishing Co.

Recommended Journals / Periodicals:

1. Alternatives
2. Development and Change
3. Economic and Political Weekly

(Common Paper)

Paper code: SW-3.1

Paper Title: SCIENCE OF CRIME AND PUNISHMENT

Introduction:

The course aims at introducing to the students the concepts of crime, punishment and the impact of crime on victims. The focus is on facilitating understanding of the learner to deliberate social work interventions with the prevention of crime, handling the issues related to those clients who are in conflict with law as well as helping the victims to recover from the impact of crime.

Objectives:

1. to understand the concept of criminology and crime, as applicable to the Indian context with the impact of individual in conflict with law
2. to learn the dimensions of penology, Indian prison system, the impact of imprisonment on the individuals and prison administration
3. to understand the impact of crime on victims, compensation and hurdles in getting justice in the Indian context
4. to assimilate the practice of social work interventions in crime prevention, promotion of social health, dealing with persons in conflict with law, Human Rights issues in the context of under - trials, imprisonment, rehabilitation of released prisoners and victims.

Course Content

UNIT I

Crime: Meaning and definition, historical perspective; Nature and Scope of Criminology, Causation of Crime, Characteristics and Classification of Crimes, Crime patterns - Habitual, Professional, Organised, White collar, Public order crimes; Gender related issues in crimes; Classification of offenders under Indian Penal Code. Trial duration and pending cases, its impact.

UNIT II

Penology: Meaning, definition, historical perspective, scope.

Theories of Punishment: Deterrent theory, retributive theory, preventive theory and reformatory theory.

Efficacy of punishment.

Essentials of an ideal penal system, penal policy in India.

Forms of Punishment: Corporal and capital punishment - pros and cons.

Agencies involved in criminal justice system: Correctional institutions.

Impact of imprisonment, maintenance of prisons, staff dynamics.

UNIT III

Victimology: Meaning, definition, historical perspective, scope of the study.

Problems of victims - physical, psychological, socio-cultural.

Victim offender relationship.

Hurdles in crime reporting, investigation and justice delivery in the Indian context.

Compensation and restitution measures.

UNIT IV

Social work Practice in Correctional Setting: Scope for social work practice in institutional and non institutional settings.

Application of Social Work interventions with under - trials, prisoners, rehabilitation of prisoners, work with families of prisoners, work with victims of crime.

UNIT-V

Human Rights in the context of crime and punishment - Agencies to protect Human Rights - National Human Rights Commission, State Human Rights Commissions, Right to information Act and in the context of Human Rights violation,
Social Work measures with the Police, the Judiciary and prison staff - Job stress, burn out and other issues.

References:

1. Ahuja, Ram 1996 Youth and Crime, Jaipur, Rawat Publications
2. Ahuja, Ram 2006 Criminology: New Delhi, Rawat Publications
3. Bhattacharya, S.K 1985 Social Defence: An Indian Perspective, Delhi, Manas Publications
4. Chadha, K 1983 Indian Jail: A Contemporary Document, New Delhi, Vikas Publications.
5. Chang, D.H 1976 Criminology – A Cross-cultural Perspective, Vol.I, New Delhi, Vikas Publications.
6. Gandhi B.M, 2006 Indian Penal Code- Lucknow, Eastern Book Co
7. Paranjape, N.V 1998 Criminology and Penology; Allahabad: Central Law Publications
8. Sarkar, Chandan 1987 Juvenile Delinquency in India – An Etiological Analysis, Delhi, Daya Publishing House.
9. Siddique, A 1983 Criminology, 2nd Edition, Lucknow, Eastren Book Co.

(Common Paper)

Paper code SWE -3.2

Paper title: COMMUNICATION AND COUNSELLING

Introduction:

This paper relates the relevance of components of communication and counselling in social work practice.

Objectives:

1. Understand the meaning and importance of communication in day-to-day life.
2. Focus on interpersonal communication of interviewing and allied aspects.
3. Develop holistic understanding of counselling as a tool for help.
4. Acquire knowledge of various approaches: their theoretical under-pinnings for goals, values, processes and techniques.
5. Develop skills of application to real life situations.

Course Content

UNIT I

Communication: Meaning and importance of communication.

Process of communication: Key elements in the communication process Communication, message, audience; channel of communication. Verbal and nonverbal communication.

Basics of Communication.

Education and communication for national development.

Interpersonal communication: Interviewing - Objectives, principles of interviewing; listening, qualities of effective communicator.

Seminars, conferences, lectures, group discussion, panel discussion, symposium, workshop, role playing, simulation exercises, written communication, report writing, letter writing, article/essay writing, games, brain storming, street play, field work exposure.

UNIT II

Visual aids in communication: Poster making, use of notice boards, flip charts, charts, flash cards, photographs, pamphlets, slide shows.

Mass Communication: Television, exhibition, newspapers and magazines, advertisements, radio, film, VCD/ DVD, e-mail, internet.

Impact of mass communication on society, family, marriage and child development.

Communication Analysis and Planning: Planning and executing a communication campaign on an issue using various methods of communication.

UNIT III

Counselling: Definition, nature and goals, areas of counselling; Historical background and origins of counselling, ethical nature of counselling, qualities of an effective counsellor.

Counselling Situations: Developmental, preventive, facilitative, and crisis.

Counselling and Psychotherapy - Skills in counselling - Establishing the relationship.

Process of Counselling.

UNIT IV

Approaches to Counselling: Approaches; Theoretical base, thrust, goals, key concepts, techniques - Approaches like person-centered, rational-emotive, transactional analysis, behavioural approaches, gestalt, existential approaches, Egans three stage model, eclectic model.

Indigenous Approach: Indigenous approaches of help and self-help like yoga, reflection. Act of Prayashchit.

UNIT V

Couple and Family Counselling: Issues in such counselling, its process and stages.

Crisis Counselling

Group Counselling: Counselling for groups - Process, advantages and disadvantages of group counselling.

Practice of counselling in family counselling centres, family courts, counselling bureau - Premarital and marital counselling, vocational counselling centres, mental health centres, child guidance clinics, correctional institutions, deaddiction and rehabilitation centres, educational institutions.

References:

1. Brown, Leland 1970 Communicating Facts and Ideas in Business, New Jersey: Prentice-Hall Inc., Englewood Cliffs.
2. Chandrashekar, C. R. A Manual on Counselling for Lay- Counsellors, (Ed.) 1999 Bangalore, Prasanna Counselling Centre.
3. Dave, Indu 1983 The Basic Essentials of Counselling, New Delhi: Sterling Publishers Pvt., Ltd.
4. Desai, M. M.(Ed.) 1979 Creative Literature and Social Work Education, Bombay: Somaiya Publications Pvt. Ltd.
5. Desai, Murli (Ed.) 1994 Family and Interventions - A Course Compendium, Bombay, Tata Institute of Social Sciences.
6. D'souza, Y. K. 1999 Communication Today and Tomorrow, New Delhi: Discovery Publishing House.
7. Fisher, Dalmar 1999 Communication in Organisations, Second Edition, Mumbai: Jaico Publishing House.
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9. Fuster, J. M. 2000 Personal Counselling, Eighth Updated Edition, Mumbai, Better Yourself Books.
10. Kennedy, E. 1977 On Becoming a Counsellor - A Basic Guide for Non-professional Counsellors, Delhi: Gill and Macmillan.
11. Lakshmi pathi Raju, M Family Counselling: Perspectives and Practices, (Ed.) 1999 Tirupati, Sri Padmavati Mahila Visvavidyalayam.
12. Lewis,E. Patterson and The Counseling Process, Stamford, Brooks / Elizabeth, R. Welfel 2000 Cole Thomson Learning,

13. Melkote, Srinivas R. 1991 Communication for Development in the Third World – Theory and Practice, New Delhi: Sage Publications.

14. Mohan, Krishna and Developing Communication Skills, Delhi:
Banerji, Meera. 1990 Macmillan India Ltd..

15. Murphy, Robert D. 1977 Mass Communication. and Human Interaction,
Boston:Houghton Miffiin Company.

16. Narang, Vaishna 1996 Communicative Language Teaching, New Delhi:
Creative Books.

17. Narayana, Rao S. 1981 Counselling Psychology, New Delhi: Tata
Mc Graw Hill Publishing Company Ltd.

18. Pollock, Thomas Clark;
Sheridan, Marion C;
Ledbetter, Frances and
Doll, Ronald C. 1955 The Art of Communicating, New York:
The Macmillan Company.

19. Robert, G. Madden 1998 Legal Issues in Social Work Counselling and Mental Health,
Sage Publications India Pvt., Ltd.

20. Small, Jacquelyn 1990 Becoming Naturally Therapeutic: A Return to the True
Essence of Helping, New York, Bantam Books.

21. Venkatramani, S. H. 1998 Corporate Communications - The Age of Image, New
Delhi: Sterling Publishers Private Ltd.

(Common Paper)

Paper code: SW-3.2

Paper Title: POPULATION AND ENVIRONMENT

Introduction

The content has two aspects to it. Population dynamics and its relatedness to the environment, natural resources, utilization and their preservation.

Objectives:

1. Understand characteristics, determinants of population growth.
2. Examine population policy, plan and initiatives.
3. Understand inter-relatedness of human life, living organisms and environment.
4. Examine utilization and management of resources.
5. Develop skills to participate in activities related to the two areas.

Course Content:

UNIT I

Characteristics of population: Population, determinants of growth. global concerns - Characteristics of Indian Population – Distribution by age, sex, literacy and occupation – Fertility trends - Birth and death ratio.

Population Policy, World Action Plan, Population Policy of India- Implementation; Initiatives – Government and NGO.

UNIT II

Family Planning: Objectives, scope, methods, implementation, mechanisms and progress.

Concept and Scope of Population education, family life education, sex education, and family planning education.

UNIT III

Population and Environment: Interrelatedness of human life, living organisms; Environment and natural resource – Environment, lifestyle, degradation. Environment management, maintaining, improving, enhancing – Current issues of Environment.

UNIT IV

Natural Resources and Diversity: Utilisation and management – Forest, land, water, air, energy sources - Pollution - Sources, treatment, prevention - Soil, water, air, noise - Waste matter - disposal, recycling, renewal, problems, issues - Programmes for forest, land and water management.

UNIT V

Environment Protection Laws and Role of Social Worker: Acts related to environmental protection – Forest conservation- Water pollution – Standards and tolerance levels – Unplanned urbanization- Environmental movements in India - Role of NGOs in Environmental issues – Government agencies in environmental protection – Social work initiative and level, agency level, community levels.

References

1. Cassen, R.H 1978
India Population, Economy and Society, London: Macmillan.
2. Family planning Association of India
Family planning Counseling Guide, Population Reports Service Series J.N 35 and 36
3. Fisher, W.F 1997
Towards Sustainable Development (Struggling over India's Narmada River), New Delhi: Rawat Publications.
4. Gadgil, and Guha. 1997
This Fissured Land – An Ecological History of India: Delhi: Oxford University Press.
5. Klieinman.R (Ed.) 1998
Family Planning Handbook for Doctors, Hertford: IPPF
6. Krishna. M. 1995
Air Pollution and Control, Kakinada: Kaushal and Co.
7. Miller, Jr. Tyler, G and Armstrong. 1982
Living in the Environment, California: Wordsworth International Group.
8. Mohan, R. 1985
“Urbanization in India's Future”, Population and Development Review, Vol. 11(4)
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Our Common Future, Delhi: Oxford University Press.
10. Prasad, R.K
Population Planning, Policy and Programmes, New Delhi: Deep and Deep Publications.
11. Reddy, Laxmi, M.V.1994
Population Education, New Delhi: Asish Publication.
12. Ryding, S.O. 1992
Environmental Management Handbook, Ahmedabad: IOS Press.
13. Sapru, R.K (Ed.) 1987
Environment Management in India, Vol. II, New Delhi: Ashish Publishing House
14. Satapathy, N. 1998
Sustainable Development (An Alternative Paradigm), Ahmedabad: Karnavati Publications.
15. Seshadri and Pandey, J (Eds.) 1991
Population Education, A Natural Source Book, New Delhi: NCERT.
16. Sharma, P.D. 1995
Ecology and Environment, New Delhi: Rastogi Publishers.

(Common Paper)

Paper code: SW-3.3

Title: CASE STUDIES

Every Candidate is expected to take up five cases, study them in depth and present the intervention, if any. Case refers to a unit of study – an individual, an institution, a community or an incident. The candidate has to work under the guidance of faculty member and submit the report on or before the date prescribed.

The university or the college concerned can develop guidelines for undertaking case studies. However, the students are encouraged to start his/her work on case studies from beginning of the course.

Evaluation of the case study will be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of social work practicum or similar committee may be constituted, if required.

(Common Paper)

Paper code: SW-3.3

Title: TERM PROJECT

The candidate is expected to select a theme relevant to the current social issues in consultation with the supervisor and make an exhaustive survey of literature on the chosen theme including empirical studies made on the same.

The candidate shall also collect the experiences or opinions of people on the issue and make a presentation which becomes a second part of the term project.

Flexibility is accorded in planning and executing the term project. Creativity and analytical approach are the hallmarks of designing term project. However, the activities are to be carried out under the direct supervision of the faculty supervisor.

The report has to be submitted before the end of theory examination of that semester to the University, through the Supervisor and Chairman/Principal.

Evaluation of the term project will be done along with the viva-voce examination by the viva-voce committee, constituted for the assessment of social work practicum or similar committee may be constituted, if required.

(Common Paper)

Paper Code: SW-3.4

Paper Title: SOCIAL WORK RESEARCH AND STATISTICS

Introduction:

This course is to equip learners to utilize, and conduct research as service managers to improve services, evaluate, and develop new services and intervention methods: strategies and techniques and also, be an effective consumer of other researches.

Objectives:

1. Develop an understanding of scientific approach to human inquiry in comparison to the native or common sense approach in various aspects, and its process.
2. Understand major research strategies, meaning, scope and importance of social work research.
3. Develop an ability to see the linkages between practice, research, theory and their role in enriching one another.
4. Develop ability to conceptualize, formulate and conduct simple research projects/exercises (This would include a broad range of basic research skills such as conceptualization of a research strategy and problem; writing a research proposal; developing tools for collecting data; use of sampling, strategies; data collection, processing, presentation, analysis and interpretation; and writing research report etc).
5. Make informed assessment and judicious use of research studies and findings.
6. Develop skills for use of library and documentation services for research.

Course Content

UNIT I

Science - Meaning and assumptions, scientific approach in comparison to the native or common sense approach.

Scientific attitude; Scientific method; application of scientific method for the study of social phenomena.

Research: Definition and objectives, Social Work Research: Meaning, objectives, functions and limitations; Scope of social work research in India; Agencies sponsoring and conducting social work research, ethics in research.

Problem identification: Criteria for the selection of research problem; Problem formulation.

Concepts, constructs, variables, conceptual and operational definitions. Hypothesis: Meaning, importance, uses and requirements.

UNIT II

Design of research: Definition and importance; types of research design; exploratory, descriptive, experimental, evaluative design, participatory research, action research and intervention research.

Types of Data: Primary and secondary, objective and subjective, qualitative and quantitative.

Sampling: Universe and Sample: Rationale and Characteristics of sampling; methods of sampling, general considerations in the determination of sample size, sampling errors.

UNIT III

Methods of primary data collection:

Observation: Structured and unstructured; participant and non-participant. Questionnaire, interview schedule and interview guide; Pilot study and Pre-testing.

Scales: Need for scales, some prominent scaling procedures.

Case study: Meaning, uses, steps – Focussed Group Discussion, Importance and Procedures.

Sources of Secondary data: Library, Official data, Census, NSSO, Websites, personal documents, problems in the use of secondary data.

UNIT IV

Data Processing: Content, editing data, classification, quantification, coding key, master chart, manual and mechanical tabulation of data; frequency distribution, diagrammatic and graphic presentation - use of computers.

Issues related to Social Work Research: Analysis and Interpretation of data, Research reporting: contents of research report: foot-note, references, bibliography, preparation of abstract; the art of making book review.

UNIT V

Statistics: Definition, functions, importance and scope.

Measures of Central Tendency - Measures of Dispersion –

Measures of Association: Chi-square, Correlation Coefficient, 't' distribution; Analysis of Variance and 'F' distribution.

Use of Statistical Package in Social Sciences.

References:

1. Blalock, H. M. 1972 Social Statistics, New York: McGraw Hill.
2. Coolidge, Frederick L. 2000 Statistics: A Gentle Introduction, New Delhi: Sage Publications.
3. Crabtree, B. F. and Miller, W. L. (Eds.) 2000 Doing Qualitative Research, New Delhi: Sage Publications.
4. Denzin, Norman, K. & Lincoln, Y. S. (Eds.) 2000 Handbook of Qualitative Research (II ed.), New Delhi: Sage Publications.
5. Field, Andy. 2000 Discovering Statistics Using SPSS for Windows: Advanced Techniques for Beginning, New Delhi: Sage Publications.
6. Foster, J. J. 1998 Data Analysis Using SPSS for Windows: A Beginner's Guide, New Delhi: Sage Publications.
7. Gupta, S. P. 1984 Statistical Methods, New Delhi, Sultanchand and Sons.
8. Jefferies, J. and Diamons, I. 2000 Beginning Statistics: An Introduction for Social Scientists, New Delhi: Sage Publications.
9. Krishnaswamy, O. R. 1993 Methodology of Research in Social Sciences, Bombay, Himalaya Publishing House.
10. Leonard Cargan. 2008 Doing Social Research, Rawat Publications, Jaipur
11. La1das, D. K. 2000 Practice of Social Research, Jaipur, Rawat Publications.

12. Marshall, Gatherine and Rosaman, G. B. 1999 Designing Qualitative Research, III Edition, New Delhi: Sage Publications.
13. Mukherji, Partha N. (Ed.) 2000 Methodology in Social Research: Dilemma, and Perspectives, New Delhi: Sage Publications.
14. Padgett, Deborah, K. 1988 Qualitative Methods in Social Work Research, New Delhi: Sage Publications.
15. Pestonjee E.M (2003) Hand Book of Psychological and Social Instruments, Vol. I and II, Concept Publishing Company, New Delhi.
16. Polansky, N. A. (Ed.) 1960 Social Work Research, Chicago, University of Chicago.
17. Ramachandran, P. 1990 Issues in Social Work Research in India, Bombay, Tata Institute of Social Sciences.
18. Reid, William J. and Smith, Andrey D. 1981 Research in Social Work, New York: Columbia University Press.
19. Shaw, Ian and Lishman, Joyce. (Ed.) 1999 Evaluation and Social Work Practice, New Delhi: Sage Publications.
20. Silverman, David (Ed.) Qualitative Research,. New Delhi: Sage Publications.1997
21. Society for Participatory Research in Asia, 1995 Participatory Research: An Introduction, Participatory Research, Network Series, No.3, New Delhi: PRIA.
22. Stewart, Alex. 1998 The Ethnographer's Method, New Delhi: Sage Publications.
23. Yanow, Dvora. 1999 Conducting Interpretive Policy Analysis, New Delhi: Sage Publications.
24. Yin, Robert, K. 1.994 Case Study Research: Design and Methods, New Delhi: Sage Publications
25. Young, Pauline V. 1982 Scientific Social Survey and Research, New Delhi, Prentice-Hall of India Pvt. Ltd.

(Specialisation-I: HRD)

Paper code: SW-3.5

Paper Title: HUMAN RESOURCE MANAGEMENT

Introduction:

The main objective of this course is to prepare young graduates for management and administrative positions in various industrial, businesses, governmental/non-governmental organisations and service sector organisations.

Objectives:

1. Develop managerial skills in different functional areas of management with practical focus on HRM.
2. Develop the competence to evolve the problem-solving approaches by applying conceptual and behavioural skills.
3. Develop interpersonal skills/ competence and leadership qualities to work in a group with team building approach.
4. Develop sound theoretical base in various concepts and theories to enable the student to develop a broad perspective of the management field.
5. Distinguish the strategic approach to Human Resources from the traditional functional approach.
6. Understand the relationship of HR strategy with overall corporate strategy.

Course Content

UNIT I

Human Resource Management: Concept, scope, philosophy and objectives; Evolution; Approaches, Structure and Functions; Line and staff relations of HRM; HRM Model. Hierarchy, formal and informal structure, Organization chart/reporting structure.

UNIT II

Human Resource Planning: Concept and objectives; Human resource inventory; Human resource planning process; job analysis; job description; job specification; job design; career planning and career paths; job rotation.

UNIT III

Talent Acquisition: Goals; polices, sources and methods. Selection: Concept, process. Talent Acquisition Tests, Theories and issues in psychological testing, Intelligence testing – theoretical background, Aptitude Testing, Personality Assessment, MBTI. Placement, Induction and socializing the new employee. Talent retention: Concept, importance and methods.

UNIT IV

Compensation Management: Factors influencing compensation plans and policies; Job evaluation - Fixation of salary, components of salary. Pay for performance – Incentive Schemes, principles and types, Employee Stock Option Plan, compensation survey / review

UNIT V

Strategic Human Resource Management (SHRM): Business strategy and organizational capability, SHRM: aligning HR with Corporate strategy, Strategic HR planning and Development, Change Management and restructuring and SHRM, Corporate Ethics, Values and SHRM, Competencies of HR professional in a SHRM scenario.

References:

1. Agarwal, R. D. (Ed.) 1973
Dynamics of Personnel Management in India, New Delhi: Tata McGraw-Hill Publishing Company.
2. Bhargava, P. P. 1990
Issues in Personnel Management, Jaipur: Printwell Publishers.
3. Chalofsky, Neal E and Reinhart, Carlene. 1988
Effective Human Resource Management, London: Jossey Bass.
4. Chatteljee, Bhaskar 1999
The Executive Guide to Human Resource Management, New Delhi, Excel Books.
5. Desai, K. G. 1969
Human Problems in Indian Industries, Bombay, Sindhu.
6. Famularo, Joseph 1987
Handbook of Human Resource Administration, McGraw-Hill.
7. Fisher, Cynthia; Schoenfeldt Lyle F. and Shaw, James, G. 1997
Human Resource Management, Third Edition., Boston, Houghton Mifflin Company.
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Human Resource Management, 7th Edition, New Delhi: Prentice Hall of India Pvt. Ltd.
9. Mamoria, C.B. 1989
Personnel Management, Bombay: Himalaya Publishing House.
10. McKenna, Eugene and Beech, Nic 1997
The Essence of Human Resource Management, New Delhi, Prentice – Hall of India Pvt. Ltd.
11. Moorthy, M. V. 1992
Human Resource Management: Psycho-Sociological Social Work Approach, Bangalore, R & M Associates.
12. Pareek, Udai and Rao, T. V. 1982
Designing and Managing Human Resources, New Delhi, Oxford & IBH.
13. Rudrabasavaraj, M. N. 1984
Human Factors in Administration, Bombay: Himalaya Publishing House.
14. Rudrabasavaraj, M. N. 1986
Cases in Human Resource Management, Bombay: Himalaya Publishing House.
15. Subba Rao, P. 1996
Essentials of Human Resource Management and Industrial Relations, Himalaya Publishing House.

(Specialisation-I:HRD)

Paper code: SW-3.6

Paper Title: ORGANIZATIONAL BEHAVIOUR AND ORGANIZATIONAL DEVELOPMENT

Introduction:

The course aims to provide an understanding of human behavior at work so that the learner may acquire the skills required to analyze problems and develop a problem-solving approach.

Objectives:

1. To impart knowledge about individual, group and organizational dynamics and their consequences.
2. To make clear the concepts and approaches that help in developing models or systems that support human ingenuity.
3. To acquaint the students with the knowledge of theories and practices that govern human behavior at work,
4. To help the learner understand the value and worth of human resources in an organization.
5. To enable the students to become aware of their communication skills and Sensitize them to their potential to become successful managers.
6. To gain self-confidence and healthy self-respect while retaining respect for other's rights.
7. To understand the application of Transactional Analysis in several areas of employee management.

Course content

UNIT I

Conceptual Framework: Organization Behavior: Definition, concept, approaches and scope, historical background of Organization Behavior.

Introduction to Enneagram, personality types according to Enneagram. Emotional Intelligence; Attitude, Values, Personality; Job satisfaction, Employee morale - Meaning, influences and outcomes - Measuring job satisfaction.

Assertiveness Training: Benefits of assertiveness – components of assertive behavior, measuring assertiveness, handling fear, handling anger, handling depression, developing assertive behavior skills, assertiveness on the job, assertiveness in interpersonal relations.

UNIT II

Transactional Analysis (TA), TA and self awareness, Winners and Losers, Structural analysis, Life positions, transactions, games and strokes, Life scripts, TA applications in motivation, Leadership and Teamwork, TA in counseling.

Motivation:- Concept and theories, techniques of motivation, role of reinforcement and punishment, motivation and organization reward system, awards, employee empowerment and engagement.

UNIT III

Leadership – roles, skills, and styles, leadership theories, types of leadership, powerful persuasion strategies.

Group dynamics-Concept, types of groups, dynamics of group formation, decision making in groups.

UNIT-IV

Organization Development: Concept, emerging approaches and techniques, Foundations of OD, Organizational Diagnosis, OD interventions – An overview, individual and interpersonal interventions, team/group interventions, comprehensive interventions, organizational transformation, success and failure of OD, Planned Organizational change, feedback and OD.

UNIT V

Organizational Conflict – concept, causes and types, conflict-resolution strategies.

Organizational change: concept, forces of change and resistance to change, managing organizational change and diversity, facilitating creative and divergent thinking, planned organizational change.

Stress and burn out – concept, causes, consequences and coping strategies.

Managerial Ethics: Individual ethics, ethical dilemmas in management, Ethical practices of Indian Managers, Corporate ethics.

References:

1. Andrew, Dubrin J, 2006
Leadership – Research Findings, Practice, and Skills, New Delhi, Biztantra Publication.
2. Aswathappa K, 2008
Organisational Behaviour- Text, Cases and Games, Mumbai, Himalaya Publication House.
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(Specialisation-I:HRD)

Code: SW-3.7

**Title: SOCIAL WORK PRACTICUM – IV
(Concurrent Field Work)**

Concurrent practice learning of two-days a week - on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in specialization related agencies or in communities to initiate and participate in direct service delivery. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with agency/development organisations. The agency/community/setting shall continue for practice of field work in next semester too.

Workshops:

Skills Development - help learners acquire specific skills for situations encountered during practice and acquire skills for intervention. These may be for problems/ concerns, issues or situations like work with alcoholics, HIV/AIDS affected persons, adolescents for life skills development, youth for leadership development and couples for marital relationship and enrichment work with elderly. These workshops are to enhance skills/ develop new skills for practice in specific situation, specific problems and issues. Further, the workshops on Ideologies for Social Change, and Project Proposal writing shall be organized for vision building.

(Specialisation-II: URCD)

Paper code: SW-3.5

Paper Title: SOCIAL WORK WITH TRIBAL AND RURAL COMMUNITIES

Introduction:

This course aims at introducing the learner the programmes of tribal and rural development, and the importance of social work practice with tribal and rural communities.

Objectives:

1. Develop an understanding of tribal and rural communities.
2. Understand the characteristics and problems of tribal and rural communities.
3. Acquire knowledge about the contribution of Government and Non-governmental organisations to tribal and rural development.
4. Develop an understanding of the functions of Panchayath Raj Institutions with particular reference to Karnataka.
5. Gain knowledge about the application of social work in tribal and rural development programmes.

Course Content

UNIT I

Tribe in relation to caste and nation - Nature and Characteristics of Primitive Cultures- Tribes in India and their Ecological Distribution.

Emerging Trends in Tribal Social Institutions - Family and Kinship Systems, Jati Structure, Economic Structure, Political organisations.

Characteristics of Tribal Society- Economic, Social, Political and Cultural, Problems of Tribal Life.

UNIT II

Government Programmes since Independence and their Impact on Tribal Societies - Programmes of Voluntary Agencies and their Impact on Tribal Societies.

Analysis and Assessment of Tribal Community Problems - Special Problems of the Tribals.

Social work in Tribal Development: Community organisation as a method of intervention, Participatory Rural Appraisal (PRA), Logical Framework Approach/Analysis (LFA), techniques of intervention and its scope in tribal community development – Role of social worker in Tribal development.

UNIT III

Rural Society and Poverty - Historical Perspective - Dynamics in the Village.

Society – Caste/Class Relationships - Control and Power, Conflict and Integration.

Poverty in the Rural Context - its Nature and Manifestations.

Analysis of Basic Problems - Issues Faced by the Rural Poor such as Indebtedness, Child Labour, Low Wages, Unemployment, Underemployment, and other forms of exploitations.

UNIT IV

Current Rural Development Programmes in India: Critical evaluation - Council for the Advancement of People's Action and Rural Technology (CAPART), National Institute for Rural Development (NIRD) and other Rural Development Statutory Bodies.

UNIT V

Democratic Decentralization: Concept, Objectives, Composition of Panchayats, 73rd Amendment Bill, Importance of Gramsabha and its uses, Panchayath Raj System in Karnataka and its role in rural and tribal development - Social Auditing - Role of social worker in rural development.

References:

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3. Bharadwaj, A. N. 1979 Problems of Scheduled Castes and Scheduled Tribes in India, New Delhi: Light and Life Publishers.
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21. Swaminathan, M. S. 1982 Science and Integrated Rural. Development, New Delhi: Concept Publishing company.

Journals:

1. Journal of Rural Development, NIRD Hyderabad
2. Man in India

(Specialisation-II: URCD)

Paper code: SW-3.6

Paper Title: SOCIAL WORK WITH URBAN COMMUNITIES

Introduction:

This course aims at understanding various issues related to urban community and the policies and programmes implemented for urban community development.

Objectives:

1. Develop an understanding of factors associated with urbanisation and its consequences.
2. Develop an understanding of policies and programmes of urban development.
3. Acquire knowledge of various approaches to urban community development.

Course Content

UNIT I

Urbanization and Urban Life: Concept and theories - Industrialisation and urbanization and impact on rural society - Urbanisation in modern India - Ecological patterns of cities - Characteristics of town, city, metropolis, suburbs, satellite town - City history and relationships. Urbanisation and economic development - Urbanisation and social institutions Urbanisation and social problems - Characteristics of urban life - Urban problems - Urban services and deficiencies. Poverty and Urban areas.

UNIT II

Urban Environment and Slums: Definition, theories - causes, characteristics and consequences - Indian slums in general and slums in the cities of Karnataka in particular. Slum clearance and slum improvement - governmental and nongovernmental measures. Environmental conditions of urban India - Causes and types of urban pollution -Waste management measures.

UNIT III

Urban Community Development: Meaning, need, scope and related concepts – Urban development and urban community development – origin of urban community development in India.

UNIT IV

Urban Development Policy and Programme: Town planning and other legislation related to urban development - Programmes of urban development agencies such as Housing and Urban Development Corporations - Major Urban Development Authorities in Karnataka. Urban administration and community participation - History and functions of local self government in urban area in India. Water and sanitation programmes.

UNIT V

Involvement of corporate sector in urban development. Social work with urban communities - Recent developments and future perspectives. Social work components in the existing programmes in urban areas - Social work interventions at micro and macro levels.

References:

1. Aziz, Abdul. 1984 Urban Poor and Urban Informal Sector, New Delhi, Ashish Publishing House.
2. Bharadwaj, R. K. 1962 Urban Development in India, New Delhi, National Book Trust.
3. Bhargava, Gopal (Ed.) 1981 Urban Problems and Policy Perspectives, New Delhi, Abhinav Publications.
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13. Maurya, S. D. (Ed) 1989 Urbanisation and Environmental Problems, Allahabad, Chugh Publications.
14. Prakasa Rao, V. L. S. 1983 Urbanisation in India - Spatial Dimensions, New Delhi, Concept Publishing Company.
15. Ramachandran, R. 1989 Urbanisation and Urban Systems in India, Bombay, Delhi Oxford University Press.

16. Rani Singh Sundra. 1979
Urban Planning in India, New Delhi Ashish Publishing House.
17. Rao, M. S. A. Bhat,
Chandrashekar and Kadekar
Laxmi Narayan. 1991
A Reader in Urban Sociology,
New Delhi, Orient Longman.
18. Ross, Murray G. 1955
Community Organisation: Theory. New York,
Principles and Practice, Harper and Row.
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Urbanization : Concept and Growth, New Delhi, H.
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Urbanization and Regional
Development in India, Allahabad, Chugh
Publications.

(Specialisation-II: URCD)

Code: SW-3.7

**Title: SOCIAL WORK PRACTICUM – IV
(Concurrent Field Work)**

Concurrent practice learning of two-days a week - on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in specialization related agencies or in communities to initiate and participate in direct service delivery. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with agency/development organisations. The agency/community/setting shall continue for practice of field work in next semester too.

Workshops:

Skills Development - help learners acquire specific skills for situations encountered during practice and acquire skills for intervention. These may be for problems/ concerns, issues or situations like work with alcoholics, HIV/AIDS affected persons, adolescents for life skills development, youth for leadership development and couples for marital relationship and enrichment work with elderly. These workshops are to enhance skills/ develop new skills for practice in specific situation, specific problems and issues. Further, the workshops on Ideologies for Social Change, and Project Proposal writing shall be organized for vision building.

(Specialisation-III: MPSW)

Paper code: SW-3.5

Paper Title: PREVENTIVE AND SOCIAL MEDICINE

Introduction:

This course introduces the basic health issues and the application of social work in health setting both in hospital and community.

Objectives:

1. Understand the concept and dimension of health.
2. Get orientation to preventive medicine and health systems
3. Orient to the public health system
4. Understand the issues related to the prevention, clinical features and treatment of major communicable and non-communicable diseases.
5. Understand the tenets of National Health Policy of India and modernization of community based health care services. .
6. Understand the health care services at different levels.

Course Content:

UNIT I

Concept of health - Physical, social, mental and spiritual dimensions of health, Positive health - Determinants of health - Health and development - Indicators of health. Concept of Prevention: Levels of prevention - Hygiene, public health, preventive medicine, community health, social medicine, community medicine.

Health Care of the Community; Concept of health care - Levels and principles of health care.

UNIT II

Classification of Diseases: Communicable, Non-communicable, Accidents - Leprosy, Tuberculosis, Sexually Transmitted Diseases (STDs), HIV/AIDS. Cancer, Hypertension, Diabetes, Neurological problems.

UNIT III

Health and Nutrition: Concept of nutrition - Nutritional requirements - Problem of malnutrition in India - Social aspects in nutrition - Balanced diet.

National Health Programmes: Maternal and Child Health Services - Immunization – Integrated Child Development Services (ICDS) Scheme - School health programmes.

UNIT IV

National Health Policy of India: Directorate General of Health Services, Indian Council of Medical Research (ICMR), Health as a concurrent subject.

UNIT V

Health System in India - at the Centre, at the State level, at the district level, and village level. Health Education and Communication: IEC, BCC.

Voluntary Health Agencies in India - International health - World Health Organisation (WHO), UNICEF, UNDP, FAO, ILO, World Bank.

Non - governmental and other Agencies - Ford Foundation, CARE, International Red Cross, Indian Red Cross.

References:

1. Bajpai, P. K. (Ed.) 1998
Social Work Perspectives on Health, Jaipur, Rawat Publications.
2. Brody, Elaine M. and Contributors. 1974
A Social Work Guide for Long-Term Care Facilities, U. S. Dept. of Health, Education and Welfare, Public Health Service, Maryland: National Institute of Mental Health.
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Rehabilitation Medicine, Saint Louis: Mosby Company.
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Health and Basic Services, New Delhi, UNICEF South Central Asia Regional Office.

(Specialisation-III: MPSW)

Paper code: SW-3.6

Paper Title: MEDICAL SOCIAL WORK

Introduction:

This course introduces the application of Medical Social Work in Health setting both in hospital and community.

Objectives:

1. Trace the Historical Development of Medical Social Work India and Abroad.
2. Understand the Nature of Medical Social Work Services.
3. Understand the development of Medical Social Work Profession.
4. Gain clarity about the Role and Functions of Medical Social Worker.

Course Content:

UNIT I

Medical Social Work: Meaning, Definition, Nature and Scope - Historical background in India and Abroad - Team work and Multidisciplinary approach in health care.

UNIT II

Hospital: Concept and types of hospitals - Historical development of hospitals as agencies of health care delivery - System of hospital - Goals, Structure and Functions - Organization and Management of Medical Social Work department in Hospitals.

UNIT III

Patient as a Person: Understanding the patient as a person; Illness behaviour and treatment - Impact of illness on the patient and family. Multiple factors like social, emotional, cultural, economic and political influencing the patient - Hospitalization process - Legal provisions in hospitalization and treatment.

UNIT IV

Legal aspects of health: Relevance and scope of medico-legal information for social workers - Forensic medicine - Procedures in medico-legal practices: Courts of enquiry, witness, evidence, oral examinations, certificates, professional secrecy - Dying declaration - Medico-legal offences: Assault, harassment, accident, homicide, suicide, sexual offences - Relevant provisions of health legislations: MTP Act, Sex determination, Food and drug adulteration Act.

UNIT V

Medical Social Worker: Emergence, Role, Functions and Tasks of Medical Social Worker in different departments of Hospital - Public relations - Staff development - Training and Supervision in Medical Social Work - Limitations, difficulties and challenges faced by Medical Social Worker - Role of Social Worker in Treatment and Rehabilitation of patients and their families.

References:

1. Bajpai, P.K. (Ed.) 1998
Social Work Perspectives on Health, Jaipur, Rawat Publications.
2. Brody, Elaine M. and
Contriburions. 1974
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U.S. Dept. of Health, Education and Welfare, Public
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Work in Medical and Psychiatric Setting), New
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Professional helpers, New York: Allyn & Bacon
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Publishing Corporation.
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Technical and conceptual skills for mental health
professionals, New Jersey: Herrill Prentice Hall
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Becoming an effective therapist,
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Press

(Specialisation-III: MPSW)

Code: SW-3.7

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SEMESTER-IV

(Common Paper)

Paper code SWE -4.1

Paper Title: LEGAL SYSTEM IN INDIA

Introduction:

The course is to help learners understand the legal system and procedures in India. It supports understanding the processes in public interest litigation and develops skills for the same.

Objectives:

1. Acquire information on the legal rights of people.
2. Develop an understanding of the legal system and get acquainted with the process of the legal system with emphasis on functioning in India.
3. Understand the role of the police, prosecution, judiciary and correction.
4. Gain insight into the problems faced by the people belonging to different strata of society, in interacting with this system.
5. Develop an understanding of the processes and problems of public interest litigation and legal aid to marginalized.

Course Content

UNIT I

Social Justice: Meaning and Concept; Social legislation: Meaning, definitions and concept. Social justice as an essential basis of social legislations; Social legislations in a welfare state with special reference to India.

UNIT II

Rights: Concept and definitions of Rights; types of Rights; Rights of women and children; Rights of Scheduled Castes and Scheduled Tribes; Rights of accused and offender under Constitution of India, Indian Penal Code and Criminal Procedure Code.

UNIT III

Division of Law: Substantive Law and Procedural Law.

Legislations pertaining to Social Institutions: Marriage, divorce, maintenance of spouse, adoption.

Legislations for prevention of Crime and Deviance: Indian Penal Code (relevant chapters like of Offences against Public Tranquility, of Offences affecting the Public Health, Safety, Convenience, of Decency and Morals, of Offences relating to Religion, of Offences affecting the Human Body, of Offences relating to Marriage, of Cruelty by Husband or Relatives of Husband)

Legislations pertaining to women.

UNIT IV

Criminal Justice System in India:

Police: Structure, powers and functions and their role in maintaining peace and order in the society.

Prosecution: Meaning, structure, its role in criminal justice, trial participation.

Judiciary: Supreme Court, High Court - Constitution of Supreme Court and High Court: Powers and functions.

Sub-ordinate Courts - District Sessions Court, Magistrate Courts, and other subordinate courts.

UNIT V

Correction and Correctional Laws: Corrective measures as per Criminal Procedure Code, Probation of Offenders Act, Juvenile Justice (Care and Protection of Children) Act.

Legal Aid: Concept of legal-aid, history of legal-aid, persons needing legal-aid, legal-aid schemes.

Public Interest Litigation: Meaning, Concept, Process and Problems.

Right to Information Act- Provisions and implementation.

Role of Social Worker: Social Work intervention, need, methods.

References:

1. Aranha, T. Social Advocacy - Perspective of Social Work, Bombay: College of Social Work.
2. Buxi, U. 1982 Alternatives in Development: Law the Crisis of the Indian Legal System, New Delhi: ,Vikas Publishing House.
3. Curry, J. C. 1977 The Indian Police, New Delhi: Manu Publications.
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8. Iyer, V. R. K 1984. Justice in Words and Justice in Deed for Depressed Classes, New Delhi: Indian Social Institute.
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15. Newman, G. 1999 Global Report on Crime and Justice, New York: Oxford University Press.
16. Nirmal Anjali. 1992 Role and Functioning of Central Police Organisations, New Delhi: Uppal.

17. Peak, K. J. 1998 Justice Administration - Police, Courts and Correction, New Jersey: Prentice-Hall.
18. Ratanlal and Dhirajlal, 2006 Indian Penal Code, Lexis and Lexis, Nagpur.
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21. Government of India, 1973 Report of the Legal Aid Committee.

(Common Paper)

Paper code: SW-4.1

Paper Title: GANDHIAN APPROACH TO WELFARE AND DEVELOPMENT

Introduction

The course aims at sensitizing the learner to the Gandhian approach and to utilize some of the skills in practice.

Objectives

1. Develop an understanding of Gandhi's concept of society and his approach to social transformation.
2. Develop knowledge of the specific programmes formulated by Gandhi for rural reconstruction and the development of the weaker sections of society, with the focus on strategies and skills.
3. Develop the ability to identify similarities and differences between the Gandhian and professional social work approaches to social change, welfare and development.

Course Content

UNIT I

Gandhian thought: Salient features of Gandhian thought; Gandhian values; Concepts and methods; Concept of a healthy society; Sarvodaya.

UNIT II

Gandhian Approach: Economic and its organization: Ownership of property; Concept of trusteeship, distribution and economic equality; System of production, problems of mechanization, decentralization of production, rural- urban relationship

UNIT III

Social Organisation: Marriage and family, position of women, social stratification, caste and untouchability, education and its role; Basic education.

UNIT IV

Constructive programmes: Contents training of constructive workers, skills involved, nature of programmes; Bhoodan, Gramdan.

Gandhian and Vinobha's movements with special reference to Bhoodan and Gramdan

UNIT-V

Gandhian and Professional Social Work Approach: Similarities and differences between Gandhian and professional approach to social development and welfare

References

1. Dasgupta, S (Ed.) 1967 Towards Philosophy of Social Work in India, New Delhi: Popular Book Service
2. Bandopadhyaya, J 1969 Social and Political Thought to Gandhi, Bombay: Allied Publishers
3. Gandhi, M.K 1976 Social Service, Work and Reform; 3 Volumes, Ahmedabad: Navijivan Press

4. Ganguli, B.N 1972 Gandhi's Vission of Ideal Society, Hyderabad:
Andhra Mahila Sabha
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10. Palkhiwala, N 1986 Relevance to Gandhi, New Delhi: Gandhi Peace Foundation.
11. Unitahna, T.K.N 1979 Gandhi and Social Change, Jaipur: Rawat Publications

(Common Paper)

Paper code: SW-4.2

Paper title: PERSONAL AND PROFESSIONAL GROWTH

Introduction:

The course aims at enhancing personal and professional effectiveness by developing a continuous awareness and deeper insight into one's being. It encourages value clarification, upholding of professional ethics, and ability to make effective choices for integration. It provides opportunities to understand stress, stressors and methods to handle stress experienced.

Objectives:

1. Understand self as a being, as one in the process of becoming and experience self-awareness.
2. Examine own values and attitudes and explore choices made to express self in own environment.
3. Develop positive life skills and practice self-help methods for integration and for stress reduction.
4. Understand and uphold professional values and ethics.

Course Content:

UNIT I

Self and Self Awareness: Understand self through a cognitive construct/paradigm (two/three models from among those available may be offered as workshops). Suggested approaches are: Rational Emotive Therapy, Gestalt Approach, Transactional Analysis, Reality Therapy, Yoga for Therapy, Meditation Techniques.

Explore self as being, and understand the process of becoming. (through observation)

Practice consciously measures to sustain and experience continuous awareness.

Observation and Reflection: Theory and techniques.

Communication Choices: Communication mode and patterns and Effectiveness, Interpersonal communication, nature of choices made.

UNIT II

Emotions and their Expression: Emotions, nature of expression.

Understand own pattern of communication, choices made to express emotions, modes used, examine need for change.

Communication: Informal and knowledge and skills of rapid reading, writing, creative writing, report writing and public speaking.

UNIT III

Creativity and Self: Understand brain functions: Creativity, need and development

Life Style: Conscious life style - enhanced life skills: Communication, decision making, empathy, critical thinking, use of time and money, building and sustaining bonds-relational, collegial and personal.

Self defeating behaviour - nature and impact. Choices for change.

UNIT IV

Values, Attitude and Professional Ethics: Values and attitudes - their role in life, Value conflict - its impact, value clarification.

Study of professional ethics.

Integration: Through Eastern and Western approaches experience the processes of integration. Approaches recommended are: Yoga as a science, meditation (tool for meditation - own choice).

UNIT V

Stress / Burn out - Self help Methods: Stress, Stressors, nature and impact of stress, its expression, and burnout.

Explore and experience methods to workout stress for greater harmony and joy.

Spirituality and Growth: Explore spirituality by understanding descriptions of spirituality from different faiths, its space and place in personal and professional life. Enhance conscious behaviour and application of continued awareness in day-to-day functioning and professional practice.

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13. Singh, N. P. 1970 The Concept of Self in Modern Psychology, Indian Education Review, 5 (1), 84 -99.

(Common Paper)

Paper code: SW-4.2

Paper title: REHABILITATION AND AFTER CARE SERVICES

Introduction

Rehabilitation of differently abled people is a noble and worthy endeavor, requiring the combined knowledge of the psycho-social theory and practical skills and techniques of social work. The current paper facilitates social work students to work with the specific group of clientele suffering from various types of disabilities and impart application of specific professional social work methods to cater to the needs of this population.

Objectives:

1. To understand the concept of handicap, rehabilitation and the scope for practice.
2. To identify the specific client categories requiring the rehabilitation services, problem specificity and rehabilitation service interventions.
3. To acquaint oneself with different rehabilitation settings, different therapeutic approaches to rehabilitation process.
4. To acquire the social work skills adapted to facilitate the process of rehabilitation, the rights and legal provisions provided for differently abled people and assimilate the knowledge of social work practice to disability specific client service.

Course Content

UNIT I

Rehabilitation- definition and scope for social work interventions; definition of Impairment, Disability, Handicap; causes of Handicap - heredity, acquired, major illnesses - physical, neurological and psychiatric, Stress, vulnerability, coping and competence to deal with handicaps; Need for comprehensive rehabilitation – psycho-social rehabilitation

UNIT II

History, philosophy and principles of psycho-social rehabilitation; specific problem areas – physical handicap - vision, hearing, orthopedic, speech and language difficulties, mental retardation and others; neurological, psychiatric, disasters, alcohol and drug usage, terminal illnesses and any other.

Intervention in rehabilitation - assessment, planning, intervention, evaluation, tools for assessment, follow up services.

UNIT III

Rehabilitation settings - Hospital based, day care, night care, quarter way home, half way home, group home, hostels, long stay homes, vocational guidance centre, sheltered workshop, occupational therapy centre, community based rehabilitation centre, home care, inclusive education and others

Approaches – therapeutic community, behavioral, transactional analysis and eclectic approach

UNIT IV

Role of social work intervention methods in rehabilitation settings - case work, group work, community organisation, research, administration and social action.

UNIT V

Legal provisions for differently abled people – The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, Rehabilitation Council of

India: Formation, scope and functions, governmental policies and programmes, initiative from the non- governmental sectors.
International trends and national initiatives in the rehabilitation scenario.

References

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2. Chowdhary, Paul. D. 1995. Introduction to Social Work: history, concept, methods and fields. Delhi, Atma Ram & Sons.
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20. Rudrabasavaraj, M. N. 1984 Human Factors in Administration, Bombay, Himalaya Publishing House.
21. Rudrabasavaraj, M. N. 1986 Cases in Human Resource Management, Bombay, Himalaya Publishing House.
22. Schizophrenia Research Foundation. 1998 Community Mental Health and Community Based Rehabilitation. Chennai, SCARF Publication.
23. Sen, Anima. 1988 Psycho social integration of the Handicapped, New Delhi, Mittal Publishers.
24. Sharma, S and Chadda, R.K 1997 Essential Psychiatry, New Delhi, Interprint Publishers.
25. Subba Rao, P. 1996 Essentials of Human Resource Management and Industrial Relations, Himalaya Publishing House.
26. Wolberg, L.R. 1977 The Technique of Psychotherapy Part I & II, 3rd edition. New York, Grune and Stratton,.

(Specialisation-I: HRD)

Paper code SWE -4.3

Paper Title: EMPLOYEE RELATIONS AND LEGISLATION

Introduction:

The purpose is to provide an in-depth knowledge about the relationship between employer, employee and the state, to bring out the importance of cordial employee relations for organizational productivity and gain an understanding of the mechanism of inter-personal relations, collective bargaining and productivity improvement functions in the organisation through involvement of all groups.

Objectives:

1. Develop the skills of interpersonal relationship as per organisational requirement.
2. Understand the trends and dynamics between the partners in the organisation.
3. Enhance the knowledge on organisational performance, role and responsibility.
4. Develop the knowledge on various statutory / legal aspects influencing the organizations.
5. To stimulate thinking on rationale behind the Laws and their enforcement.

Course Content

UNIT I

Demand for Labour, supply of labour, labour market equilibrium, investment in human capital, employment contracts, compensation and incentives. Employee relations, History of industrialization in India - Issues related to employees in organized and unorganized sector.

Concept, Definition; Philosophy and Principles of employee relations. Employee relations with special reference to Occupation - Safety - Health and Environment (OSHE) Education.

Analysis of the terms 'industry' and 'industrial dispute', industrial discipline –misconduct, disciplinary proceedings.

Domestic Enquiry: Contents and Process, Principles of Natural Justice, Tribunal, Discharge/Dismissal.

UNIT II

Trade Unions: Trade Unionism in India, emergence, history and growth, Trade Union as an organization – Structure, size, affiliation, membership, finance and leadership; Trade Union recognition and registration, Various Trade Unions in India, Trade Union policies, Role of Trade Unions in India, Employers' Associations – Objectives, structure and activities. Contemporary issues in employee relations.

UNIT III

Employment Relations Laws: - The Payment of Bonus Act, 1965, Employees Provident Fund (and Misc. Provisions) Act 1952, Workmen's Compensation Act 1923, Employees State Insurance Act 1948, Payment of Gratuity Act, 1972, Child Labour (Prohibition and Regulation) Act, 1986.

Fundamentals of Labour laws, The Constitution of India: Preamble, Fundamental Rights including writs, Directive Principles of State Policy, Jurisdiction of High Courts, Jurisdiction of Supreme Court, Special Leave Petition, The Factories Act 1948, The Contract Labour (Regulation and Abolition) Act 1970, The Minimum Wages Act 1948 and The Payment of Wages Act 1936; The Apprentices Act, 1961, The Maternity Benefit Act 1961.

UNIT IV

The Trade Union Act 1926, The Industrial Employment (Standing Orders) Act 1946, The Industrial Dispute Act 1947, The Employment Exchanges (Compulsory Notification of Vacancies) Act 1958. Introduction to Information Technology Act, 2000: - Object, Scope, Scheme of the Act and relevancy with other Laws, Introduction to Right to Information Act, Intellectual Property Rights, Patent Law, Copyrights, Trademark Law.

UNIT V

Collective Bargaining: Definitions, characteristics, critical issues in collective bargaining, theories of collective bargaining, Hick's Analysis of Wages setting under collective bargaining, conflict-choice model of negotiation, a behavioral Theory of Labor Negotiation, Collective Bargaining in India, Collective bargaining in practice, levels of bargaining, coverage and duration of agreements, administration of agreements, negotiating a contract, the negotiation process, effective negotiation, negotiation and collective bargaining, post negotiation – Administration of the agreement.

Employee relations in knowledge based industry - Concepts of self-managed teams (SMT) - Changing employee/ employer and trade union relationship. Current rules of Taxation of Salaries. Labor Welfare Officer - Duties and functions; Social Work in Industry.

References:

1. Achar, M. R. 1976 Labour Rules in Karnataka, Bangalore, Shree Vidya Printers.
2. Arora, M, 2005 Industrial Relations, New Delhi, Excel Books.
3. Dasgupta, S. K. Industrial Law, Sterling Publishers Pvt. Ltd.
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8. Malik P. L. 1986 Handbook of Labour and Industrial Law, Lucknow, Eastern Book Company.
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10. Mamoria, C. B; Mamoria Satish, Gankar, S. V. 2000 Dynamics of Industrial Relations in India, Mumbai, Himalaya Publishing House.
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13. Nagaraju, S. 1981 Industrial Relations System in India, Allahabad, Chugh Publications.
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15. Rudrabasavaraj, M. N. 1984 Human Factors in Administration, Bombay, Himalaya Publishing House.
16. Sanajaoba, Naorem 1985 Industrial Tribunal - Working, Procedure and Judicial Trends, New Delhi, Deep and Deep Publications.
17. Sharma, A. M. 1989 Industrial Relations - Conceptual and Legal Frame Work, Bombay, Himalaya Publishing House.
18. Saiyed I A, 2009 Labour Law, Mumbai, Himalaya Publishing House Pvt., Ltd.
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21. Somani, Anjan and Mishra, Shivani, 2009-10 Employment Laws, Jaipur, Ramesh Book Depot
22. Srivastava S C, 2009 Industrial Relations and Labour Law. New Delhi, Vikas Publishing House Pvt Ltd.
23. Subramanian, H. N. 1967 Labour Management Relations in India, Bombay, Asia Publishing House.
24. Tripathi, P. C. 1989 Personnel Management and Industrial Relations, New Delhi, S. Chand and Sons,.
25. Tyagi, B. P. 1976 Labour Economics and Social Welfare, Meerut, Jai Prakash Nath & Co.
26. Vaid, K. N. 1970 Labour Welfare in India, New Delhi, Sri Ram Centre for Industrial Relations.
27. Yoder, D. 1972 Personnel Management an Industrial Relations, New York, Prentice-Hall India.

(Specialisation-I: HRD)

Paper code SWE -4.4

Paper Title: HUMAN RESOURCE DEVELOPMENT AND EMPLOYEE WELLNESS

Introduction:

The purpose of this course is to provide practical exposure and knowledge in behavioural science to develop skills not only to understand and analyse problems but also to develop a problem-solving approach to issues.

Objectives:

1. To develop multi facets of the personality and to build self confidence.
2. To develop a spirit of continuous learning and innovation.
3. To strengthen the competency base of individuals, team and organisation.
4. To appreciate the importance of bottom-line focus to the Human Resource function and trend toward HR Accountability.
5. To understand the various approaches and techniques of measuring HR.
6. To create awareness of different types of information systems in an organization so as to enable the use of computer resources efficiently, for effective decision-making.

Course Content

UNIT I

Human Resource Development (HRD): Concept, origin and needs for HRD; Overview of HRD as a Total system; Approaches to HRD; human capital approach; social psychology approach and poverty alleviation approach; HRD and its dimensions, Competency Mapping.

UNIT II

HRD Interventions: Performance Measurement Systems – Fundamental issues. 180 and 360 degree appraisals, feedback sessions. Organizational goal setting process, Key Result Area (KRA) and Key Performance Indicator (KPI), Coaching, Mentoring, career planning, career development, reward system, quality of work life. HRIS: - Computers and computer based Information Systems, HRIS life cycle, HRIS expectations, productivity through HRIS, HRIS cost benefit value analysis, HRIS in large and small organizations, Packaged HRIS emerging trends in HRIS, Networking, Internet, Intranet, Technology implications etc., Physical and financial resources for HRD. Measuring HR : Changing role of HR, HR as a strategic partner, the need for measuring HR. Approaches to measuring HR: - Competitive Benchmarking, HR Accounting, HR Auditing, HR Cost monitoring, HR Effectiveness Index, HR Key Indicators, HR MBO (Management by Objective), HR Profit centre, HR Reputation, Return on Investment (ROI), HR surveys.

UNIT III

Instructional Technology: Learning and HRD; Building Learning Organization: Emerging Business realities, Knowledge creation and acquisition process, measuring learning – the intellectual capital, architecting a learning organization, Organizational Learning, models and curriculum; factors and principles of learning; group and individual learning; HRD trends; behavioural sciences; transactional analysis; assessment centre; Concepts of continuous learning, behavior modeling and self-directed learning; evaluating the HRD effort; data gathering; analysis and feedback; HRD experience in Indian organizations; future of HRD - Organization culture and development.

UNIT IV

Talent Development: Concept and importance; Training Need Analysis, process of training, designing and evaluating training and development programs. Use of information technology, Types and Methods of Training: Training within industry (TWI), External; on the job and off the job; Training methods; lecture, incident process, role play, structured and unstructured discussion, in-basket exercise, simulation, vestibules training, management games, case study, programmed instruction, team development, and sensitivity training; review of training programs.

UNIT V

Employee Wellness: Concept, philosophy, principles and scope; Importance and relevance of wellness programs, Role of Welfare Officer as per the Factories Act 1948. Relevance - with reference to Accidents, Absenteeism, Alcoholism, Domestic Violence: Preventive and remedial measures.

Employee Counseling. Role of Counselor in Organizations. Corporate Social Responsibility (CSR): CSR as a business strategy.

Environmental management systems ISO 14001, ISO 26000: Social responsibility guidance standard, environmental impact assessment, Life cycle assessment, Social impact assessment.

References:

1. Bhattacharyya, Dipak Kumar.1999 Managing People, New Delhi, Excel Books.
2. Business Today Managing People: The Business Today, Experiential Guide to Managing Workforce 2000, January 7-21, 1996.
3. Cowling, Alan and James Philip The Essence of Personnel Management and Industrial Relations, New Delhi, Pentice-Hall of India Pvt., Ltd.
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6. Jayagopal, R. 1990 Human Resource Development: Conceptual Analysis and Strategies, New Delhi: Sterling Publishers Pvt. Ltd.
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(Specialisation-I: HRD)

Code SW-4.5

Title: RESEARCH PROJECT

Students are given broader guidelines for undertaking empirical evidence-based research in the fourth semester, either independently or by forming as small team comprising of three to four students. In case of group research work, the group will be formed by the college or the university department by adopting random method of selection. The project shall comprise of selection of the topic, methodological details, analysis, interpretation and deductions made. The respective college / the department of the university should follow the guidelines as given by BOS.

Evaluation of the Research Project will be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of social work practicum or similar committee may be constituted if required.

Research Conference:

Research conference is part of the time-table. Planning, preparation of tools, fieldwork and report writing of research project; scheduling and time line need to be part of the research conference. Faculties need to maintain research conference report and progress of the research project report. The faculty supervisors would assist students to prepare a plan of action for individual research project right from selection of research problem to finalization of report. If the research would be done in agency, consultation of agency supervisor is required. Further, faculty supervisors shall facilitate students to adopt intervention research design (Ex Post Facto).

(Specialisation-I: HRD)

Code SW-4.6

**Title: SOCIAL WORK PRACTICUM - V
(Concurrent Field Work)**

Concurrent practice learning of two-days a week - on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in agencies or in communities to initiate and participate in direct service delivery. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with agency/development organisations.

(Specialisation-I: HRD)

Code SW-4.7

Title: SOCIAL WORK PRACTICUM – VI:

(Block Placement)

Block Placement - enables learners to integrate learning and generate newer learning by participating in the intervention processed over a period of 6 weeks continuously, in a specific agency. The students need to be placed in reputed organization related to their interest.

The block placement gives an opportunity for the students to develop professional preparedness for job situations. It is a way for career building. Professional behavior and skills are developed during the block placement. Industries, hospitals, agencies and movement settings have to be given priority in block placement.

Usually, Block field work is provided at the end of the two-year programme. There should be professionally qualified worker in the setting willing to plan orientation and provide consultation, when needed.

(Specialisation-II: URCD)

Paper code SWE -4.3

Paper Title: DISASTER MANAGEMENT

Introduction:

The course aims at introducing students to acquire the required knowledge and skills in disaster management.

Objectives:

1. Understand key concepts, theories and approaches of disaster management with specific reference to Indian context
2. Develop skills to analyse factors contributing to disaster
3. Develop an understanding of the process of disaster management
4. Develop an understanding of the social worker's role in the team for disaster management.

Course Content

UNIT I

Disasters: Concept, types and impact - Famine, floods, cyclones, hurricanes, warfare, earthquake, volcanoes; traditional and modern disaster threats and care factor, classification of disasters.

UNIT II

Disaster management: Definition and concept; approaches to disaster management, importance and relevance of disaster management in the present environmental scenario, cases studies of disaster management.

UNIT III

Disaster and Social Work Intervention: Scope of disaster related intervention, intervention during disaster impact stage, trauma counseling and crisis intervention, post disaster management, damage assessment and long term rehabilitation and reconstruction, networking and co-ordination between government, NGOs, donor agencies, local bodies, police, military etc.

UNIT IV

Disaster Prevention and Preparedness: Vulnerability analysis, hazard mapping, community based disaster preparedness programmes, training for CBDP, preparedness for post-disaster emergency response and long term rehabilitation, organization and planning, logistics; resource utilization, specialized skills and training needs; public awareness and education; first-aid training, civil defense training.

UNIT V

Institutions and Instruments in Disaster Response: international decade for natural disaster reduction and UN resolutions, administration of relief in India -National, state, district and local levels; Disaster related legislations and policies; national and international donor agencies; NGOs, mental health institutions in disaster management and relief.

References:

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“Management of Reaction of Disaster”, Social Work, Vol. 11, No. 2.
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Disaster: A Psychological Essay, New York: Arno Press

(Specialisation-II: URCD)

Paper code SWE -4.4

Paper Title: MANAGEMENT OF NON-GOVERNMENTAL ORGANIZATIONS

Introduction:

This course aims at introducing to students the concepts and principles involved in managing non-profits, particularly NGOs.

Objectives:

1. Develop an understanding about the role of NGOs in social development.
2. Develop knowledge about management of NGOs.
3. Develop the ability to identify collaborative strategies between NGOs and Government institutions.

Course Content

UNIT I

Non Profits as Organisational Entities: Non-profits as modern organizational forms- NGOs as nonprofit organizations involved in development work - common denominators and overlaps in business, public and non- profit managements - legal – rational structure of non-profits - trusts, societies and companies special reference to Trust Act, Societies Registration Act and Companies Act.

UNIT II

Organisational Design: Vision, Mission and Goals of NGOs - matching intervention paradigms with mission and vision – translating vision and mission into action – Role of Strategic Planning - Operational goals, Programmes and Projects - Division of responsibility, authority and power relations – Decision-making - Participation, empowerment, teamwork and ownership Voluntarism, Individual Autonomy and Organisational accountability, Transparency and Stakeholder Accountability - Knowledge generation and management - Leadership styles suited for NGOs.

UNIT III

NGO Environment: Interfacing with community and community based organizations - NGO-State relationship - Critical collaboration and autonomy - Managing and maintaining donor constituency – Other NGOs and CBO - Networking, Partnering, Collaborating, etc. – Relating to market and business-NGI- Corporate relationship.

NGO Capacity Building - Building the competencies in NGOs - Identification and procurement of right competencies, Training and development and performance appraisal – Organisational – techno - managerial capacity, Capacity for independence and autonomy and capacity for learning and change.

UNIT IV

Resource Management for Non- Profits:

Resource Mobilisation for NGO - Non-financial resource, natural resources, physical resources in the form of common property - Human capital resources and social capital financial resource – Institutional and non - institutional sources of funding - National and international Fund-raising: strategies – Foreign contributions - Statutory obligations.

UNIT V

Accounting for Non- Profit Organisations: Basic accounting principles and concepts- Preparation and analysis of financial statements- Ratio analysis, cash flow and fund flow analysis - Responsibility accounting, performance budgeting and zero base budgeting; Financial Management: Investment, Financing – Management of working capital.

References:

1. Chowdhary, D. P 1981. Role of Voluntary Action in Social Welfare Development, New Delhi, Sidhartha Publications.
2. Drucker, Peter, 1983 Managing the Non-Profit Organisation, New Delhi, Macmillan
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(Specialisation-II: URCD)
Paper code SWE -4.5
Title: RESEARCH PROJECT

Students are given broader guidelines for undertaking empirical evidence-based research in the fourth semester, either independently or by forming as small team comprising of three to four students. In case of group research work, the group will be formed by the college or the university department by adopting random method of selection. The project shall comprise of selection of the topic, methodological details, analysis, interpretation and deductions made. The respective college / the department of the university should follow the guidelines as given by BOS.

Evaluation of the Research Project will be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of social work practicum or similar committee may be constituted if required.

Research Conference:

Research conference is part of the time-table. Planning, preparation of tools, fieldwork and report writing of research project; scheduling and time line need to be part of the research conference. Faculties need to maintain research conference report and progress of the research project report. The faculty supervisors would assist students to prepare a plan of action for individual research project right from selection of research problem to finalization of report. If the research would be done in agency, consultation of agency supervisor is required. Further, faculty supervisors shall facilitate students to adopt intervention research design (Ex Post Facto).

(Specialisation-II: URCD)

Code SW-4.6

**Title: SOCIAL WORK PRACTICUM - V
(Concurrent Field Work)**

Concurrent practice learning of two-days a week - on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in agencies or in communities to initiate and participate in direct service delivery. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with agency/development organisations.

(Specialisation-II: URCD)

Code SW-4.7

Title: SOCIAL WORK PRACTICUM – VI:

(Block Placement)

Block Placement - enables learners to integrate learning and generate newer learning by participating in the intervention processed over a period of 6 weeks continuously, in a specific agency. The students need to be placed in reputed organization related to their interest.

The block placement gives an opportunity for the students to develop professional preparedness for job situations. It is a way for career building. Professional behavior and skills are developed during the block placement. Industries, hospitals, agencies and movement settings have to be given priority in block placement.

Usually, Block field work is provided at the end of the two-year programme. There should be professionally qualified worker in the setting willing to plan orientation and provide consultation, when needed.

(Specialisation-III: MPSW)

Paper code SWE -4.3

Paper Title: MENTAL HEALTH

Introduction:

This course is to provide awareness about mental health and mental health problems and also application of social work in mental health settings.

Objectives:

1. Understand the concepts 'mental health' and 'mental illness'.
2. Understand the signs and symptoms, etiology, diagnosis and treatment of mental health problems.
3. Understand different services for the care of mentally ill.
4. Identify the issues related to community mental health settings.

Course Content

UNIT I

Concept of mental health and mental illness - Mental health as a part of general health - Misconceptions about mental illnesses. General approaches to the mentally ill - International classification of mental disorders.

Signs, symptoms, etiology, diagnosis, prognosis and management of the following:

Neuroses

Psychoses

Psychophysiologic disorders

Personality disorders

Deliberate self harm

Psychiatric disturbances in children and adolescents

Organic psychotic conditions

Mental retardation.

UNIT II

Care of mentally ill: Day-care centre, night-care centre, half-way-home, sheltered workshop, Occupational therapy units - Role of social worker and role of voluntary organisations.

Role of family in the treatment of mentally ill - Preparing the family and community for the return of the affected individual, follow-up - governmental-agencies and paraprofessionals in the welfare of mentally ill.

UNIT III

Community Mental Health: Concept and Scope - Prevention of mental illness: Primary, Secondary & Tertiary level - Disaster mental health management: PTSD, Panic, Phobia, Depression etc. - Mental health education - Civil society and mental health - Community mental health programs in India

UNIT IV

Role of social worker in mental health centers, departments of psychiatry in general hospitals, child guidance clinics, community mental health units, correctional institutions, industries, and family welfare centres.

Role of social worker with head injured, paraplegics and epileptics.

Role of social worker in the management of substance abuse – Educational avenues in psychiatric social work - Research avenue in the field of mental health for social workers.

UNIT V

Mental Health Act, 1987 -

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.

National Mental Health Policy.

National Mental Health Programs.

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Van Nostrand Reinhold Company.

(Specialisation-III: MPSW)

Paper code SWE -4.4

Paper Title: PSYCHIATRIC SOCIAL WORK

Introduction:

This course is to provide awareness mental health problems and application of social work in mental health settings.

Objectives:

1. Understand historical background of psychiatric social work in India and abroad.
2. Understand the nature of psychiatric social work services and relevance of team work.
3. Understand the nature of collaboration with voluntary organisations for the welfare of mentally ill.
4. Identify the issues related to psychiatric social work department in hospitals and community mental health settings.

Course Content

UNIT I

Introduction to Psychiatric Social Work: Meaning and Scope - Historical background of psychiatric social work in India and abroad - Reasons for its development as a specialty.

UNIT II

Application of social work methods and other related techniques used in the field - Multi-disciplinary approach and team work in mental health care - Problems of hospitalization - Impact of mental illness on the patient, family and community.

UNIT III

Organisation of psychiatric social work department - Functions; and collaboration with other departments.

Rehabilitation and Acts: Occupational therapy - Principles and practice Psychosocial rehabilitation.

UNIT IV

Approaches in Treatment: Concept - Multidisciplinary Approach: Its emergence - Rehabilitation of Psychiatric Patient - Identifying needs of attendants of Psychiatric Patients - Understanding the concept of disease burden in Psychiatric Setting.

UNIT V

Psychiatric Social Worker: Emergence of Psychiatric Social Worker role - Functions and Tasks of Psychiatric Social Worker in Hospital - Public Relations - Staff Development - Training and Supervision in Psychiatric Social Work - Limitations, Difficulties and Challenges faced by Psychiatric Social Worker.

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9: Psychiatric Social Work), New Delhi: Eurasia
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(Specialisation-III: MPSW)
Paper code SWE -4.5
Title: RESEARCH PROJECT

Students are given broader guidelines for undertaking empirical evidence-based research in the fourth semester, either independently or by forming as small team comprising of three to four students. In case of group research work, the group will be formed by the college or the university department by adopting random method of selection. The project shall comprise of selection of the topic, methodological details, analysis, interpretation and deductions made. The respective college / the department of the university should follow the guidelines as given by BOS.

Evaluation of the Research Project will be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of social work practicum or similar committee may be constituted if required.

Research Conference:

Research conference is part of the time-table. Planning, preparation of tools, fieldwork and report writing of research project; scheduling and time line need to be part of the research conference. Faculties need to maintain research conference report and progress of the research project report. The faculty supervisors would assist students to prepare a plan of action for individual research project right from selection of research problem to finalization of report. If the research would be done in agency, consultation of agency supervisor is required. Further, faculty supervisors shall facilitate students to adopt intervention research design (Ex Post Facto).

(Specialisation-III: MPSW)

Paper code SWE -4.6

**Title: SOCIAL WORK PRACTICUM - V
(Concurrent Field Work)**

Concurrent practice learning of two-days a week - on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in agencies or in communities to initiate and participate in direct service delivery. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with agency/development organisations.

(Specialisation-III: MPSW)
Paper code SWE -4.7

Title: SOCIAL WORK PRACTICUM – VI:
(Block Placement)

Block Placement - enables learners to integrate learning and generate newer learning by participating in the intervention processed over a period of 6 weeks continuously, in a specific agency. The students need to be placed in reputed organization related to their interest.

The block placement gives an opportunity for the students to develop professional preparedness for job situations. It is a way for career building. Professional behavior and skills are developed during the block placement. Industries, hospitals, agencies and movement settings have to be given priority in block placement.

Usually, Block field work is provided at the end of the two-year programme. There should be professionally qualified worker in the setting willing to plan orientation and provide consultation, when needed.



VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

Syllabus for
Master of Social Work (MSW)
(I to IV Semesters)

Under
Choice Based Credit System

With effect from the Academic Year 2015-16

Department of Studies in Social Work

**VIJAYANAGARA SRI KRISHNADEVARAYA
UNIVERSITY, BALLARI**

Preamble:

Master of Social Work (M.S.W) is professional course is aimed at developing the knowledge, values, beliefs and skills necessary for working with individuals, groups, communities and for collective action. The course also gives an edge to the social work students to enable them to inculcate the philosophies, ideologies and methodologies of social work profession. In order to fulfill this, the course covers wide range of topics pertaining to the core (hard), supportive and interdisciplinary (soft) domains of social work education. The course is designed with appropriate consistency within the paper and between the papers. Therefore, interdependence of the papers is a characteristic of the course. The course intends to empower the social work students to assume social change agent and leadership role.

Objectives of the Course (Master of Social Work):

1. To provide education and training in social work to those desirous of making a career in social work practice.
2. To provide opportunities through intensive field practicum to work with variety of people in their development and provide service to those who are in need of it.
3. To provide inter-disciplinary collaboration for better understanding of human problems, services and issues related to human development.
4. To link theory with practice in every sphere of human service endeavors.
5. To develop requisite knowledge, skills and values in working with people
6. To promote among learners a sense of responsibility and commitment to work with different sections of people and especially of the vulnerable sections of the society
7. To promote opportunities and to create awareness for personal growth
8. To acquire knowledge and skills in undertaking practice-based research and to administer human service organizations

Name of the Course:

The course shall be called ' **Master of Social Work**' (MSW).

Duration of the Course:

The normal duration of the Master Degree Programme leading to M.S.W. degree shall be **FOUR** semesters (two academic years) of **16** weeks each. Each semester shall consist of **SIXTEEN** weeks of theoretical study and Social Work Practicum excluding end-semester theory examination and evaluation of social work practicum. Each semester shall provide for at least 90 teaching days and 225 Social Work Practicum hours. The **ODD SEMESTER** shall normally be from first-week of August to first week of December and the **EVEN SEMESTER** shall normally be from the first-week of January to the first-week of May.

Regulations:

ELIGIBILITY FOR ADMISSION TO MSW COURSE

Candidates who have passed BSW/ BA/ B.Sc. / B.Com. / BBM/ B.C.A / LLB or any other equivalent Degree of the Vijayanagara Sri Krishnadevaraya University or any other university recognized as equivalent there to are eligible for admission to MSW course. **Candidates will be selected for admission as per the general guidelines issued from the Vijayanagara Sri Krishnadevaraya University from time to time.** The Department/University shall conduct entrance examination for admission to the course.

The examination is of two hour duration and the question paper comprises of 100 objective type questions - 20% questions from general knowledge, 60% from science & social sciences, and another 20% questions will be from present social issues. Merit will be assessed on the basis of performance in the entrance examination and performance in the undergraduate examination on equal weightage.

Note: 30% Seats shall be allotted to Graduates in Social Work of the Vijayanagara Sri Krishnadevaraya University and 10% seats shall be allotted to Graduates in Social Work of other University. While selecting the candidates 50% is considered for Academic performance and 50% is for Entrance Examination. The unfilled seats, if any, shall be shifted to the general category.

Attendance Requirements in each semester:

- **Theory;** as per the University Regulations in force.
- **Field Work:** Fifteen hours per week and minimum 75% of attendance shall be compulsory for fieldwork. A candidate who fails to satisfy the attendance requirements in fieldwork shall repeat the programme

PATTERN OF QUESTION PAPER

Pattern 2 (The Question paper comprising of 2 parts: A, and B as follows)

PART – A

There are 7 questions and a candidate has to answer any 4 questions. Each question carries 10 marks. This part covers all Modules of the syllabus. **(4X10=40)**

PART – B

There are 4 questions and a candidate has to answer any 2 questions. Each question carries 15 marks. This part covers all Modules of the syllabus. **(2X15=30).**

ASSESSMENT OF SOCIAL WORK PRACTICUM

A viva-voce examination shall be conducted for each candidate in all semesters. The performance of the candidate shall only be assessed by a committee consisting of one faculty member of the Department of Social Work of Vijayanagara Sri Krishnadevaraya University and an external examiner. The number of such committees depends on the number of candidates.

SOCIAL WORK PRACTICUM

The practicum with different learning opportunities is designed to provide scope to develop and enhance professional practice skills. Learning is aided through observation, analysis of social realities and experience of participation in designing and providing social work intervention.

The tasks are organized to help the learner acquire beginning skills, practice those already acquired, and master them from simple to complex. The learner is gradually encouraged to become an independent worker during the course of study.

The broad aim is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations. This learning experience should provide an opportunity of working with Communities, groups, individuals/families and managing organization tasks. There are six broad areas for concurrent practice learning. They are:

- Understanding both the agency and the clients as systems.
- Developing knowledge of administrative procedures, programme management, and utilizing these skills in practice.
- Developing skills of problem solving process and practice based research.
- Developing as a professional person.
- Using instructions to learn practice.

FIELD WORK PRACTICUM CONSISTS OF FOLLOWING:

- Orientation / Observational visits
- Concurrent Field work
- Social Work camp
- Block placement

Objectives

The objectives are met by providing a variety of experiences to learners to:

1. Develop the ability to observe and analyze social realities.
 - I. Understand the characteristics of social systems and their dynamics.
 - II. Appreciate society's response to people's needs, problems and social issues.
 - III. Develop critical understanding of the application of legislation, legal process, and social policy.
2.
 - i. Develop the ability to examine the process of programme management and participate in the effort at various levels.
 - ii. Develop the ability to recognize the need for newer programs, initiate and participate in them.
 - iii. Use Human Rights tools, understanding of gender justice, and need for equity in all intervention.
 - iv. Develop an understanding of organizational structure, resource management, and day-to-day administration for human service programmes - developmental and welfare programmes
 - v. Develop the capacity to integrate knowledge and practice-theory by participating in intervention.
3.
 - i. Clarify and imbibe values which sustain positive attitude and professional ethics.
 - ii. Develop the capacity for self-direction, growth and change through self awareness.
4.
 - i. Enhance writing skills to document practice appropriately. Recordings to be viewed as an expression of interest, motivation and involvement in practice and as evidence of enrichment in the process of professional growth.

To meet these outcomes, several opportunities with specific objectives are designed. The different sets of opportunities with details of content and related tasks are listed separately.

BLOCK PLACEMENT:

This opportunity would be provided at the end of fourth semester. Block placement is designed to integrate theory and practice and to enhance competence of social work practice and experience of self in that role.

The Main objectives of the Block Placement are:

- To develop and practice skills and integrate learning
- To develop greater understanding of reality situations through involvement in day-to-day work.
- To develop appreciation of others efforts and sensitivity to gaps in the programme
- To enhance awareness of self in the role of a professional social worker.

OUT LINE FOR FIELD WORK PRACTICE:

Orientation/Observational visits and Concurrent Field Work:

Every student of first, second, third and fourth semester is required to undergo fieldwork with commitment, dedication and with appropriate professional behavior. The students in the agencies selected by the department shall do the fieldwork concurrently two days in a week. The student shall put in not less than 15 hours a week for fieldwork training. Before placing the students for regular fieldwork, orientation visits shall be organized for first and third semester respectively. The department of studies in social work shall give detailed guidelines for fieldwork training.

Social Work Camp:

For the second semester students, Social work Camp shall be conducted from 7 to-10 days under the direction of the staff member. Objective of the camp is to provide the student to acquire skills in planning, organizing, handling regulations, decision making and collectively contribute to the chosen cause in the area where camp is held. Generally camps are held in rural areas. However, if the department council so desires the camps can be organized in relief areas, (disaster) tribal areas or innovative learning projects.

**Responsibilities in Staff involved in field work education
(Basic Function outlined)**

Field work Coordinator:

The Department Council in Social work shall nominate a fieldwork coordinator for first and third, second and fourth semester respectively. The fieldwork coordinator is responsible for:

- Responsibility of planning and monitoring fieldwork programme including networking with agencies.
- Make a purposeful distribution of student among the staff for fieldwork supervision.
- Preparation of placement in consultation with the department council/staff.
- Arranging orientation visits.
- Supporting and networking between students, Department staff and agencies.

Supervisor:

- Every staff member is required to visit regularly, supervise and monitor the fieldwork training components of students placed under him/her.
- Three-way matching of students-agency-field work co-ordination in the department.
- Providing adequate supervision inputs to the agency supervisor.
- Providing any support, assistance to the students for effective learning in the field.
- Conducting Individual Conference and Group Conference regularly.

Chairman/Head/ Coordinator of the Social Work Department:

- The Chairman/Head/Coordinator of the Department Council in Social work/Head of Social Work Department is responsible to provide adequate logistics support, leadership and encouragement for fieldwork programme.
- Besides, he/she provides opportunities for agency staff to participate in regular fieldwork conference in co-ordination with fieldwork coordinators.
- He/she also ensures support, guidance and an ambience of learning both in the department and in the fieldwork agency.

Assessment of Practicum in the first semester:

I Semester Field work marks shall be awarded on the basis of reports of the Orientation reports, weekly reports submitted by the students, and supervision received and Viva-voce examination held at the end of the I Semester.

- A maximum of 30% marks is awarded for the reports/records submitted by the student. This is assessed by the faculty supervisor assigned by the Department Council.
- A maximum of 70% marks is awarded for the student's performance in the viva-voce examination conducted by the viva-voce committee constituted for the assessment of fieldwork.

The Committee shall consist of:

- The Chairman of the Department Council (convener), Vijayanagara Sri Krishnadevaraya University, Ballari.
- Fieldwork coordinator, Department of Social work.
- The External Examiners.

The Chairman and the Fieldwork Coordinator of the Department shall consolidate the marks and forward the same with all originals to the Registrar (Evaluation).

Assessment of Practicum in the second semester:

- A maximum of 30% marks is awarded for the reports/records submitted by the student. The faculty supervisor is assigned by the Department Council
- Maximum of 70% marks is awarded for the student's performance in the viva-voce examination conducted by the viva-voce committee constituted for the assessment of fieldwork.

The Committee shall consist of:

- The Chairman of the Department of Council (convener)
- Fieldwork coordinator
- The External Examiner

The Chairman and the Fieldwork Coordinator of the Department shall consolidate the marks and forward the same with all originals to the Registrar (Evaluation).

Social Work Camp: Camp marks shall be awarded on the basis of report submitted by the students and viva-voce examination held at the end of the second semester.

Committee consisting of the following members:

- Chairman/ Coordinator of the Department of Social Work (convener)
- Director of Social work Camp
- The External Examiner

The award of marks shall be as follows:

- 30% marks awarded by the camp director/coordinator.
- 70%marks awarded by the viva-voce committee.

Assessment of Practicum in the Third semester:

- A maximum of 30% marks is awarded for the reports/ records submitted by the student. This is assessed by the faculty supervisor assigned by the Dept. Council
- A maximum of 70% marks is awarded for the student's performance in the viva-voce examination conducted by the viva-voce committee constituted for the assessment of fieldwork.

The Committee shall consist of:

- The Chairman of the Department of Council (convener),
- Field work Coordinator,
- The External Examiner.

The Chairman and the Department Fieldwork Coordinator shall consolidate the marks and forward the same with all originals to the Registrar (Evaluation).

Assessment of Practicum in the fourth semester:

- A maximum of 30% marks is awarded for the reports/records submitted by the student. This is assessed by the faculty supervisor assigned by the Department Council.
- A maximum of 70% marks is awarded for the student's performance in the viva-voce examination conducted by the viva-voce committee constituted for the assessment of fieldwork.

The Committee shall consist of:

- The Chairman of the Department of Council (convener)
- Field work Coordinator, Department of Social Work
- The External Examiner.

The Chairman and the Fieldwork Coordinator of the University Department shall consolidate the marks and forward the same with all originals to the Registrar (Evaluation).

Assessment of Block Placement:

- A maximum of 30% marks is awarded for the reports/records submitted by the student. This is assessed by the Chairman of the Department Council.

- A maximum of 70% marks is awarded for the student's performance in the viva-voce examination conducted by the viva-voce committee constituted for the assessment of fieldwork.

The assessment of the Practicum will be conducted by the Viva committee consisting of the following:

- The Chairman of the Department (Convener).
- One External Examiner.
- Field work coordinator.

CRITERIA FOR ALLOCATION OF INTERNAL ASSESSMENT MARKS

S.N.	Criteria	Marks
1	Average marks of the two tests conducted for Eight marks each *	16
2	Seminar and Assignment	10
3	Attendance (80-85%=1, 86-90%=2, 91-95%=3, 96-100%=4,)	04
Total		30

* The first test shall be conducted after the completion of four weeks of theory classes and the second test shall be conducted after the completion of twelve weeks of theory classes.

MSW Course Structure (CBCS)

I Semester

S. No	Core	Paper	Title of the paper	Instruction Hrs per Week	No. of Credits	Duration of the Exam.	Marks		
							I.A	Semester End Exam.	Total Marks
1	HC	SW-1.1	Introduction to Social work	4	4	3 Hrs	30	70	100
2	HC	SW-1.2	Social and Psychological foundations for Social work practice	4	4	3 Hrs	30	70	100
3	HC	SW-1.3	Social Case work	4	4	3 Hrs	30	70	100
4	HC	SW-1.4	Social Group work	4	4	3 Hrs	30	70	100
5	HC	SW-1.5	Community Organization	4	4	3 Hrs	30	70	100
6	HC	SW-1.6	Field work practicum (Concurrent Field work)	16 (4)*	4	(Viva-voce)	30	70 (Viva-voce)	100
Total				20	24				600

*In concurrent fieldwork programme, three hours of fieldwork is equated to one hour of theory class. Hence, the workload for the Concurrent Field Work every agency supervisor is deemed to be four hours per week. Fieldwork supervision includes works such as providing orientation to fieldwork practicum in general and the specific fieldwork area and agency in particular; periodic visits to the fieldwork agency; conducting Individual Conferences and Group Conferences on a weekly basis; conducting periodic assessments.

II Semester

S. No	Core	Paper	Title of the paper	Instruction Hrs per Week	No. of Credits	Duration of the Exam.	Marks		
							I. A	Semester End Exam.	Total Marks
1	HC	SW-2.1	Social work Research and Statistics	4	4	3 Hrs	30	70	100
2	HC	SW-2.2	Counseling and Communication	4	4	3 Hrs	30	70	100
3	HC	SW-2.3	Social Action, Networking and Advocacy	4	4	3 Hrs	30	70	100
4	HC	SW-2.4	Field work Practicum-1 (Rural camp)	4	4	(Viva-voce)	30	70 (Viva-voce)	100
5	HC	SW-2.5	Field work Practicum-2 (Concurrent Field work)	16 (4)*	4	(Viva-voce)	30	70 (Viva-voce)	100
6	OEC	OEC-2.6	To be offered by the other departments	1.5	2	3 Hrs	15	35	50
Total				21.5	22				550

OPEN ELECTIVE TO BE OFFERED TO THE OTHER DEPARTMENTS

S. No	Core	Paper	Title of the paper	Instruction Hrs per Week	No. of Credits	Duration of the Exam.	Marks		
							I. A	Semester End Exam.	Total Marks
1	OEC	SW-2.6	Disaster Management	1.5	2	3 Hrs	15	35	50

* In concurrent fieldwork programme, three hours of fieldwork is equated to one hour of theory class. Hence, the workload for the Concurrent Field Work every agency supervisor is deemed to be four hours per week. Fieldwork supervision includes works such as providing orientation to fieldwork practicum in general and the specific fieldwork area and agency in particular; periodic visits to the field work agency; conducting Individual Conferences and Group Conferences on a weekly basis; conducting periodic assessments.

III Semester

S. No	Core	Paper	Title of the paper	Instruction Hrs per Week	No. of Credits	Duration of the Exam.	Marks		
							I A	Semester End Exam.	Total Marks
1	SC	SW-3.1	Social Policy Planning and Development / Science of Crime and Punishment	4	3	3 Hrs	30	70	100
2	SC	SW-3.2	Population and Environment / Personal and Professional Growth	4	3	3 Hrs	30	70	100
3	HC	SW-3.3	Marginalization and Development Perspective	4	4	3 Hrs	30	70	100
4	HC	SW-3.4A	Human Resource Management	4	4	3 Hrs	30	70	100
		SW-3.4B	Preventive Social Medicine						
		SW-3.4C	Social Work with Tribal and Rural Communities						
5	HC	SW-3.5A	Organizational Behavior and Organizational Development	4	4	3 Hrs	30	70	100
		SW-3.5B	Medical Social Work						
		SW-3.5C	Social Work with Urban Communities						
6	HC	SW-3.6	Field work Practicum (Concurrent Field work)	16 (4)*	4	(Viva-voce)	30	70 (Viva-voce)	100
7	OEC	OEC-3.7	To be offered by the other departments	1.5	2	3 Hrs	15	35	50
Total				37.5	24				650

OPEN ELECTIVE TO BE OFFERED TO THE OTHER DEPARTMENTS

S. No	Core	Paper	Title of the paper	Instruction Hrs per Week	No. of Credits	Duration of the Exam.	Marks		
							I A	Semester End Exam.	Total Marks
1	OEC	SW-3.7	Management of Non-Governmental Organizations	1.5	2	3 Hrs	15	35	50

* In concurrent fieldwork programme, three hours of fieldwork is equated to one hour of theory class. Hence, the workload for the Concurrent Field Work every agency supervisor is deemed to be four hours per week. Fieldwork supervision includes works such as providing orientation to fieldwork practicum in general and the specific fieldwork area and agency in particular; periodic visits to the field work agency; conducting Individual Conferences and Group Conferences on a weekly basis; conducting periodic assessments.

IV Semester

S. No	Core	Paper	Title of the paper	Instruction Hrs per Week	No. of Credits	Duration of the Exam.	Marks		
							I A	Semester End Exam.	Total Marks
1	SC	SW-4.1	Management Development and Welfare organizations / Legal System in India	4	3	3 Hrs	30	70	100
2	SC	SW-4.2	Rehabilitation and Aftercare Services/ Gerontological Social Work	4	3	3 Hrs	30	70	100
3	HC	SW-4.3	Dissertation / Project	4	4	(Viva-voce)	30	70	100
4	HC	SW-4.4A	Employee Relations and Legislations	4	4	3 Hrs	30	70	100
		SW-4.4B	Family and Child Centered Social work						
		SW-4.4C	Disaster Management						
5	HC	SW-4.5A	Industrial Relations and Labour welfare	4	4	3 Hrs	30	70	100
		SW-4.5B	Psychiatric Social Work						
		SW-4.5C	Community Development and Social Work Intervention						
6	HC	SW-4.6	Field work Practicum (Concurrent Field work)	16 (4)*	4	(Viva-voce)	30	70 (Viva-voce)	100
7	HC	SW-4.7	Block Placement	4	4	(Viva-voce)	30	70 (Viva-voce)	100
Total				40	26				700

* In concurrent fieldwork programme, three hours of fieldwork is equated to one hour of theory class. Hence, the workload for the Concurrent Field Work every agency supervisor is deemed to be four hours per week. Fieldwork supervision includes works such as providing orientation to fieldwork practicum in general and the specific fieldwork area and agency in particular; periodic visits to the field work agency; conducting IC and GC on a weekly basis; conducting periodic assessments.

Total Marks and Credits

Semester	I Semester	II semester	III semester	IV semester	Total
Marks	600	550	650	700	2600
Credits	24	22	24	26	96

FIRST SEMESTER

PAPER: HC: SW-1.1 INTRODUCTION TO SOCIAL WORK

Introduction:

This course aims at introducing the learners to a critical inquiry into the history and ideologies of social change and professional social work

Objectives: (Total-64 hours)

- To provide education and training in social work to those desirous of making a career in social work practice.
- To provide opportunities through intensive field practicum to work with variety of people in their development and provide service to those who are in need of it.
- To infuse Philosophical foundation and value base of social work profession.
- To develop an insight into the historical context of origin and development of social work Profession.
- To understand the impact of contemporary ideologies on social change and Social work.

Module-1: Meaning and Definitions of Social work 10 hours

- Definition, Objectives, Philosophy, scope.
- *Concept of related terms:* Social welfare, Social service, Social reform, Social Security, Social Justice.
- Introduction to the Methods of Social Work.

Module -2: Social Work profession in India: 10 hours

- Principles, values and code of ethics in social work practice.
- Social work as a profession; Attributes of a profession, social work as a profession, social workers as a professional. Voluntary and Professional social work

Module -3: Evolution of social work: 12 hours

- Historical development of Social work in the west. (UK and USA).
- Historical development of Social work in India.

Module: 4. Contemporary Ideologies of Social work profession 12 hours

- Concept of Ideology
- Ideologies that have marginalized and vulnerable groups
- Limitations of Professional Social work
- Contemporary ideologies for social change and professional social work in India and Western counters

Module: 5: Fields of social work: 20 hours

- Social work in Community Development and correctional setting
- Medical and Psychiatric social work
- Family, Women and child centered Social work
- Industrial social work
- Emerging Areas of Social Work: Environmental Protection, Disaster management, HIV/AIDS, Gerontological Social Work and Human Rights, etc.,
- Role of social worker

References:

- 'Encyclopedia of social work in India'. Vol. 1, 2, 3. Director, publications division, ministry of information and broadcasting. New Delhi.
- Fink.A.E. (1945) The Field of Social work. New York: Henry Holt & Co.
- Fried Lander. W.A.(1958) Concepts and Methods of Social Work. Engle Wood Cliffs: Prentice – Hall
- Gore. M.S.(1965) Social Work and Social work Education Bombay: Asia Publishing House
- Gangrade, K.D. (1976) Dimensions of Social Work in India, Marwah, New Delhi
- Jacob K.K (1994) Social Work Education in India (ed), Himanshu pub .New Delhi.
- Kinduka, S.K. (1965) Social work in India, Sarvodaya Sahitya Samaj, Rajasthan
- Desai,M. 2000, Curriculum Development on History and Ideologies for Social Change and Social Work, TISS, Mumbai.
- Reamer F.G.(1995) Social work Values and Ethics New York: Columbus University Press
- Singh, R.R. (1985) Field Work in social work education (Ed), Concept pub., New Delhi.
- Stroup H.H (1960) Social Work - An Introduction to the field, Eurasia Publishing, New Delhi
- UGC: Review of Social work Education in India: Retrospect and Prospect: Report of the Second Review committee, New Delhi

Journals:

- The Indian Journal of Social Work, Bi-annual, TISS, Mumbai (Maharshra)
- Perspectives in Social Work, College of Social Work, Nirmal Niketan, Mumbai (Maharshtra)
- Social Work Journal, Bi-Annual, Department of Social Work, Assam University, Silchar-788 011 (Assam).

PAPER: HC: SW-1.2

SOCIAL AND PSYCHOLOGICAL FOUNDATIONS FOR SOCIAL WORK PRACTICE

Objectives

(Total-64 hours)

- Understand the concepts to examine social phenomenon.
- Develop skills to analyses Indian society and change.
- Develop an overall understanding of the principles of human growth, their relevance and application to behaviour at various phases in the life span.
- Understand the twin roles of individual's heritage and environmental influences in growth and development.

Module-1: Meaning and concepts of Social sciences:

08 hours

- Concepts of Sociology, Psychology, Economics, Anthropology, Political science and human geography.
- Meaning and concept of social science
- Importance of social sciences knowledge for Social workers.

Module-2: Concept Society and Social stratification:

10 hours

- How to look at society; Individuals, family, kinship, groups, classes; Social process and conflicts
- Social Stratification in India; The concept of stratification, concepts of class and caste, Casteism and communalism, social inequality and social mobility.
- Significant of social analysis

Module-3: Socialization and social change:

12 hours

- Meaning and process of socialization. Factors of social change; – Urbanization, Industrialization, Modernization, Westernization, Secularization.
- Brief analysis of Indian social problems; poverty, gender discrimination, violence, corruption, illiteracy, crime and juvenile delinquency, Commercial sex, alcoholism, drug addiction, suicide, child labour, child abuse, bonded labour, terrorism, problems of refugees, victims of HIV / AIDS Etc.,(studying so many problems cannot lead to social change)

Module- 4. Human Growth and Development:

14 hours

- Life span: beginning of life; prenatal period- period of ovum, conception, embryo, and fetus,
- Delivery; pre and post natal care and their significance in personality development.

- Factors influencing personality development: heredity & environment (Nature v/s Nurture) and socialization process; physical, emotional and social aspects of infancy- babyhood- childhood- puberty- adolescent- adulthood-middle and old age.
- Relevance of social work practice across the stages development.

Module-5 Basic understanding about Human needs:

20 hours

- **Personality:** Definition, nature, types and assessment of personality.
- **Intelligence:** concepts, levels of intelligence, influence of heredity and environment, assessment of intelligence.
- **Motivation:** meaning, types and characteristics of motives; Hierarchy of motives; Conscious and Unconscious motivation.
- **Perception:** meaning, characteristics, Types, principles, , process and factors influencing perception, perception and sensation, laws of perceptual grouping and errors in perception
- **Attitude:** Concepts, nature, attitudes formation, components of attitude; prejudice and attitude change.
- **Theories of Human Development:** Theories of human development like those of Freud's psychosexual theory, Erickson's psychosocial theory, learning theories and theory of cognitive development.

References:

- Ram Ahuja, Indian Social System. Vedam Book House, Jaipur, 1993.
- Fichter, Joseph H, Sociology, II Ed., The University of Chicago Press, London, 1973.
- Horton, Paul B. and Hunt, Chester L. Sociology, McGraw-Hill Book Company, 1964.
- Hurlock, Elizabeth B. 1975 Developmental psychology New Delhi, Tata McGraw Hill publishing company ltd.
- Kuppusamy, B. (1980) An Introduction to Social Psychology, Media promoters and pub Bombay.
- Munn Norman, L. (1967) Introduction to psychology, Oxford and IBH, New Delhi.
- Saraswathi T.S, and Dutta, R. (1987) Development Psychology in India, Sage, Delhi.
- Sharan A.K.(1997) international Understanding of Human Psychology, Commonwealth, New Delhi

Journals:

- Sociological Bulletin (Journal of the Indian Sociological Society).
- Social change, Issues and Perspectives (Journal of the Council for Social Development).
- Economic and Political Weekly, EPW Research Foundations, Mumbai.

PAPER: HC: SW -1.3 SOCIAL CASE WORK

Introduction:

This course aims to develop simple to complex skills of working with individuals and families in various situations like crisis, preventive, facilitative and developmental

OBJECTIVES: (Total-64 hours)

- To understand case work as method of social work and to understand values and principles of working with individuals.
- To enhance understanding of the basic concepts, tools and techniques in working with individuals and families in problem solving and in developmental work
- Develop appropriate skills and attitudes to work with individuals and families

Module-1: Meaning and Definitions of Case work: 12 hours

- Definitions, Meaning, Nature, and Purpose of Case Work
- Importance of Social Case work and its relationship with other methods of Social Work
- Historical development of Social Case work with special emphasis on the Indian context
- Social work values and ethics

Module-2: Principles and skills in Case work practice: 12 hours

- Principles of Case work practice, and Skills in Social Case work Practice.
- Components of Case work practice
- Importance of Case Worker-Client Relationship; Characteristics of professional relationship: *empathy, transference and counter transference, resistance, sustaining the relationship, non-possessive, warmth, genuineness and self-disclosure;*
- Tools for Help: Case work tools: *Interview, home visit, observation, listening, communication skills, rapport building.*
- Techniques of casework: *Supportive, resource enhancement and counseling.*

Module-3: Case Work Process: 10 hours

- **Intake:** meaning, steps, referral- types and stages,
- **Study:** meaning, tools used, procedure followed in the study process: *Interviewing, rapport building, Home visits & Reaching out, Collateral contacts & Relationship;*
- **Social Diagnosis:** meaning, types and models;
- **Treatment/ Intervention:** meaning, objectives, goals and goals setting & treatment planning techniques; *supportive/Environmental manipulation, reflective/ practical help or material help & direct treatment/ counseling.*
- **Evaluation:** meaning, objectives, types, methods, techniques,
- **Termination-**meaning, reaction to termination, decision and planning to termination
- **Follow-up-** meaning, purpose and types.

Module-4: Application of Social Case Work in different settings & Clientele groups: 15 hours

- Medical and Psychiatric settings,
- Family and Child Welfare settings:
- Community Settings:
- Industries and Correctional Institutions, etc.,
- Role of Case Worker in various settings.

Module-5; Theories and Approaches in Social Case Work: 15 hours

- Psycho-Social approach, Functional approach, Problem-solving approach, Crisis Theory, Family Intervention, Behavioral Modification, Transactional Analysis and Holistic approach.
- Social casework recording: need, importance & types of recording.

References:

- Biestek, F. P. 1957 *The Case Work Relationship*, London, George Allen and Unwin.
- Hamilton, G. 1946 *Principals of Social Case Recording*, New York, Columbia University Press.
- Mathew, Grace 1992 *An Introduction to Social Case Work*, Bombay, Tata Institute of Social Sciences.
- Perlmen, H. H. 1957 *Social Case Work: A Problem Solving Process*, Chicago: The University of Chicago Press.
- Pippins, J. A. 1980 *Developing Case Work Skills*, California: Sage Publications.
- Richmond, M. E. 1922 *What is Social Case Work? An Introductory Description*, New York: Sage Foundation.
- Richmond, Mary E. 1917 *Social Diagnosis*, New York, Free Press.
- Sainsbury, Eric. 1970 *Social Diagnosis in Case Work*, London: Routledge and Kegan Paul.
- Timms, N. 1964 *Social Case Work: Principles and Practice*, London: Routledge and Kegan Paul.

JOURNALS:

- Indian Journal of Social Work, By-Annual, TISS, Deonar, Mumbai (Maharashtra).
- Perspectives in Social Work, College of Social work, Nirmal Niketan, Mumbai (Maharashtra).
- Social Work Journal, Bi-Annual, Department of Social Work, Assam University, Silchar-788 011 (Assam).

PAPER: HC: SW -1.4. SOCIAL GROUP WORK.

Objectives:

(Total-64 hours)

- To gain knowledge about group formation and use of a variety of group approaches and to understand concepts, dynamics and models
- To develop knowledge and principles, skills and techniques to be used by the social worker in group.
- To identify the various situations and settings where the method could be used in the context of social realities of the country.

Module-1: Introduction to Social Group work:

12 hours

- Understanding of Social Groups: Meaning, Characteristics, and classifications.
- Significance of group life, Groups contributions to individual.
- Group as an instrument for development.
- Definitions and meaning of Social Group work, Characteristics and Purposes of Social Group work
- Need and importance of Group work
- Assumptions underlying social group work.
- Historical background of Social Group work with special emphasis on the Indian context.

Module-2: Principles and skills in Group work practice:

10 hours

- Principles of working with groups
- Skills in group work practice
- Group dynamics, concept of communication and relationship with groups

Module-3: Social Group Work Process:

15 hours

- Pre-group, group formation, beginning phase, middle phase, advanced phase, use of programs, evaluation in groups and termination phase.
- **The Program development Process:** The nature and purpose of program in Social group work, Understanding interests and needs as a basis for program, group organization as a part of program development, guided interaction- the heart of the program process.

Module-4: Application of group work method in different settings;

15 hours

- Social group work practice in Community development setting
- Social group work practice in Medical and psychiatric settings
- Social group work practice in physically, visually and mentally challenged institutions, and de-addiction centers,
- Social group work practice in family and child welfare settings
- Social group work practice in the schools, aged homes, and correctional institutions,

Module-5: Recording in group work:

11

hours

- Importance of recording in Social Group work.
- Principles of recording
- Recording structure
- Types of recording.

REFERENCES:

- Konopka Gisela,(1963)Social Group Work-A Helping Process.
- Parihar V.S.(1963)Sgroup Process (Allahabad: Kitab Mahal)
- Roberts W.Roberts & Halen Northend,(1976)Theories of Social Work with Groups. (New York: Columbia University Press).
- Trecker HARLEIGH b. (1955)Group Work Foundations & Frontiers (Whiteside Inc & Willaim Morrow & Co.)
- Trecker Harleigh B. (1970)Social Group Work:Principles &Practice.
- Wilson . G. and Ryland G. (1949) Social Group Work Practice (Boston: Hugton Hiffin & Co.)
- Douglas Tom (1972) Group Process in Social Work, Chicester, Willey.
- Gerald Corey (2000) Theory and practice of group counseling, Wordsworth, London
- Gisela Konopka (1972) Social group work-A helping process, Prentice Hall, Engle Wood Cliffs
- Gravin, Charles, D. (1989) Contemporary Group Work, Prentice Hall, New Jersey.

JOURNALS:

- Indian Journal of Social Work, By-Annual, TISS, Deonar, Mumbai (Maharashtra).
- Perspectives in Social Work, College of Social work, Nirmal Niketan, Mumbai (Maharashtra).
- Social Work Journal, Bi-Annual, Department of Social Work, Assam University, Silchar-788 011 (Assam).

**PAPER: HC SW 1.5. Field Work Practicum
(Orientation Visits and Concurrent Fieldwork)**

Field work practicum of First Semester comprises two components:

- ❖ Orientation visits
- ❖ Concurrent field work.

Orientation Visits: There shall be minimum **6 orientation visits** to be made in the first four weeks to provide an exposure to and understanding of the services provided in responses to people's needs (i.e. agencies in health setting, education, Community, institutional services, criminal justice system, civic administration, rehabilitation etc.).

Soon after the completion of orientation visits, "orientation to fields of social work", a student workshop shall be conducted to share the orientation visit experiences and learning.

The students shall record their experiences and leanings of Orientation Visits, which they are expected to produce at the time of viva-voce examination conducted at the end of the semester.

Concurrent Field Work: The broad aim of concurrent field work practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations. This learning experience should provide an opportunity of working with Communities, groups, individuals/families and managing organization tasks. It is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two or two and a half days or its equivalent (16 hours) in every week of the semester. The learner is expected to complete a minimum of 24 days of visits in a semester.

The learners may be placed in agencies/Community to initiate and participate in direct service delivery. Each student has to undertake **two case works** and **one group work**, consisting at least of **'ten'** sessions.

The faculty supervisors through periodic 'Individual conferences' and 'Group conferences' shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

PAPER: HC SW 1.6. COMMUNITY ORGANIZATION

Objectives: (Total-64 hours)

- To understand the critical elements of Community organization process
- To enhance critical understanding of models and strategies for CO
- To gain knowledge on the various techniques and skills of Community organization to develop the basic skills to apply those in the Community

Module- 1. Community and Community Organization: 11 hours

- **Concept of Community;** types and features of Community; -*Rural, Urban, Tribal, Nomadic*; problems, social and contextual understanding for practice. Urban slums and their characteristics.
- **Concept of Community Organization:** Definitions, and objectives of Community organization,
- Relevance of Community organization approach to Indian situation;

Module-2. Historical Development of Community Organizing Practice: 12 hours

- Historical development of Community organization practice in the west, Community welfare concepts, Community chests;
- Historical development of Community organization practice in India.
- Community organization and Community development

Module- 3. Principles and models of Community organization: 15 hours

- Principles of Community organization.
- Skills in Community Organization.
- Models of Community organization practice

Module-: 4. Community organization process and phases: 11 hours

- Process in the phases of Community Organization.
- Withdrawal from Community: Skills and strategies.
- Resource mobilization and fund rising-Techniques and Strategies
- Concept of power and empowerment in Community organization

Module-:5. Intervention strategies in Community settings: 15 hours

- awareness buildings, organizing, activating, peoples participation, negotiating, lobbying and, resolving group conflicts,
- Roles of (in all) Community organizer
- Advocacy in Community organization
- Current debits in Community organization

References:

- Gangrade.K.D.: Community Organization in India (Bombay: Popular Prakashan)
- Ross, Murray.G.: Community Organization: Theory and Principles(Bombay: Harper and Brothers)
- Syddiqui.H.Y.: Working with Communities.
- Clinard, Marshall.B.: Slums and Community Development(New York: The Free Press)
- Dunham, Arthur.E.: Community Organization: Principles and Practice(New York: Thomas, Y.Crowell)
- Hprper.E. & Dunham.A.: Community Organization in Action. Association Press, New York.
- Hillman, Arthur: Community Organization and Planning(New York: The Macmillan Company)
- Kuppuswamy: Social Change in India. Vikas Publishing House(P)Ltd., New Delhi.
- Murphy, Campbell : Community Organization Practice (New York: Houghton Mifflin Co.)
- Walter. A.Friedlander: Concepts and Methods of Social Work: 2nd Ed, Prentice Hall of India Pvt. Ltd., New Delhi.

SECOND SEMESTER

Paper: HC SW -2.1 SOCIALWORK REASEARCH AND STATISTICS

Introduction:

This course is to equip learners to utilize, and conduct research as service managers to improve services, evaluate, and develop new services and intervention methods: strategies and techniques and also, be an effective consumer of other researches.

Objectives:

(Total-64 hours)

- To understand major research strategies, meaning, scope, and importance of social work research
- To develop an ability to see the linkage between the practice, research, theory and their role in enriching one another
- To develop attitudes favorable to the judicious integration practice, research and theory and develop skills for use of library and documentation services for research

Module: 1. Research, Social Research, and Social work Research

12 hours

- Meaning of Research, Scientific characteristics of research, Process of research: Deductive and Inductive.
- Types of research: Basic, Action and Applied. Quantitative and Qualitative.
- Meaning of Social Research, Basic elements: Concepts, Constructs, Variables, and Hypothesis.
- Social work research: Definitions, Functions and process.

Module: 2. Formulation of Research Problem

12 hours

- Sources of research problem, criteria of good research problem, defining the research problem.
- Developing the statement of the problem, and research questions, Review of literature, formulation of objectives.

Module: 3. Research Design

12 hours

- Research designs by purpose of study: *Exploratory, Descriptive, and Explanatory.*
- Research designs by intended to use:
 1. *Intervention research designs or Social work research designs: Single subject research design, Withdrawal/ reversal design, multiple component design.*
 2. *Action research design*
 3. *Evaluative research design*
- Research designs to asses cause and effect relationship: *Experimental and Non experimental.*

Module: 4. Sampling & Data Collection: 12 hours

- Sampling-Meaning, Sampling design process, Methods and types of sampling.
- Tools of data collection: Use of existing scales. Observation, questionnaire, and Interview schedule.
- Data processing: Editing, Coding, Recording, and computing the scores, Preparation of master chart.
- Data analysis and interpretations: techniques and types.
- Research report writing: Organizing research report

Module: 5. Statistics and Computer Applications in Social work Research: 16 hours

- Statistics: Definition, importance, functions and limitations.
- Measures of Central Tendency : Arithmetic mean, median and mode
- Measures of Dispersion : Range, quartile and standard deviations
- Chi Square : Uses and applications
- Applications of Karl Pearson's correlation test in social work research
- Application of statistics in social work practice
- Computer Applications: Use and application of computer in Social Work research with special reference to Excel, Statistical Package for Social Sciences (SPSS), etc.

Reference:

- Laldas, D.K (2000) Practice of Social Research, Rawat, Jaipur
- Baper, L.T. (1988) Doing Social Research, McGraw Hill, Singapore.
- Denzin, N.K and Lincoln, Y.S. (2000), Hand Book of Qualitative Research, Sage, Thousand Oaks.
- Gupta, S. P (1992) Elementary Statistical methods Sultan Chand & sons, New Delhi.
- Goode & Hatt (1952) Methods in Social Research, McGraw Hill
- Kothari, C.R. (1992) Research Methodology, Willey Eastern Ltd, New Delhi.
- Nachmias & Nachmias (1981) Research methods in the Social Sciences; St. Martin's press, New York
- Rubin & Bobbie (1993) Research Methods for Social Work, Brooks/Cole Publishing Company, California
- Wilkinson & Bandarkar (1984) Methodology and Techniques of Social Research, Himalaya, Bombay
- Goode, J. and Hatt P.K.: Methods in Social Research (New York: McGraw Hill)
- Polansky, N.A. (1960): Social Work Research (Chicago University of Chicago Press)
- Young, P.V. and Schmid, C.F. (1946): Scientific Social Surveys and Research (New York: Prentice Hall).

PAPER: HC SW -2.2

COUNSELING AND COMMUNICATION IN SOCIAL WORK PRACTICE

Objectives

(Total-64 hours)

- To help students distinguish between counseling, Case Work and Psychotherapy and to acquire the required knowledge in this regard.
- To sensitize the students to the attitudes required for the practice of counseling
- To engage the students to identify and practice the appropriate skills.

Module I. Meaning and Definitions of Counseling:

12 hours

- Counseling: Definition, Elements, Characteristics and Goals
- Evolution of counseling
- Foundations of Counseling; Philosophical Foundations – *dignity of the human person*, Sociological foundations – *influence of social system*, Psychological foundations – *concept of self, goal directed behavior, learning*.

Module 2. Portrait of Counselor and Counseee:

12 hours

- The Counseling Relationship
- Regard and respects - Authenticity - Empathy
- Personal Growth and Effectiveness of the Counselor
- Concerns of self, attitudes, values, beliefs, relationships, self-esteem, openness to others, accepting personal responsibility, realistic levels of aspiration, self actualization.
- The portrait of the helper, Role of counselor

Module: 3. Counseling Process:

12 hours

- Stage – I – Problem Exploration and Clarification
- Stage – II – Integrative Understanding – Dynamic Self-Understanding
- Stage– III – Facilitation Action; Developing a New Perspective, Preferred Scenario.

Module4: Therapeutic Counseling intervention:

12 hours

- Psychodynamic, cognitive-behavioral, humanistic and feminist, key concepts, principles and techniques of various approaches:
- Psychodrama, RET, Family Therapy, Reality Therapy, Behavior Therapy, Crisis Counseling, Transactional Analysis , Feminist Therapy towards developing an eclectic approach and utilization of models and techniques across problem situation.
- Counseling in Different Settings

Module 5: Communication skills for Social work practice;

16 hours

- *Effective speaking*, principles of effective oral communication, speech preparation, technique of effective speech,
- *Effective listening*, meaning, nature and importance of listening, principles of group listening, types of listening. Listening process, barriers in listening,
- *Effective writing*, what is draft, meaning and objectives of written communication, essential of written communication ,
- *Feedback* a two way process, Characteristic of feedback, kinds of feedback written and oral communication, improving in feedback and developing effective feedback skill, feedback loops.
- *Street theatre*: Elements of street theatre scripting and choreography for development. Use of puppets, songs and folklore. Role of Information, education, and communication (IEC) in making effective peoples participation.

References:

- Association of Psychological and Practice, (!982), Counseling in Asia, Perspective and Practices, Educational Counsellors of Asia.
- Bengalee, M., Ehroo D., (1972), Guidance if you please, Macmillan, Bombay.
- Currie, Fr. J., (1989), Barefoot Counseling – A Primer in building relationship, Asiam Tarding Corp, Bangalore.
- Dave, Indu, (1953), The Basic Elements of Counseling, Sterling, New Delhi.
- Delaney & Eisenber, (1973), The Counseling Process, Dept. of Mental Health
- Education and Mental Health Programme, Report NO.1, 11 US.
- Welfare Egan, Gerard, (1982), The Skilled helper, Brooks / Cole Publishing Co. California.
- Joshi Uma (2001) Understanding development communication: Dominant Publishers, New Delhi
- Modi, B. Designing messages for development, Sage Publication New Delhi
- Nair, K.S. and White, Shirley (1993) Perspectives on development communication, Sage Publication, New Delhi
- Narula, U. (1994) Development communication, Harananda Publication

PAPER: HC: SW-2.3 SOCIAL ACTION, NETWORKING AND ADVOCACY

Objectives:

(Total-64 hours)

- To familiarize students with an understanding of the concepts, context and processes that is relevant for people's struggles, social action and social movements
- To enable students to understand and analyse issues in a broader context of governing institutions and civil society actors in responding to critical Social realities.
- To Familiarize students with concepts, processes and techniques of social advocacy
- To prepare students through building a strong perspective and skill to engage themselves in struggles, protests and movements.

Module 1. Meaning, definitions and Models of Social Action

12 hours

- Meaning, definitions, Models.
- Approaches and Strategies of Social Action
- Radical, Structural and emancipator, Social Work.
- Social Change and Conflict.
- Advocacy as a tool for social change, Process of Social Advocacy.

Module 2. Theories and Types of Social Movement

12 hours

- Differences between Social Action and Social Movement
- Theories of Social Movement and Political Movement and New Social Movement.
- Types of Movement-identity, political assertion and autonomy movements

Module 3. Paradigms of Action and Movement Analysis

12 hours

- Paradigms of Action and Movement: Peasants, Tribal's, Farmers, Zapatistas.
- Movement analysis-Ideology, Structure, leadership, process and outcome.
- No-Party Political Processes; Movement Analysis-ideology, Structure, leadership, processes and outcomes

Module 4. Ideology and Methodology of Social Action

12 hours

- Ideology and Methodology: Gramsci, Freire, Alinsky;
- Analysis of ideology and approach of: Gandhi, Ambedkar, Nehru and Lohiya

Module 5. Campaign Planning

16 hours

- Campaign Planning, Coalition and Network Building
- Budget Analysis
- Instrument and Strategies: Public Interest Litigations
- Media Advocacy, Communication for mobilization, leadership building process

Reference:

- Alinsky, Saul.(1989), *Rule of Radicals. Vintage Book Edition*
- Bailey, R. and Mike Brake (eds).(1975). *Radical Social Work*, London: *Edward Arnold*.
- Baviskar, A (2010) Social Movements in India, in N.G.Jayal and P.B. Mehta. Eds, *Oxford Companion to Politics in India*, New Delhi: Oxford University Press.
- Chattergee, P (2001), on Civil and Political Societies in *Postcolonial Democracies*, in S.Kaviraj and S.Khilnani eds. *Civil Society: History and Possibilities*, Cambridge University Press 165-178.
- Cohen. David, Rosa De I.A Vega and Gabriella Watson. (2001), *Advocacy for Social Justice: IA Global Action and reflection*.Kumarian Press.
- Freire, P.(1997), *Pedagogy of the oppressed*, New Delhi: Penguin Books.
- Jha, Manish K.(2009). GulamiaAb Hum NahiBajaibo: People's Expressions for Justice inJehanabad in Paula Bannerjee and SajayChatuvedi (ed.). *Marginalities and Justice*, New Delhi: Sage Publication.
- Jha, Manish K., (2002), Rajashan: Hunger and Starvation Deaths-Call for Public Action. *Economic and Political Weekly*.Vol 37 No.52 December 28, January 03.
- Powell, E. (2001), *Politics of SocialWork,Sage Publication Ltd.*,
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- Sangavi S., (2007), The New People's Movements in India, *Economic & Political Weekly*. Vol 42 No.50 December 15- December – 21.
- Scott, James. (2009), *The Art of Not Being Governed. An Anarchist history of Upland Southeast Asia*, New Haven: Yale University Press.
- Siddiqui, H.Y. (ed).*Social Work and Social Action: A Development perspective*. New Delhi: HarnamPublication.
- Singh, Rajendra, *Social Movement: Old and New*. New Delhi: Sage Publication
- Thompson, N (2002), Social Movements, Social Justice and Social Work. *British Journal of Social Work*, 32 (6):711-722.

PAPER: HC: SW 2.4 Field Work Practicum - I (Social Work Camp)

2.4-Social Work Camp: Social Work Camp, conducted for 7-10 days' duration in a rural / tribal setting, is expected to provide opportunities to experience rural / tribal life, analyze its dynamics, and observe the functioning of government machinery (local self-government) and voluntary organizations. Objective of the camp is to provide the student with an opportunity to acquire skills in planning, organizing, handling regulations, decision making and collectively contribute to the chosen cause in the area where camp is held. Generally camps are held in rural / tribal areas. However, if the department council so desires the camps can be organized in relief areas, (disaster) tribal areas or innovative learning projects.

Micro-planning exercise and Participatory Rural Appraisal (PRA) activity shall be the part of social work camp. This will be an opportunity to practice Community organization method. This experience aids peer participation in planning for activities for own group and those for local people. It also helps to develop skills to carry out, evaluate, and report the experience.

The Camp shall be conducted under the guidance of two faculty members (preferably, one of them shall be a female faculty) who shall be deputed to be exclusively at the Camp site. The work of the faculty at the Camp site will be treated as Official Work.

PAPER: HC: SW- 2.5 Field Work Practicum - II (Concurrent Field Work)

Concurrent Practice Learning of Two-days a Week: It is an ongoing learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in agencies or in Communities to initiate and practice in direct service delivery. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Every student shall undertake two awareness programmes/trainings with any group in agency/Community. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with the respective agency/development organizations.

Exposure Visits: An exposure visit of 3-4 days duration shall be made to provide an opportunity to study and appreciate innovative efforts (successful experiments/models of development) by individuals and groups towards meeting people core needs. This would help the students to develop a vision towards development. The report of exposure visit shall be part of concurrent field work.

(OPEN ELECTIVES TO BE OFFERED TO THE OTHER DEPARTMENT)

PAPER: OEC SW-2.6 DISASTER MANAGEMENT

Objectives

(Total-36 hours)

- To develop an understanding of eco system equilibrium and disequilibrium
- To develop skills to analyze the factors contributing to disaster
- To develop and understanding of the process of Disaster Management
- To understand the role of the Social Worker in Disaster Management

Module1: Meaning and concept of Disaster;

12 hours

- Meaning, and types of disaster,
- Impact of disaster; *Social, psychological, economic and physical.*
- Understanding traumatic stress reactions.

Module 2: Meaning and concept of Disaster Management;

12 hours

- Meaning and definitions of Disaster management.
- Disaster management cycle.
- Stages of Disaster management.

Module 3. Disaster Management and Policy Perspectives

12 hours

- Disaster Management Policy; Legislation pertaining to relief, recovery and rehabilitation. National and International resources.
- Intervening parties; Government, Voluntary organization, Local groups, Community participation, volunteers, social workers.
- Working with special groups; Women, Children.
- Principles of Disaster management.
- Spectrum care
- Stress management of emergency workers.

References

- Dwivedi, Kedar Nath (Ed). 'Post-Traumatic Stress Disorder in Children and Adolescents'. London: Whurr Publishers. 2000.
- Kar, Nilamadhab et al. 'Mental Health Consequences of the Trauma of Super – Cyclone 1999 in Orissa'. Indian Journal of Psychiatry.2004.
- 'Psychosocial Consequences of Disasters - Prevention and Management'. Geneva: World Health Organization publication.1992.
- Scott, Michael J. and Stradling, Stephen G. 'Counseling for Post-Traumatic Stress Disorder'. New Delhi: Sage Publications India Pvt. Ltd. 2001.
- Planning and management for disaster reduction, Moduleed Nations center for human settlements (habitat), Nairobi, 1990.
- Indian journal of social development, an international journal, volume 4, no. 1, June 2004, serials publications, Delhi, India.

III SEMESTER

Paper Title: HC SW 3.1 SOCIAL POLICY, PLANNING AND DEVELOPMENT

(Total-64 hours)

Introduction:

The course introduces the learner as how policy is a link between Constitutional Principles, Development Plans, Legislative and Executive Actions. The analysis of these processes is to enable utilization of the knowledge to improve social work practice. Further, it provides a critical and analytical framework to understand key concepts, development processes and current issues, pertaining to different parts of the world, with specific reference to India. This course is expected to provide the Social Work students with a context for micro-level interventions.

Objectives:

- Gain knowledge of policy analysis and the policy formulation process.
- Develop an understanding of social policy in the perspective of national goals as stated in the Constitution, particularly with reference to Fundamental Rights and the Directive Principles of State Policy.
- Critically understand the concept, content and process of social development.
- Develop the capacity to identify linkages among social needs, problems, development issues and policies.
- Locate strategies and skills necessary for social development and reinforce values of social justice, gender justice and equality

Course Content

Module 1. Social Policy and Constitution: 12 hours

Concept of social policy, sectoral policies and social services - Relationship between social policy and social development- Values underlying social policy and planning based on the Constitutional provisions (i.e. the Directive Principles of State Policy and Fundamental Rights) and the Human Rights - Different models of social policy and their applicability to the Indian situation.

Module 2. Sectoral Social Policies in India: 12 hours

Evolution of social policy in India in a historical perspective-Different sectoral policies and their implementation: Policies concerning education, health, social welfare, women, children, welfare of backward classes, social security, housing, youth, population and family welfare, environment and ecology, urban and rural development, tribal development and poverty alleviation.

Module 3. Social Planning:

16 hours

Concept of social planning - Scope of social planning - the popular restricted view as planning for social services and the wider view as inclusive of all sectoral planning to achieve the goals of social development - Indian planning in a historical perspective - The Constitutional position of planning in India.

The legal status of the NITI Commission - Coordination between Centre and State, need for decentralization - Panchayath Raj, people participation.

Module 4. Social Development:

12 hours

The Concept - Defining social development – Elements of Development - Current debates of development – Process of Modernization and Social Development - Approaches to development - Development indicators, Human Development Index, Millennium Development Goals, Social Exclusion and Inclusive Development.

Module 5. Social Development in India:

12 hours

The historical and social context of development in India - Demographic transitions - Rural development: agrarian and land reforms; Green Revolution - Industrialization and urban development - Labour relations- Gender issues - Environmental issues (land, water, forest) - Education – Health

References

1. Bagchi, A. K. 1982 Political Economy of Underdevelopment, Cambridge: Cambridge University Press.
2. Bhanti, R. 1993 Social Policy and Development in Rajasthan, Udaipur: Himanshu Publications.
3. Bulmer, M. et. al., 1989 The Goals of Social Policy. London: Unwin Hyman.
4. Chakraborty, S. 1987 Development Planning - Indian Experience, Oxford: Clarendon Press.
5. Dandekar, V. M. 1994 "Role of Economic Planning in India in the 1990s & Beyond", Economic and Political Weekly, Vol. 29, No. 24, 1457-1464.
6. Desai, V. 1988 Rural Development (Vol. 1) Mumbai: Himalaya Publishing House.
7. Dimitto, D. M. 1991 Social Welfare: Politics and Public Policy, New Jersey: Prentice-Hall.

8. Fidelma, A. et. al. 1999 Contemporary Social and Political Theory: An Introduction, Buckingham: Open University Press.
9. Ganapathy, R. S. and Others 1985 Public Policy and Policy Analysis in India, Delhi: Sage Publications.
10. Ghosh, A. 1992 Planning in India: The Challenge for the Nineties, New Delhi: Sage Publications.
11. Government of India Five Year Plan Documents (latest), New Delhi.
12. Hebsur, R. K. (Ed.) Social Intervention for Justice, Bombay: TISS.
13. Huttman, E. D. 1981 Introduction to Social Policy, New York: McGraw- Hill.
14. International Labour Office. 1973 Multinational Enterprises and Social Policy, Geneva, ILO.
15. Jones, K. et. al., 1983 Issues in social Policy, London: Routledge & Kegan Paul.
16. Kahn, A. E. 1973 Social Policy and Social Service, New York: Random House.
17. Kulkarni, P. D. 1979 Social Policy and Social Development in India, Madras: Association of Schools of Social Work in India.
18. Kulkarni, P. D. 1952 Social Policy in India, New York: McGraw-Hill Book Company.
19. Kulkarni, P. D. 1975 Social Policy in India, Bombay, Tata Institute of Social Sciences.
20. Leonard, P. 1997 Postmodern Welfare: Reconstructing Emancipatory Project, London: Sage
21. Lindblom, C. E. 1980 The Policy-making Process, New Jersey: Prentice-Hall.
22. Livingstone, A. 1969 Social Policy in Developing Countries, London: Routledge & Kegan Paul.

Recommended Journals / Periodicals

- Alternatives; Development and Change; Economic and Political Weekly.

Paper Title: SC SW 3.1 SCIENCE OF CRIME AND PUNISHMENT

Introduction

(Total-64 hours)

The course aims at introducing to the students the concepts of crime, punishment and the impact of crime on victims. The focus is on facilitating understanding of the learner to deliberate social work interventions with the prevention of crime, handling the issues related to those clients who are in conflict with law as well as helping the victims to recover from the impact of crime.

Objectives

- a. To understand the concept of criminology and crime, as applicable to the Indian context with the impact of individual in conflict with law
- b. To learn the dimensions of penology, Indian prison system, the impact of imprisonment on the individuals and prison administration
- c. To understand the impact of crime on victims, compensation and hurdles in getting justice in the Indian context
- d. To assimilate the practice of social work interventions in crime prevention, promotion of social health, dealing with persons in conflict with law, Human Rights issues in the context of under - trials, imprisonment, rehabilitation of released prisoners and victims.

Course Content

Module I

12 hours

Crime: Meaning and definition, historical perspective; Nature and Scope of Criminology, Causation of Crime, Characteristics and Classification of Crimes, Crime patterns - Habitual, Professional, Organised, White collar, Public order crimes; Gender related issues in crimes; Classification of offenders under Indian Penal Code. Trial duration and pending cases, its impact.

Module II

14 hours

Penology: Meaning, definition, historical perspective, scope. Theories of Punishment: Deterrent theory, retributive theory, preventive theory and reformatory theory. Efficacy of punishment. Essentials of an ideal penal system, penal policy in India. Forms of Punishment: Corporal and capital punishment - pros and cons. Agencies involved in criminal justice system: Correctional institutions. Impact of imprisonment, maintenance of prisons, staff dynamics.

Module III

12 hours

Victimology: Meaning, definition, historical perspective, scope of the study. Problems of victims - physical, psychological, socio-cultural. Victim offender relationship. Hurdles in crime reporting, investigation and justice delivery in the Indian context. Compensation and restitution measures.

Module IV

12 hours

Social Work Practice in Correctional Setting: Scope for social work practice in institutional and non institutional settings. Application of Social Work interventions with under - trials, prisoners, rehabilitation of prisoners, work with families of prisoners, work with victims of crime.

Module V

14 hours

Human Rights in the context of crime and punishment - Agencies to protect Human Rights - National Human Rights Commission, State Human Rights Commissions, Right to information Act and in the context of Human Rights violation, Social Work measures with the Police, the Judiciary and the prison staff - Job stress, burn out and other issues.

Human Rights for target population: SC/ST, Religious Minorities, Physical, Visual and Mentally Handicapped. AIDS victims, Refugees, War victims, Prisoners, Custodial Violence, Women and Children, Senior Citizens and Work situations

REFERENCES:

1. Ahuja, Ram 1996 Youth and Crime, Jaipur, Rawat Publications
2. Ahuja, Ram 2006 Criminology: New Delhi, Rawat Publications
3. Bhattacharya, S.K 1985 Social Defence: An Indian Perspective, Delhi, Manas Publications
4. Chadha, K 1983 Indian Jail: A Contemporary Document, New Delhi, Vikas Publications.
5. Chang, D.H 1976 Criminology – A Cross-cultural Perspective, Vol.I, New Delhi, Vikas Publications.
6. Gandhi B.M, 2006 Penal Code- Lucknow, Eastern Book Co
7. Paranjape, N.V 1998 Criminology and Penology; Allahabad: Central Law Publications

SC SW 3.2 Paper Title: POPULATION AND ENVIRONMENT

Introduction

(Total 64 Hours)

The content has two aspects to it. Population dynamics and its relatedness to the environment, natural resources, utilization and their preservation.

Objectives:

- a. Understand characteristics, determinants of population growth.
- b. Examine population policy, plan and initiatives.
- c. Understand inter-relatedness of human life, living organisms and environment.
- d. Examine utilization and management of resources.
- e. Develop skills to participate in activities related to the two areas.

Course Content

Module I. Population

12 hours

Characteristics of population: Population, determinants of growth. global concerns - Characteristics of Indian Population – Distribution by age, sex, literacy and occupation – Fertility trends - Birth and death ratio. Population Policy, World Action Plan, Population Policy of India- Implementation; Initiatives – Government and NGO.

Module II. Family Planning

16 hours

Objectives, scope, methods, implementation, mechanisms and progress. Concept and Scope of Population education, family life education, sex education, and family planning education. Population and Environment: Interrelatedness of human life, living organisms; Environment and natural resource – Environment, lifestyle, degradation. Environment management, maintaining, improving, enhancing – Current issues of Environment.

Module III. Natural Resources and Diversity:

14 hours

Utilisation and management – Forest, land, water, air, energy sources - Pollution - Sources, treatment, prevention - Soil, water, air, noise - Waste matter - disposal, recycling, renewal, problems, issues - Programmes for forest, land and water management.

Module IV. Environment Protection Laws and Role of Social Worker:

12 hours

Acts related to environmental protection – Forest conservation- Water pollution – Standards and tolerance levels – Unplanned urbanization- Environmental movements in India -

Module V. Environmental Issues:

10 hours

Role of NGOs in Environmental issues – Government agencies in environmental Protection – Social work initiatives at different levels.

REFERENCES

1. Cassen, R.H 1978 India Population, Economy and Society, London: Macmillan.
2. Family planning Association of India Family planning Counseling Guide, Population Reports Service Series J.N 35 and 36
3. Fisher, W.F 1997 Towards Sustainable Development (Struggling over India's Narmada River), New Delhi: Rawat Publications.
4. Gadgil, and Guha. 1997 This Fissured Land – An Ecological History of India: Delhi: Oxford University Press.
5. Kleinman.R (Ed.) 1998 Family Planning Handbook for Doctors, Hertford: IPPF
6. Krishna. M. 1995 Air Pollution and Control, Kakinada: Kaushal and Co.
7. Miller, Jr. Tyler, G and Living in the Environment, California: Armstrong. 1982 Wordsworth International Group.
8. Mohan, R. 1985“Urbanization in India's Future”, Population and Development Review, Vol. 11(4) 9. Oxford, 1987
10. Prasad, R.K Population Planning, Policy and Programmes, New Delhi: Deep and Deep Publications.
11. Reddy, Laxmi, M.V.1994 Population Education, New Delhi: Asish Publication.
12. Ryding, S.O. 1992 Environmental Management Handbook, Ahmedabad: IOS Press.
13. Sapru, R.K (Ed.) 1987 Environment Management in India, Vol. II, New Delhi: Ashish Publishing House

Paper Title: SC SW 3.2- Paper title: PERSONAL AND PROFESSIONAL GROWTH

Introduction: (Total 64 Hours)

The course aims at enhancing personal and professional effectiveness by developing a continuous awareness and deeper insight into one's being. It encourages value clarification, upholding of professional ethics, and ability to make effective choices for integration. It provides opportunities to understand stress, stressors and methods to handle stress experienced.

Objectives:

1. Understand self as a being, as one in the process of becoming and experience self awareness.
2. Examine own values and attitudes and explore choices made to express self in own environment.
3. Develop positive life skills and practice self-help methods for integration and for stress reduction.
4. Understand and uphold professional values and ethics.

Course Content:

MODULE I Self and Self Awareness: 12 hours

Understand self through a cognitive construct/paradigm (two/three models from among those available may be offered as workshops). Suggested approaches are: Rational Emotive Therapy, Gestalt Approach, Transactional Analysis, Reality Therapy, Yoga for Therapy, Meditation Techniques.

Explore self as being, and understand the process of becoming. (through observation) Practice consciously measures to sustain and experience continuous awareness. Observation and Reflection: Theory and techniques. Communication Choices: Communication mode and patterns and Effectiveness, Interpersonal communication, nature of choices made.

Module II : Emotions and their Expression 10 hours

Emotions, nature of expression. Understand own pattern of communication, choices made to express emotions, modes used, Examine need for change.

Communication: Informal and knowledge and skills of rapid reading, writing, creative writing, report writing and public speaking.

Module III: Creativity and Self

14 hours

: Understand brain functions: Creativity, need and development

Life Style: Conscious life style - enhanced life skills: Communication, decision making, empathy, critical thinking, use of time and money, building and sustaining bonds- relational, collegial and personal.

Self defeating behaviour - nature and impact. Choices for change.

Module IV: Values, Attitude and Professional Ethics

12 hours

Values and attitudes - their role in life, Value conflict - its impact, value clarification. Study of professional ethics.

Integration: Through Eastern and Western approaches experience the processes of integration. Approaches recommended are: Yoga as a science, meditation (tool for meditation - own choice).

Module V: Stress / Burn out - Self help Methods

14 hours

Stress, Stressors, nature and impact of stress, its expression, and burnout.

Explore and experience methods to workout stress for greater harmony and joy. Spirituality and Growth: Explore spirituality by understanding descriptions of spirituality from different faiths, its space and place in personal and professional life.

Enhance conscious behaviour and application of continued awareness in day-to-day functioning and professional practice.

References:

1. Becavar, D. (Ed.) 1997: The Family, Spirituality and Social Work, Journal of Family Social Work, Vol.2, No.4,
2. Bhattacharya, K. 1971: The Indian Concept of Self, Bulletin Ramakrishna Mission Institute of Culture, 22(8), August 1971. 304 - 13.
3. Burke, R, 1. 1982 : Personality, Self-Image and Situational Characteristics of Effective Helpers in Work Settings, The Journal of Psychology, Vol. 112,213.
4. Byrne, D. 1966 : Self-Concept, Ch. 12, 434. An Introduction to Personality: A Research Approach. New Jersey: Prentice Hall Inc.
5. Crum,J. K. 1976 :The Art of Inner-listening. Theosophist, 97 (8), May 1976,64-65.
6. Feldman Robert S 1997: Understanding Psychology, 4th Edition, Tata McGraw Hill Publishing Company Limited, New Delhi.

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8. Hamilton, G. 1954:Self-Awareness in Professional Education', Journal of Social Casework, Vol. 35, No.9, 371-379.
9. Haskar, S. L. 1976 : Know Thyself, Triveni 45(2), 88.
10. 10. Paul, Brunton. 1975 : The Hidden Teaching Beyond Yoga, Triveni, 44 (3), 91.
11. Ramakumar, O. 1970 : Intelligence and Self-concept, Education and Psychology Review, 10 (3), 154 -57.
12. Singh, N. P. 1970 : The Concept of Self in Modern Psychology, Indian Education Review, 5 (1), 84 -99.
13. Ritajanada. (Translated by John Phillip) 1996 : The Practice of Meditation, Mylapore, Chennai: Ramakrishna Math Printing Press.

**PAPER: HC SW 3.3 MARGINALIZATION AND DEVELOPMENT
PERSPECTIVE**

OBJECTIVES

(Total-64 hours)

- To enable students to locate marginality of major Communities which is deeply embedded in Indian social structure.
- To familiarise students with the divergent discourses prevalent particularly in Dalit studies and its implications on social movements among marginalised.
- To equip the students to understand development intervention of State in the development of marginalised Communities, and also the role of NGOs and CSOs, especially in the current context of LPG reforms in India.

Module I: Introduction

12 hours

- The concept of marginality/marginalisation Social exclusion; Nature and types of marginally marginalised Communities in India (SCs, STs, nomadic castes and tribes and de-notified tribes, OBCs, Minorities)
- Demographic composition of marginalised Communities in India.
- Socio-economic indices of marginalisation -- poverty, relative isolation, deprivation, exploitation, discrimination, educational backwardness; inequality.
- Representation of the marginalised Communities in India.

Module-II.Marginality and Social Structure in India

12 hours

- The social structure and culture of marginalised Communities- Marginalisation of OBCs and SCs under the caste system; Untouchability: historical and social roots; A process of identity formation among Dalits;
- Marginalisation of the Minorities and within minorities;
- Contributions of the marginalised Communities to the sustenance and development of society at large.

Module-III. Divergent Discourses in Dalit Studies

12 hours

- Perspectives on marginalisation-role of ideology in marginalisation; the views of Jotibarao Phule, Periyar, Babasaheb Ambedkar, Ram Manohar Lohia.
- Perspectives on social movements-protest, reform, sub-nationalism, nativism, millenarianism.
- Dalit feminism in a neo-liberal world.

Module-IV State intervention and the development of marginalised Communities

12 hours

- Marginalization and affirmative action- Constitutional provisions: development plans and programmes their implementation, impact on marginalized Communities, limitations, critical review.

Module-V.Marginalisation in the current context

16 hours

- Role of NGOs in the development of Dalits and other marginalised Communities.
- Globalization, liberalisation, privatisation and marginalised Communities.
- Current challenges of marginalised Communities and the task of their emancipation.

References:

- Jaffrelot, Christophe (2003): *India's Silent Revolution: The Rise of The Low Castes in North Indian Politics*. Delhi: Permanent Black.
- Beteille, Andre (1981): *Backward classes and the new social order* .Delhi: OUP.
- Beteille, Andre (1992): *The Backward Classes in Contemporary India* .Delhi: OUP.
- Chaudhuri, S.N. (1988): *Changing status of depressed castes in contemporary India*. Delhi: Daya Publishing House.
- Gore, M.S. (1993): *The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar* .New Delhi: Sage.
- Gupta, Dipankar (1991): *Social Stratification*.New Delhi: Oxford University Press.
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- Singh, K.S. (1995): *The Scheduled Tribes* .Delhi: Oxford University Press.
- Zelliott, Eleanor (1995): *From Untouchable to Dalit: Essays on the Ambedkar Movement*. New Delhi: Manohar.

PAPER: HC SW 3.4.A. HUMAN RESOURCES MANAGEMENT

Objectives

(Total-64 hours)

- To help students build a knowledge base appropriate to Human Resource Management
- To enable the students to perceive the attitudes required for the successful application of Human Resource Management.
- To assist them to perceive and develop the skills appropriate to the field practices

Module-I: Human Resource Management:

12 hours

- Concept, meaning, nature, functions, scope and importance, its need in India. HR as a business partner.
- Distinction between personnel management and human resource management.
- Evolution of HRM.
- Qualities of HR manager.

Module-II: Human Resource Planning:

12 hours

- Human resource planning: Meaning and definition, importance of HRP, factors affecting HRP.
- Human resource information system (HRIS). Job analysis .Job description and Job specification .job evaluation.
- human resources: sources, methods and techniques. Selection process and techniques: Selection, induction, placement, probation and confirmation.
- **HRM action areas:** Total quality management. Knowledge management. Retention strategies.

Module-III: Wage and salary administration:

12 hours

- Meaning and definitions, wage theories, factors influencing on employee remuneration, incentive systems- financial and non-financial.
- Compensation benchmarking.

Module-IV: Talent Acquisition:

14 hours

- Talent Acquisition Tests, Theories and issues in psychological testing, Intelligence testing – theoretical background, Aptitude Testing, Personality Assessment, MBTI. Talent retention: Concept, importance and methods.

Module-V Training and Development:

12 hours

- Concept, meaning, definition, objectives, origin, importance, and scope.
- Training; meaning and concept, Training needs assessment, methods and techniques: Modern management training methods and techniques.

Reference:

- Parik Udai & Rao T.V.(1981): Designing & Managing Human Resource System (New Delhi:Oxford & IBH Publishing Co.)
- Abraham E (1983Ed)Alternative approaches & strategies of human resource dev (Jaipur Rawat Publisher)
- Jaya Gopal R.(1980)Human Resource Development Conceptual analysis & strategies(New Delhi:Sterling Publishers P.Ltd.)
- Myens C.A.&R.C.Gopal Management of Personnel (Bombay: Montakalos)
- Morrissey G.L.(1972)Appraisal & Development Through Objectives & Results (Londond:Addison Wilsey)
- Piyor S.Paul, Myers Charles A. Maion F.T.(1964)Management of Human Resource-Reading in Personnel Administration(New York:McGraw Hill Company)
- Rudra Basavaraj M.N.(1984)Human Factors in Administration(Bombay: Himalaya Publishing House)
- Rao T.V.Strategies of Developing Resources: Experiences form 14 Organisations(Working Papers)(Ahmedabad Indian Institute of Management)
- Roa T.V. & Abraham E.A.Survey of HRD Practice in Indian Industries (New Delhi:Oxford & IBH Publishing Company)

PAPER : HC SW 3.4.B: PREVENTIVE AND SOCIAL MEDICINE

Introduction: (Total 64 hours)

This course introduces the basic health issues and the application of social work in health setting both in hospital and Community.

Objectives:

1. Understand the concept and dimension of health.
2. To develop a holistic and integrated approach to social work practice in the field of health
3. Get orientation to preventive medicine and health systems
4. Orient to the public health system
5. Understand the issues related to the prevention, clinical features and treatment of major communicable and non-communicable diseases.
6. Understand the tenets of National Health Policy of India and modernization of Community based health care services. .
7. Understand the health care services at different levels.

Course Content:

Module I. Concept of Health 12 hours

Physical, social, mental and spiritual dimensions of health, Positive health - Determinants of health - Health and development - Indicators of health. Concept of Prevention: Levels of prevention - Hygiene, public health, preventive medicine, Community health, social medicine, Community medicine. Health Care of the Community; Concept of health care - Levels and principles of health care.

MODULE II. Classification of Diseases: 16 hours

Communicable, Non-communicable, Accidents - Leprosy, Tuberculosis, Sexually Transmitted Diseases (STDs), HIV/AIDS. Cancer, Hypertension, Diabetes, Neurological problems.

Health and Nutrition: Concept of nutrition - Nutritional requirements - Problem of malnutrition in India - Social aspects in nutrition - Balanced diet. National Health Programmes: Maternal and Child Health Services - Immunization – Integrated Child Development Services (ICDS) Scheme - School health programmes.

Module-III. Community Health; 12 hours

Community Health: Meaning, definition. Objectives of Community health programmes: Role of social worker in the management of healthy environment and Community health. Organization and administration of medical social

service departments in hospitals, clinics, sanatoria. Application of various methods of social work in health settings towards helping patients / individuals.

Module IV. Health Policies in India

12 hours

National Health Policies, Directorate General of Health Services, Indian Council of Medical Research (ICMR), Health as a concurrent subject.

Module V. Health System in India

12 hours

Health System in India - at the Centre, at the State level, at the district level, and village level. Health Education and Communication: IEC, BCC. Voluntary Health Agencies in India - International health - World Health Organisation (WHO), UNICEF, UNDP, FAO, ILO, World Bank. Non - governmental and other Agencies - Ford Foundation, CARE, International Red Cross, Indian Red Cross.

References:

1. Bajpai, P. K. (Ed.) 1998 Social Work Perspectives on Health, Jaipur, Rawat Publications.
 2. Brody, Elaine M. and Contributors. 1974 A Social Work Guide for Long-Term Care Facilities, U. S. Dept. of Health, Education and Welfare, Public Health Service, Maryland: National Institute of Mental Health.
 3. Butrym, Zofia and Horder, John. 1983 Health, Doctors and Social Workers, London: Routledge and Kegan Paul.
 4. Clark, D. W. and MacMahon, B. (Ed.) 1981 Preventive and Community Medicine, Boston. Little, Brown and Company,
 5. Friedlander, W. A. 1967 Introduction to Social Welfare (Chapter 12: Social Work in Medical and Psychiatric Settings), New Delhi: Prentice-Hall of India.
 6. Hilleboe, H. E. and Larimore, G.W. 1966 Preventive Medicine, Philadelphia, W. B. Saunders Company.
 7. Humble, Stephen and Unell Judith (Ed.) 1989 Self Help in Health and Social Welfare, London: Routledge.
- Jordan, William. 1972 The Social Worker in Family Situations, London: Routledge and Kegan Paul.
- Lathem, W. and Newbery, A. 1970 Community Medicine - Teaching, Research and Health Care, London, Butterworths.
- Park, K. 2002 Park's Textbook of Preventive and Social Medicine, Jabalpur, Banarsidas Bhanot.

Paper HC SW 3.4 C

SOCIAL WORK WITH TRIBAL AND RURAL COMMUNITIES

Introduction: (Total 64 hours)

This course aims at introducing the learner the programmes of tribal and rural development, and the importance of social work practice with tribal and rural Communities.

Objectives:

1. Develop an understanding of tribal and rural Communities.
2. Understand the characteristics and problems of tribal and rural Communities.
3. Acquire knowledge about the contribution of Government and Non-governmental organisations to tribal and rural development.
4. Develop an understanding of the functions of Panchayath Raj Institutions with particular reference to Karnataka.
5. Gain knowledge about the application of social work in tribal and rural development programmes.

Course Content

Module I. Tribes in India

12 hours

Tribe in relation to caste and nation - Nature and Characteristics of Primitive Cultures- Tribes in India and their Ecological Distribution. Emerging Trends in Tribal Social Institutions - Family and Kinship Systems, Jati Structure, Economic Structure, Political organisations. Characteristics of Tribal Society- Economic, Social, Political and Cultural, Problems of Tribal Life.

Module II. An overview of Tribal development perspectives

16 hours

Analysis and Assessment of Tribal Community Problems - Special Problems of the Tribes. Government Programmes since Independence and their Impact on Tribal Societies - Programmes of Voluntary Agencies and their Impact on Tribal Societies. Social work in Tribal Development: Community organisation as a method of intervention, Participatory Rural Appraisal (PRA), Logical Framework Approach/Analysis (LFA), techniques of intervention and its scope in tribal Community development – Role of social worker in Tribal development.

Module III. Rural Society- Issues and Problems

12 hours

Rural Society and Poverty - Historical Perspective - Dynamics in the Village. Society – Caste/Class Relationships - Control and Power, Conflict and Integration.

Poverty in the Rural Context - its Nature and Manifestations. Analysis of Basic Problems - Issues Faced by the Rural Poor such as Indebtedness, Child Labour, Low Wages, Unemployment, Underemployment, and other forms of exploitations.

Module IV. Rural Development Programmes

10 hours

Current Rural Development Programmes in India: Critical evaluation - Council for the Advancement of People's Action and Rural Technology (CAPART), National Institute for Rural Development (NIRD) and other Rural Development Statutory Bodies.

Module V. Local Self Governance

14 hours

Democratic Decentralization: Concept, Objectives, Composition of Panchayats, 73rd Amendment Bill, Importance of Gramsabha and its uses, Panchayath Raj System in Karnataka and its role in rural and tribal development - Social Auditing - Role of social worker in rural development.

References:

1. Barnabas, A. P. 1987 Rural Community Development in India, In Encyclopedia of Social Work in India, Vol. II, New Delhi: Ministry of Welfare, Government of India,
2. Bhalla, Alok and Images of Rural India in the 2nd Century, Bumke, Peter J. (Eds) 1992 New Delhi; Sterling Publishers Pvt. Ltd.
3. Bharadwaj, A. N. 1979 Problems of Scheduled Castes and Scheduled Tribes in India, New Delhi: Light and Life Publishers.
4. Bose, Nirmal Kumar 1971 Tribal Life in India, National Book Trust India, New Delhi.
5. Brahmananda, P. R., Kalappa, A. (Eds.) 1987 Dimensions of Rural Development in Narayan, B. K. and India, Bombay: Himalaya Publishing House.
6. Desai, A. R. (Ed.) 1978 Rural Sociology in India, Bombay: Popular Prakashan,
7. Desai, A. R. (Ed.) 1981 Peasant Struggles in India, New Delhi: Oxford University Press.
8. Debey, S. N. and Murdia, R. 1977 Land Alienation and Restoration in Tribal Communities, Bombay: Himalaya Publications,
9. Dube, S. C. 1987 Welfare of the Scheduled Tribes, In. Encyclopedia of Social Work in India, Vol, III, New Delhi: Ministry of Welfare, Government of India.
10. Epstein Scarlet J 1973 South India: Yesterday, Today and Tomorrow; Mysore Villages Revisited, London and Basingstoke: Macmillan Press
11. Katar Singh. 1999 Rural Development: Principles, Policies and Management, Sage Publications, New Delhi.
12. Mahajan, V. S, (Ed.) 1993 Employment through Rural Development - Towards Sustainability, New Delhi: Deep & Deep Publications.
13. Mahanti, Neeti 1994 Tribal Issues - A Non-conventional Approach, New Delhi, Inter-India Publications.

PAPER: HC SW 3.5.A. ORGANIZATIONAL BEHAVIOUR AND ORGANIZATIONAL DEVELOPMENT

Introduction:

(Total 64 Hours)

The course aims to provide an understanding of human behavior at work so that the learner may acquire the skills required to analyze problems and develop a problem-solving approach.

Objectives:

1. To impart knowledge about individual, group and organizational dynamics and their consequences.
2. To make clear the concepts and approaches that help in developing models or systems that support human ingenuity.
3. To acquaint the students with the knowledge of theories and practices that govern human behavior at work,
4. To help the learner understand the value and worth of human resources in an organization.
5. To enable the students to become aware of their communication skills and sensitize them to their potential to become successful managers.

Course content

Module I

12 hours

Conceptual Framework: Organization Behavior: Definition, concept, approaches and scope, historical background of Organization Behavior.

- Introduction to Enneagram, personality types according to Enneagram.
- Attitude, Values, Personality;
- Job satisfaction
- Employee morale - Meaning, influences and outcomes - Measuring job satisfaction.

Module II

12 hours

Motivation:- Concept and theories, techniques of motivation, role of reinforcement and punishment, motivation and organization reward system, awards, employee empowerment and engagement.

Absents:- Concept and theories.

Module III

14 hours

Leadership – roles, skills, and styles, leadership theories, types of leadership, powerful persuasion strategies. **Group dynamics**-Concept, types of groups, dynamics of group formation, decision making in groups.

Module-IV. Organization Development: 14 hours
Concept, emerging approaches and techniques, Foundations of OD, Organizational Diagnosis, OD interventions – An overview, individual and interpersonal interventions, team/group interventions, comprehensive interventions, organizational transformation, success and failure of OD, Planned Organizational change, feedback and OD.

Module V Organizational Conflict 12 hours

Concept causes and types, conflict-resolution strategies.

Organizational change: concept, forces of change and resistance to change, managing organizational change and diversity, facilitating creative and divergent thinking, planned organizational change.

Managerial Ethics: Individual ethics, ethical dilemmas in management, Ethical practices of Indian Managers, Corporate ethics.

References:

1. Andrew, Dubrin J, 2006: Leadership – Research Findings, Practice, and Skills, New Delhi, Biztantra Publication.
2. Aswathappa K, 2008: Organisational Behaviour- Text, Cases and Games, Mumbai, Himalaya Publication House.
3. Donald, Hislop, 2007 :Knowledge Management in Organisation- A Critical Introduction, Oxford University Press.
4. Khanka, S S,2008: Organisational Behaviour, New Delhi, S Chand and Co., Ltd.
- 5.ICFAI, 2004 : Organisational Behaviour, Hyderabad, Centre for Management Research.
6. Luthans Fred, 2005 : Organisational Behaviour, New York, McGraw Hill, International Edition
7. Northouse Peter G, 2003 : Leadership- Theory and Practice, New Delhi, Response Books: A Division of Sage Publications.
8. Robibins, Stephen P, 2007 :Organisational Behaviour, New Delhi, Pearson Education.
9. Ryan, Rosemary K C, 2008 : Leadership Development- A Guide for HR and Training Professionals, New Delhi, Elsevier Publications.
10. Sadler, Philip, 2004 : Leadership- Styles, Role Models, Qualities, Behaviours, Concepts, New Delhi, Kogan Page India Pvt., Ltd.
11. Subba Rao, P, 2004 : Organisational Behaviour, Mumbai, Himalaya Publications House.
12. Moorhead Gregory and Griffin Ricky W, 2005: Organisational Behaviour- Managing People and Organisations, New Delhi, Biztantra Publications.
13. Nelson, Debra L and Quick, James Compbell, 2007 : Organisaional Behaviour- Foundations, Realities and Challenges, New Delhi, Thomson South-Western,.

Paper Title: HC SW 3.5. B. MEDICAL SOCIAL WORK

Introduction:

This course introduces the application of Medical Social Work in Health setting both in hospital and Community.

Objectives:

1. Trace the Historical Development of Medical Social Work India and Abroad.
2. Understand the Nature of Medical Social Work Services.
3. Understand the development of Medical Social Work Profession.
4. Gain clarity about the Role and Functions of Medical Social Worker.

Course Content:

Module 1. Meaning and definitions of Medical Social work; 16 hours

Introduction: Meaning, definition, nature and scope of medical social work. Historical development of Medical Social Work in India and Abroad Concept of patient as a person: Social and emotional components associated with various chronic diseases like Tuberculosis, Diabetes, Hypertension, Cancer, Sexually Transmitted Diseases, and HIV/AIDS (with brief information about clinical features, symptoms and medical treatment of these diseases). Impact of chronic diseases on the family, disabilities associated with chronic diseases, Role of social work in the treatment, after care and rehabilitation of patient and his/her family. Importance of team work in Medical / health setting.

Module II. Hospital: 8 hours

Hospital: Concept and types of hospitals - Historical development of hospitals as agencies of health care delivery - System of hospital - Goals, Structure and Functions - Organization and Management of Medical Social Work department in Hospitals.

Module III. Patient as a Person: 12 hours

Understanding the patient as a person; Illness behaviour and treatment - Impact of illness on the patient and family. Multiple factors like social, emotional, cultural, economic and political influencing the patient - Hospitalization process - Legal provisions in hospitalization and treatment.

Module IV. Legal aspects of Health: 16 hours

Relevance and scope of medico-legal information for social workers - Forensic medicine - Procedures in medico-legal practices: Courts of enquiry, witness,

evidence, oral examinations, certificates, professional secrecy - Dying declaration - Medico-legal offences: Assault, harassment, accident, homicide, suicide, sexual offences - Relevant provisions of health legislations: MTP Act, Sex determination, Food and drug adulteration Act.

Module V. Medical Social Worker

12 hours

Emergence, Role, Functions and Tasks of Medical Social Worker in different departments of Hospital - Public relations - Staff development - Training and Supervision in Medical Social Work - Limitations, difficulties and challenges faced by Medical Social Worker - Role of Social Worker in Treatment and Rehabilitation of patients and their families.

References:

1. Bajpai, P.K. (Ed.) 1998 Social Work Perspectives on Health, Jaipur, Rawat Publications.
2. Brody, Elaine M. and Contributions. 1974 A Social Work Guide for Long Term Care Facilities, U.S. Dept. of Health, Education and Welfare, Public Health Service, Maryland: National Institute of Mental health
3. Butrym, Zofia and Horder, John. 1983 Health, Doctors and Social Workers, London: Routledge and Kegan Paul.
4. Friedlander, W A. 1967 Introduction to Social Welfare (Chapter 12: Social Work in Medical and Psychiatric Setting), New Delhi: Prentic-Hall of India.
5. Hunble, Stephen and Unell Judith (Ed.) 1989 Self Help in Health and Social Welfare, London: Routeledge.
6. Johnson, J.L. & Grant, G. (Ed) Medical social work, New York: Peason, Allyn & Bacon
7. Lawani B. T. 2010 Medical Social Work, Current Publishers, Agra.
8. Mechanic, David 1968 Medical Sociology- A Selective View, New York, Free Press.
9. Mechanic, David. 1968 Medical Sociology – A Selective View, New York, Free Press
10. Pathak, S. H. 1968 Medical Social Work, Chapter.25, In Wadia, A R (Ed.) : History and Philosophy of Social Work in India, Bombay: Allied Publishers.

Paper Title: HC:-SW-3.5 C- SOCIAL WORK WITH URBAN COMMUNITIES

Introduction:

Total 64 hours

This course aims at understanding various issues related to urban Community and the policies and programmes implemented for urban Community development.

Objectives:

1. Develop an understanding of factors associated with urbanisation and its consequences.
2. Develop an understanding of policies and programmes of urban development.
3. Acquire knowledge of various approaches to urban Community development.

Course Content

Module I

12 hours

Urbanization and Urban Life: Concept and theories - Industrialisation and urbanization and impact on rural society - Urbanisation in modern India - Ecological patterns of cities - Characteristics of town, city, metropolis, suburbs, satellite town - City history and relationships. Urbanisation and economic development - Urbanisation and social institutions Urbanisation and social problems - Characteristics of urban life - Urban problems - Urban services and deficiencies. Poverty and Urban areas.

Module II

12 hours

Urban Environment and Slums: Definition, theories - causes, characteristics and consequences - Indian slums in general and slums in the cities of Karnataka in particular. Slum clearance and slum improvement - governmental and non-governmental measures. Environmental conditions of urban India - Causes and types of urban pollution -Waste management measures.

Module III

12hours

Urban Community Development: Meaning, need, scope and related concepts – Urban development and urban Community development – origin of urban Community development in India.

Module IV

14hours

Urban Development Policy and Programme: Town planning and other legislation related to urban development - Programmes of urban development agencies such as Housing and Urban Development Corporations - Major Urban Development

Authorities in Karnataka. Urban administration and Community participation - History and functions of local self government in urban area in India. Water and sanitation programmes.

Module V

12hours

Involvement of corporate sector in urban development. Social work with urban Communities - Recent developments and future perspectives. Social work components in the existing programmes in urban areas - Social work interventions at micro and macro levels.

References:

1. Aziz, Abdul. 1984 Urban Poor and Urban Informal Sector, New Delhi, Ashish Publishing House.
2. Bharadwaj, R. K. 1962 Urban Development in India, New Delhi, National Book Trust.
3. Bhargava, Gopal (Ed.) 1981 Urban Problems and Policy Perspectives, New Delhi, Abhinav Publications.
4. Bose, Ashish 1973 Studies in India's Urbanization (1901 to 1971), New Delhi, Tata McGraw-Hill.
5. Cullingworth, J. B. 1973 Problems of Urban Society, Vol. I, The Social Framework of Planning, London, George Allen and Unwin Ltd.
6. Diddie, Jaymala and Rangaswamy Vomla (Eds.) 1993 Urbanisation - Trends, perspectives and Challenges, Jaipur, Rawat Publications
7. D' Souza, Victor S. 1987 Urban Development in India, In Encyclopedia of Social Work in India Vol.III, New Delhi, Ministry of Welfare, Government of India,.
8. Gangrade, K. D. 1971 Community Organisation in India, Bombay, Popular Prakashan.
9. House, Peter. 1973 The Urban Environmental System, London, Sage Publications.
10. Institute of Economic Growth India's Urbanisation 1901 – 2001, Part Two, Concepts, Definitions and Source of Data, Second Edition, No. 10
11. Karamer, R. M.' and Specht, H. 1983 Readings in Community Organisation Practice, Englewood Cliffs: Prentice Hall.

12. Kundu, Amitabh 1987 Urban Community Development, In. Encyclopedia of Social Work in India, Vol. III, New Delhi, Ministry of Welfare, Government of India.
13. Maurya, S. D. (Ed) 1989 Urbanisation and Environmental Problems, Allahabad, Chugh Publications.
14. Prakasa Rao, V. L. S. 1983 Urbanisation in India - Spatial Dimensions, New Delhi, Concept Publishing Company.
15. Ramachandran, R. 1989 Urbanisation and Urban Systems in India, Bombay, Delhi Oxford University Press.
16. Rani Singh Sundra. 1979 Urban Planning in India, New Delhi Ashish Publishing House.
17. Rao, M. S. A. Bhat, Chandrashekar and Kadekar Laxmi Narayan. 1991 A Reader in Urban Sociology, New Delhi, Orient Longman.
18. Ross, Murray G. 1955 Community Organisation: Theory. New York, Principles and Practice, Harper and Row.
19. Srivastava, A. K. 1989 Urbanization : Concept and Growth, New Delhi, H. K. Publishers and Distributors.

PAPER: HC SW 3.5 CONCURRENT FIELD WORK

Concurrent Field Work: Concurrent practice learning of two-days a week - on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in specialization related agencies or in Communities to initiate and participate in direct service delivery. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with agency/development organisations. The agency/Community/setting shall continue for practice of field work in next semester too.

Case Studies: Every Candidate is expected to take up five cases, in the areas specialization and study them in depth and present the intervention, if any. Case refers to a Module of study – an individual, an institution, a Community or an incident. The candidate has to work under the guidance of faculty member and submit the report on or before the date prescribed.

The university or the college concerned can develop guidelines for undertaking case studies. However, the students are encouraged to start his/her work on case studies from beginning of the course.

Evaluation of the case study will be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of social work practicum or similar committee may be constituted, if required.

(OPEN ELECTIVES TO BE OFFERED TO THE OTHER DEPARTMENT)

PAPER: OEC-3.6 MANAGEMENT OF NON GOVERNMENTAL ORGANISATIONS

OBJECTIVES:

(Total-48 hours)

- This course aims at introducing to students the concepts and principles involved in managing non-profits, particularly NGOs.
- Understand policies and procedures involved in establishing and maintaining human services organizations.
- Acquire skills to network and participate in the management of resources - human, material and environmental.

Module-I. Non-Profits Organizational Organizational Design : 16 hours

- Vision, Mission and Goals in NGOs – Matching intervention paradigms with mission and vision - Translating vision and mission into action –
- Role of Strategic Planning - Operational Goals, Programmes and Projects - Division of responsibility, authority and power relations - Decision making - Participation, empowerment, team work and ownership Voluntarism, Individual Autonomy and Organizational Accountability Transparency and Stakeholder Accountability - Knowledge Generation and Management - Leadership styles suited for NGOs

Module-II.NGO Environment:

16 hours

- Interfacing with Community and Community based organizations
- NGO-State relationship – Critical collaboration and autonomy - Managing and maintaining donor constituency – Other NGOs and CSOs – Networking, Partnering, Collaborating, etc. –
- Relating to market and business – NGO – Corporate relationship.
- NGO Capacity Building : Building the competencies in NGOs - Identification and Procurement of right competencies, Training and Development and Performance Appraisal. Project writing and fund rising in NGOs.
- Organizational – Techno-managerial capacity, Capacity for Self-Sustance, Capacity for independence and Autonomy and Capacity for Learning and Change

Module-III. Resource Management for Non-Profits :

16 hours

- **Resource Mobilization for NGOs** - Non-Financial Resource Natural Resources, Physical Resources in the form of common property – Human Capital Resources and Social Capital Financial Resource - Institutional and Non-Institutional sources of funding - National and International- Fund raising: strategies - Foreign contributions - Statutory Obligations
- **Accounting for Non-Profit Organizations** : Basic Accounting principles and concepts - Preparation and analysis of Financial Statements - Ratio Analysis, Cash Flow and Fund Flow Analysis - Responsibility Accounting, Performance Budgeting and Zero Base Budgeting Financial Management : Investment, Financing - Management of Working Capital.

References:

- Kaviraj, Sudipta and Sunil. : Civil Society - History and Possibilities Khilnani,
- Dale, Reidar. : Organizations and Development strategies. Structures and Processes
- Drucker, Peter : Managing the Non-Profit Organization Practices and Principles
- Skidmore, R. A. 1983 *Social Work Administration*, New Jersey, Prentice- Hall.
- Slavin, S. (Ed.) 1978 *Managing Finance, Personnel and Information in Human Services*, New York: Howorth Press.
- Slavin, S. (Ed.) 1978 *Social Administration*, New York: The Haworth Press.
- Weiner, M. 1982 *Human Service Management*, Illinois: The Dorsey Press.
- Young, Pat 1985 *Mastering Social Welfare*, London, Macmillan Master Series, Macmillan Education Ltd.
- Choudhari, D. Paul. 1983 *Social Welfare Administration*, Delhi: Atma Ram and Sons.
- Garain, S. *Towards a Measure of Perceived Organizational Effectiveness in Nongovernment Organization*, Mumbai: Indian Journal of Social Work, 54 (2), 251 - 270.
- Goel, S. L. and Jain, R. K. 1988 *Social Welfare Administrative: Theory and Practice*, Vol.I and II New Delhi: Deep and Deep Publications.
- Government of India *Evaluation of Social Welfare Programmes*, Encyclopaedia of Social Work. Vol. I. 297 - 310.
- Haimann, A. 1982 *Professional Management and Practice*, Delhi: Eurasia Publications.

IV SEMESTER

PAPER HC SW-4.1 MANAGEMENT DEVELOPMENT AND WELFARE ORGANISATIONS

OBJECTIVES: (Total-64 hours)

- To acquire knowledge of the basic process of registering, managing and administrating Welfare Agencies in the context of social work profession.
- To acquire skills to participate in management and administrative process and programme delivery
- To develop the ability to see relationship between policy and programmes, analyse the process as applied in specific settings and specific programmes.

Module-I Introduction: 12 hours

- **Social Welfare Administration:** Definition, Historical Development, Purpose, Principles, functions and areas.
- Central and State Ministries, SC/ST, OBC, Central Social Welfare Board and Other National Institutions.

Module-II Registration of Welfare agencies: 12 hours

- Registration under Societies Registration Act, Indian Trust Act, Companies Act,
- Foreign Contribution Regulation Act (FCRA), Provisions in Income Tax Act, cooperative society Act

Module-III. Theory and functions of administrative 12 hours

- Theory of administrative process. POSDCORB
- Functions of governing body, committees and chief executives.
- Need and importance of Public Relations.

Module-IV Office Management of the organization 12 hours

- Importance of office management in welfare organizations.
- Communication system in the office, office procedures.
- Records management and filing system.
- Office mechanization and automation. Application of computers in office.

Module-V Program planning and Management 16hours

- Sources of Project identification, Preparation of the Project Proposal
- Implementation, Monitoring and Evaluation of projects. Social auditing and finance importance of auditing
- Documentation: Types and techniques.

References:

- Bose, A.B., Social Welfare Planning in India, U.N. Pub., Bangkok.
- Choudry, Paul, Hand Book on Social Welfare, Atma Ram & Sons, Delhi, 1993.
- Choudry, Paul, Voluntary Social Welfare in India, Sterling Pub., New Delhi,
- 1979.
- Dennison. D & Chepman, Valeries: Social Policy and Administration, George
- Alland Unwin, London.
- Dubey S.N., Administration of Social Welfare programmes in India, Somaiya pub., Bombay.
- Dubey S.N., & Murdia, Administration of Policy and programmes for Backward classes in India, Somaiya Pub., Bombay.
- Chowdhry Paul D. (1983) Social Welfare Administration (Delhi: Atmaram & sons).

Paper Title: SC SW-4.1 LEGAL SYSTEM IN INDIA

Introduction:

(Total 64 hours)

The course is to help learners understand the legal system and procedures in India. It supports understanding the processes in public interest litigation and develops skills for the same.

Objectives:

1. Acquire information on the legal rights of people.
2. Develop an understanding of the legal system and get acquainted with the process of the legal system with emphasis on functioning in India.
3. Understand the role of the police, prosecution, judiciary and correction.
4. Gain insight into the problems faced by the people belonging to different strata of society, in interacting with this system.
5. Develop an understanding of the processes and problems of public interest litigation and legal aid to marginalized.

Course Content

Module I

18 hours

Social Justice: Meaning and Concept; Social legislation: Meaning, definitions and concept. Social justice as an essential basis of social legislations; Salient features of,

- Child Marriage Act 1929
- The Child Labour (Prohibition and Regulation) Amendment Bill, 2012
- Salient features of Special Marriage Act 1954
- Salient features of Hindu Marriage Act 1955
- Salient features of HINDU Adoption and maintenance Act 1956
- Salient features of Dowry Prohibition Act
- Salient features of Immoral Trafficking(Prevention)Act1956
- Salient features of Juvenile Justice(Care and Protection)Act 2000
- Salient features of Right to information Act
- Salient features of Domestic violence Act.
- Salient features of Right to Education Act

Social legislations in a welfare state with special reference to India.

Module II. Social Policies under constitutional Provisions

06 hours

Values underlying social policy based on the Constitutional provisions. Preamble of Indian constitution, Fundamental Rights (12-35), Directive Principles of State Policy (36-51). Provisions for the welfare of SC/ST/Backward class (330-342).

Module III. Sectoral Social Policies in India: 18 hours

Evolution of Social policy in India in a historical perspective. Different social policies and their implementation, e.g. Policies concerning education, health, social welfare, women, children, welfare of backward classes, social security, housing, youth, population and family welfare, environment and ecology, urban and rural development and poverty alleviation. Legislations for prevention of Crime and Deviance: Indian Penal Code (relevant chapters like of Offences against Public Tranquility, of Offences affecting the Public Health, Safety, Convenience, of Decency and Morals, of Offences relating to Religion, of Offences affecting the Human Body, of Offences relating to Marriage, of Cruelty by Husband or Relatives of Husband) Legislations pertaining to women.

Module IV. Criminal Justice System in India: 12 hours

Police: Structure, powers and functions and their role in maintaining peace and order in the society. **Prosecution:** Meaning, structure, its role in criminal justice, trial participation. **Judiciary:** Supreme Court, High Court - Constitution of Supreme Court and High Court: Powers and functions. Sub-ordinate Courts - District Sessions Court, Magistrate Courts, and other subordinate courts.

Module V. Correction and Correctional Laws: 12 hours

Corrective measures as per Criminal Procedure Code, Probation of Offenders Act, Juvenile Justice (Care and Protection of Children) Act. Legal Aid: Concept of legal-aid, history of legal-aid, persons needing legal-aid, legal-aid schemes. Public Interest Litigation: Meaning, Concept, Process and Problems. Right to Information Act- Provisions and implementation. Role of Social Worker: Social Work intervention, need, methods.

References:

- Aranha, T. Social Advocacy - Perspective of Social Work, Bombay: College of Social Work.
- Buxi, U. 1982. Alternatives in Development: Law the Crisis of the Indian Legal System, New Delhi: Vikas Publishing House.
- Curry, J. C. 1977 The Indian Police, New Delhi: Manu Publications.
- Desai, A. E. (Ed.) 1986 Violation of Democratic Rights in India, Vol. 1.
- Fleming, M. 1978. Of Crimes and Rights, New York: W.W. Norton and Company.
- Gandhi B.M. 2006. Indian Penal Code, Lucknow, Eastern Book Company.
- Iyer, V. R. K 1980. Some Half Hidden Aspects of Indian Social Justice, Lucknow: Eastern Book Company.

- Iyer, V. R. K 1984. Justice in Words and Justice in Deed for Depressed Classes, New Delhi: Indian Social Institute.
- Iyer, V. R. K 1981. Law Versus Justice: Problems and Solutions, New Delhi: Deep and Deep.
- Khanna, H. R. 1980. The Judicial System, New Delhi: II P A.
- Mathew, P. D. II P.A Legal Aid Series, Delhi: Indian Social Institute
- McDonald. W. F. (Ed.) 1979. The Presentator, California: Berkeley: Hill
- Newman, G. 1999 Global Report on Crime and Justice, New York: Oxford University Press.
- Nirmal Anjali. 1992. Role and Functioning of Central Police Organisations, New Delhi: Uppal.
- Peak, K. J. 1998. Justice Administration - Police, Courts and Correction, New Jersey: Prentice-Hall.
- Ratanlal and Dhirajlal, 2006. Indian Penal Code, Lexis and Lexis, Nagpur.

Paper title: SC-SW-4.2- REHABILITATION AND AFTER CARE SERVICES

Introduction

(64 hours)

Rehabilitation of differently abled people is a noble and worthy endeavor, requiring the combined knowledge of the psycho-social theory and practical skills and techniques of social work. The current paper facilitates social work students to work with the specific group of clientele suffering from various types of disabilities and impart application of specific professional social work methods to cater to the needs of this population.

Objectives

1. To understand the concept of handicap, rehabilitation and the scope for practice.
2. To identify the specific client categories requiring the rehabilitation services, problem specificity and rehabilitation service interventions.
3. To acquaint oneself with different rehabilitation settings, different therapeutic approaches to rehabilitation process.
4. To acquire the social work skills adapted to facilitate the process of rehabilitation, the rights and legal provisions provided for differently abled people and assimilate the knowledge of social work practice to disability specific client service.

Course Content

Module I

14 hours

Rehabilitation- definition and scope for social work interventions; definition of Impairment, Disability, Handicap; causes of Handicap - heredity, acquired, major illnesses - physical, neurological and psychiatric, Stress, vulnerability, coping and competence to deal with handicaps; Need for comprehensive rehabilitation – psycho- social rehabilitation

Module II

14 hours

History, philosophy and principles of psycho-social rehabilitation; specific problem areas – physical handicap - vision, hearing, orthopedic, speech and language difficulties, mental retardation and others; neurological, psychiatric, disasters, alcohol and drug usage, terminal illnesses and any other.

Intervention in rehabilitation - assessment, planning, intervention, evaluation, tools for assessment, follow up services.

Module III

12 hours

Rehabilitation settings - Hospital based, day care, night care, quarter way home, half way home, group home, hostels, long stay homes, vocational

guidance centre, sheltered workshop, occupational therapy centre, Community based rehabilitation centre, home care, inclusive education and others Approaches – therapeutic Community, behavioral, transactional analysis and eclectic approach.

Module IV 10hours

Role of social work intervention methods in rehabilitation settings - case work, group work, Community organisation, research, administration and social action.

Module V 14hours

Legal provisions for differently abled people – The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, Rehabilitation Council of India: Formation, scope and functions, governmental policies and programmes, initiative from the non-governmental sectors. International trends and national initiatives in the rehabilitation scenario.

REFERENCES:

1. Anthony, William. A. 1980. : The Principles of Psychiatric Rehabilitation. Baltimore University Part Press
2. Chowdhary, Paul. D. 1995. Introduction to Social Work: history, concept, methods and fields. Delhi, Atma Ram & Sons.
3. Corey, Gerald. (6th ed.)2004Theory and Practice of Group counseling. Thomas Brooks/ Cole Belmont
4. Dorothy Stock Whitaker. 1985. Using Groups to help people. London & New York, Tavistock/ Routledge,.
5. Danda, Amita. 2000. Legal order and Mental Disorder, Sage Publications.
6. Delhi Law House. 1998.The Mental Health Act-1987, Law Publishers.
7. Enabling the disabled.1999.Thakur Hari Prasad Institute of Research and Rehabilitation of the Mentally Handicapped Publication, Hyderabad.
8. Feldman, Robert. S (1997).Understanding Psychology. New Delhi, Tata McGraw Hill.
9. Lakshman Prasad. 1994.Rehabilitation of the Physically handicapped. Konark Publishers Pvt. Ltd.
10. Liberman, Robert. P.(ed). 1988.Psychiatric Rehabilitation of Chronic Mental Patients. Washington D.C., American Psychiatric Association.
11. Madan, G.R. 2000.Indian Social Problems Vol.2 Social Work (3rd ed). New Delhi, Allied Publishers.
12. Manning, Nick. 1989. Therapeutic Community Movement. London, Routledge Publications.

13. Pandu Naik. G. 1992. A Review of Social Legislation in India. Lambani Publishers.
14. Sen, Anima. 1988. Psycho social integration of the Handicapped, New Delhi, Mittal Publishers.
15. Subba Rao, P. Essentials of Human Resource Management and Industrial Relations, Himalaya Publishing House.
16. Wolberg, L.R. 1977. The Technique of Psychotherapy Part I & II, 3rd edition. New York, Grune and Stratton,.
17. Rudrabasavaraj, M. N. 1984. Human Factors in Administration, Bombay, Himalaya Publishing House.
18. Rudrabasavaraj, M. N. 1986. Cases in Human Resource Management, Bombay, Himalaya Publishing House.
19. Sharma, S and Chadda, R.K 1997. Essential Psychiatry, New Delhi, Interprint Publishers.
20. Pareek, Udai and Rao, T. V. 1982. Designing and Managing Human Resources, New Delhi, Oxford & IBH.
21. Schizophrenia Research Foundation. 1998. Community Mental Health and Community Based Rehabilitation. Chennai, SCARF Publication.
22. Hume, Clephane and Pullen Ian. 1986. Rehabilitation in Psychiatry. Edinburgh Churchill Livingstone
23. International Labour Office. 1985. Vocational Rehabilitation of Disabled persons, ILO.
24. International Labour Office. 1982. Vocational rehabilitation of the Mentally Retarded (second impression) ILO.
25. Kalyanasundaram S. & Verghese, Mathew, (Eds).2000 : Innovations in Psychiatric Rehabilitation Richmond Fellowship Society, Bangalore, India.
26. Kapur, Malavika & Others. (Ed). 1979. : Psychotherapeutic process. Bangalore. NIMHANS Publication.

Paper title: SC: SW4.2: GERONTOLOGICAL SOCIAL WORK

Introduction: (Total 64 hours)

Changing demographic profile in India has led to rise in the number of elderly as never before. Along with the enhanced longevity, a number of issues related to care and management of elderly have come into focus. Social work as a profession concerned with providing professional service to the needy has recognized the need to address the concerns of the senior citizens. The current paper envisages training the learners in professional social work practice with the elderly. The paper focuses on senior citizens as target client group for social work intervention; the paper deals with the issues, concerns, problems and social work methods in facilitating healthy adaptation of the client group in the current Indian context.

Objectives:

1. To get an overview of the perspectives on aging and scope for practice.
2. To understand the various challenges related to aging, healthy aging and problems of the elderly in difficult situations.
3. To identify agencies working with elderly, the different care settings and issues in working with elderly in different settings.
4. To gain an insight into process of working with elderly.
5. To train the learners in applying specific social work intervention measures in working with senior citizens, care givers and to have an understanding of National Policy on Older Persons, and the role of International and NGOs to ensure quality of life to the elderly.

Course Content

Module I 10hours

Gerontology – Definition and scope. Understanding the elderly – demographic, developmental, psychological, socio-cultural, economic, and health perspectives. The issues pertaining to elderly- health, occupation, income, retirement planning, family support, gender issues, property Rights and any other.

Module II 12hours

Developmental tasks in elderly: Issues in health care, changes in family structure, coping with aging process, challenges due to changing physiological, economic, safety, status in the family and other issues, Healthy aging, Successful aging, quality of life, coping with demise of the life partner, bereavement, resolving one's own death, and any other.

Module III

14hours

Care settings for elderly: General hospitals, geriatric wards/ hospitals, home-based care, homes for the aged, nursing homes, day-care-centers, hobby centers, and facilities for homeless elderly, elderly helpline, and senior citizen forum. Social security schemes for the Elderly. Tools for assessment of the problems of elderly, intervention and follow up services and evaluation.

Module IV

14 hours

Theories of Successful Aging: Disengagement Theory, Activity Theory – Productive aging and development.

National Policy on Older Persons, Constitutional and Legal safeguards of senior citizens, Role of HelpAge India and other prominent Organisations working for elderly - International scenario.

Module V

14hours

Social work intervention measures for senior citizens through methods of social work: Case work, group work, Community organisation, welfare administration, social work research, social action

Care giver issues - Needs, burden, coping and training; training for caregivers of institutions for the elderly.

References:

1. Bali . P. Arun, 2001: Care of the Elderly in India. Shimla, Indian Institute of Advanced Studies.
2. Chatterjee, S.C., and K.P., Charian, V. 2008. Patna, :Discourses on aging and Dying. New Delhi, Sage Publications
3. Dandekar, Kumudini. 1996: The Elderly In India, New Delhi, Sage Publications.
4. Desai, Murli and Raju, Siva. 2000Ed : Gerontological Social Work in India - Some issues and Perspectives. Delhi, BR Publishing
5. Dey, A. B (Ed.) 2003:Ageing in India: Situation Analysis and Planning for the Future. New Delhi / WHO and AIIMS.
6. Emmatty, Leena. M. 2008 :An insight into Dementia Care in India. New Delhi, Sage Publications.
7. Gangadhar B. Sonar. 2010:Social Work with Elderly, in Fields of Social Work Practice, edited by B.S.Gunjral and G.M.Molankal, Baraha Publishing House, Bangalore. P-75-83.

8. Gangadhar B. Sonar. 2004: Intergenerational Issues in Old Age: A study on Gulbarga District of Karnataka, Indian Journal of Gerontology Vol.18, No.3 & 4.
9. Gangadhar B. Sonar. 2004: Old Age Pensioners – A Socio-Psychological Study, Indian Journal of Gerontology Vol. 18, No. 1 & 2.
10. Hurlock, Elizabeth. 1981: Developmental Psychology. 5th Edition. New Delhi, Tata McGraw Hill Publications.
11. Indira Jaiprakash. 1999: Aging in India, A report submitted to World Health Organisation, Geneva.
12. Khan M.Z. 1989 : Voluntary Welfare Services for the Aged, Dept. of Social Work, New Delhi, Jamia Milia Islamia.
13. Kumar, Vinod (Ed.) 1996: Aging - Indian Perspective and Global Scenario, New Delhi, AIIMS.
14. Rajan, Irudaya.S., Mishra, U. S., and Sharma, S.P. 1999: India's Elderly, New Delhi, Sage Publications.
15. Ramamurti P,V and Jamuna D : Handbook of Indian Gerontology. New Delhi, Serial Publishers.
16. Tyagi Renu. 2000: National Policy on Older Persons: At a Glance, Helpage India, Vol.6, No.1, P-5-10.
17. TISS. 1998: An Attempt to Develop Gerontological Social Work in India: A seminar report, Mumbai.
18. Vineeta B Pai 2000: Coping with Retirement, UNESCO CLUB, Naganur, Belgaum

Journals:

1. Indian Journal of Gerontology, C-207, Manu Marg, Tilak Nagar, Jaipur 302 004
2. R & D Journal of Helpage India . C-14, Qutab Institutional Area, New Delhi, 110016.

PAPER: HC SW-4.3 DISSERTATION/PROJECT

PAPER: HC SW-4.3 DISSERTATION / RESEARCH PROJECT

Students are given broader guidelines for undertaking empirical evidence-based research. Each student shall work and prepare the Research report under a research guide from the faculty/allotted by the Department Council. The project shall comprise of selection of the topic, methodological details, analysis, interpretation and deductions made. The respective college / the department of the university should follow the guidelines as given by BOS.

The student shall follow the following steps:

- Presentation of study proposal
- Preparation of tools of data collection
- Data collection
- Processing and analysis of data.
- Submission of typed and bound dissertation in the formation prescribed by the Department Council.
- The report duly approved by the concern research guide will have to be typed and submitted to the Department.
- It is desirable to work on the problem related to the field of specialization chosen by the concerned student.
- The student shall submit the approved Research Report on or before the date notified by the Registrar Evaluation.

Research Conference: Research conference is part of the time-table. Planning, preparation of tools, fieldwork and report writing of research project; scheduling and time line need to be part of the research conference. Faculties need to maintain research conference report and progress of the research project report. The faculty supervisors would assist students to prepare a plan of action for individual research project right from selection of research problem to finalization of report. If the research would be done in agency, consultation of agency supervisor is required. Further, faculty supervisors shall facilitate students to adopt intervention research design (Ex Post Facto).

Evaluation of the Research Project: The evaluation will be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of social work practicum or similar committee may be constituted if required.

Paper Title:HC:SW-4.4A- EMPLOYEE RELATIONS AND LEGISLATION

Introduction:

(64hours)

The purpose is to provide an in-depth knowledge about the relationship between employer, employee and the state, to bring out the importance of cordial employee relations for organizational productivity and gain an understanding of the mechanism of inter-personal relations, collective bargaining and productivity improvement functions in the organisation through involvement of all groups.

Objectives:

1. Develop the skills of interpersonal relationship as per organisational requirement.
2. Understand the trends and dynamics between the partners in the organisation.
3. Enhance the knowledge on organisational performance, role and responsibility.
4. Develop the knowledge on various statutory / legal aspects influencing the organizations.
5. To stimulate thinking on rationale behind the Laws and their enforcement.

Course Content

Module I

14 hours

Demand for Labour, supply of labour, labour market equilibrium, investment in human capital, employment contracts, compensation and incentives. Employee relations, History of industrialization in India - Issues related to employees in organized and unorganized sector. Concept, Definition; Philosophy and Principles of employee relations. Employee relations with special reference to Occupation - Safety - Health and Environment (OSHE) Education.

Analysis of the terms 'industry' and 'industrial dispute', industrial discipline – misconduct, disciplinary proceedings. Domestic Enquiry: Contents and Process, Principles of Natural Justice, Tribunal, Discharge/Dismissal.

Module II

12 hours

Trade Unions: Trade Unionism in India, emergence, history and growth, Trade Union as an organization – Structure, size, affiliation, membership, finance and leadership; Trade Union recognition and registration, Various Trade Unions in India, Trade Union policies, Role of Trade Unions in India, Employers' Associations – Objectives, structure and activities. Contemporary issues in employee relations.

Module III

14 hours

Employment Relations Laws: - The Payment of Bonus Act, 1965, Employees Provident Fund (and Misc. Provisions) Act 1952, Workmen's Compensation Act 1923, Employees State Insurance Act 1948, Payment of Gratuity Act, 1972, Child Labour (Prohibition and Regulation) Act, 1986.

Fundamentals of Labour laws, The Constitution of India: Preamble, Fundamental Rights including writs, Directive Principles of State Policy, Jurisdiction of High Courts, Jurisdiction of Supreme Court, Special Leave Petition, The Factories Act 1948, The Contract Labour (Regulation and Abolition) Act 1970, The Minimum Wages Act 1948 and The Payment of Wages Act 1936; The Apprentices Act, 1961, The Maternity Benefit Act 1961.

Module IV

10 hours

The Trade Union Act 1926, The Industrial Employment (Standing Orders) Act 1946, The Industrial Dispute Act 1947, The Employment Exchanges (Compulsory Notification of Vacancies) Act 1958. Introduction to Information Technology Act, 2000: - Object, Scope, Scheme of the Act and relevancy with other Laws, Introduction to Right to Information Act, Intellectual Property Rights, Patent Law, Copyrights, Trademark Law.

Module V

14 hours

Collective Bargaining: Definitions, characteristics, critical issues in collective bargaining, theories of collective bargaining, Hick's Analysis of Wages setting under collective bargaining, conflict-choice model of negotiation, a behavioral Theory of Labor Negotiation, Collective Bargaining in India, Collective bargaining in practice, levels of bargaining, coverage and duration of agreements, administration of agreements, negotiating a contract, the negotiation process, effective negotiation, negotiation and collective bargaining, post negotiation – Administration of the agreement.

Employee relations in knowledge based industry - Concepts of self-managed teams (SMT) - Changing employee/ employer and trade union relationship. Current rules of Taxation of Salaries.

Labor Welfare Officer - Duties and functions; Social Work in Industry.

References:

1. Achar, M. R. 1976 Labour Rules in Karnataka, Bangalore, Shree Vidya Printers.
2. Arora, M, 2005. Industrial Relations, New Delhi, Excel Books.
3. Dasgupta, S. K. Industrial Law, Sterling Publishers Pvt. Ltd.
4. Devar, R. S. 1967. Personnel Management and Industrial Relations, New Delhi, Vikas Publishing House.
5. Joseph, T.M. 2009. Industrial Law, Mumbai, Himalaya Publications Pvt., Ltd.
6. Lal Das, D. K. 1991. Personnel Management, Industrial Relations and Labour Welfare, Agra, Y. K. Publishers.
7. Madhusudhana Rao, M. 1986 Labour Management Relations and Trade Union Leadership, New Delhi, Deep and Deep Publications.
8. Malik P. L. 1986 Handbook of Labour and Industrial Law, Lucknow, Eastern Book Company.
9. Mamoria, C. B. and Dynamics of Industrial Relations, Mumbai, Mamoria S. 2006 Himalaya Publishing House.
10. Mamoria, C. B; Mamoria Dynamics of Industrial Relations in India, Satish, Gankar, S. V. 2000. Mumbai, Himalaya Publishing House.
11. Mishra M, 2006. Case Laws on Industrial Relations, New Delhi, Excell Books.
12. Moorthy, M. V. 1968. Principles of, Labour Welfare, Vishakapatnam, Gupta Brothers.
13. Nagaraju, S. 1981. Industrial Relations System in India, Allahabad, Chugh Publications.
14. Pyle M and George, Simon A, 2009. Industrial Relations and Personnel Management, New Delhi, Vikas Publishing House Pvt Ltd.
15. Rudrabasavaraj, M. N. 1984 Human Factors in Administration, Bombay, Himalaya Publishing House.
16. Sanajaoba, Naorem 1985 Industrial Tribunal - Working, Procedure and Judicial Trends, New Delhi, Deep and Deep Publications.
17. Sharma, A. M. 1989. Industrial Relations - Conceptual and Legal Frame Work, Bombay, Himalaya Publishing House.
18. Saiyed I A, 2009. Labour Law, Mumbai, Himalaya Publishing House Pvt., Ltd.

19. Singh BD, 2005 Industrial Relations: Emerging Paradigms, New Delhi, Excell Books.
20. Sinha, G. P. and Sinha, P. R. 1977. Industrial Relations and Labour Legislation in India, New Delhi, Oxford IBH Publishing Co.
21. Somani, Anjan and Mishra, Shivani, 2009-10 Employment Laws, Jaipur, Ramesh Book Depot
22. Srivastava S C, 2009 Industrial Relations and Labour Law. New Delhi, Vikas Publishing House Pvt Ltd.
23. Subramanian, H. N. 1967. Labour Management Relations in India, Bombay, Asia Publishing House.
24. Tripathi, P. C. 1989. Personnel Management and Industrial Relations, New Delhi, S. Chand and Sons,.
25. Tyagi, B. P. 1976. Labour Economics and Social Welfare, Meerut, Jai Prakash Nath & Co.
26. Vaid, K. N. 1970. Labour Welfare in India, New Delhi, Sri Ram Centre for Industrial Relations.
27. Yoder, D. 1972. Personnel Management an Industrial Relations, New York, Prentice-Hall India.

PAPER: HC SW 4.4.B FAMILY AND CHILD CENTERED SOCIALWORK.

OBJECTIVES

(Total-64 hours)

- Understand normative and changing norms of the institution of family and variations in them with reference to the family social ecology.
- Encourage study of the process of family socialization and understand family norms ecology and dynamics.
- Understand dynamics of family interactions and developmental tasks through the family life span, in the context of family norms and family ecology.

Module-1: Family and social change:

12 hours

- Changing pattern of family in India: A historical review,
- Family organization, disorganization, re-organization, alternative family patterns.
- Family life cycle, development tasks, , family as a social system, dynamic concepts, Theories, importance, functions of the family; changing trends; programmes to strengthen family.
- social work intervention at different stages of family life

Module-2: Family life education

12 hours

- **Family life education:** concept, need, principles, techniques, value education programmes, inters disciplinary approach in family life education, social work Intervention in families: principles, approaches, techniques, premarital counseling, family therapy.
- **Alternative Family and Marriage Patterns and Structure:** Dual earner / career facilities, Single parent families, Female headed households, Childless families, Reconstituted / Step families, Consensual unions, Homosexual families.
- Family Socialization of Child, Family interaction, Family development / Family life cycle, Positive Parenting. Responsible parenthood and child care, planning ones family - the choice of suitable methods for family planning.

Module-3: Child: It's place in family and society

12 hours

- **Child: It's place in family and society:** child development, role of family and Community in child development, demographic profile of children in India, child rearing practices in India and their impact on the child.

Module-4: Child Welfare Policy:

12 hours

- United Nations charter of children rights, constitutional directives and child welfare policies in India, legislation on children.
- **The Female Child in India:** socio-cultural attitudes and practices and their impact on the female child, problems of the female child in India with reference to survival, health, education, marriage, personality development.

Module-5: Special categories of children:

12 hours

- Deprived and delinquent children, destitute children,
- Disabled children, socially exploited and oppressed children,
- street children, child labor, children in prostitution,
- child bondage, child beggars, school dropouts,
- Children in broken homes, child victims of abuse behavioral problems of children.

Reference

- George, M.S. Urbanisation and Family Change (Bombay : Populars)
- Bhattacharya, S. New perspectives in Mental Retardation (New Delhi : Sterling)
- Stein Herman, D.(Ed.) Planning for the Needs of Children in Developing Countries (New York: Moduleed Nations Children's Fund)
- Chowdry, Paul, D. Child Welfare Manual (Delhi: Atma Ram and Company)
- Eastern, arson. H. New Frontiers in Child Guidance (New York: International University)
- Hurlock, Elizibath Child Development (New York: McGraw Hill)
- Marfattia, J.C. Behaviour Problems of Children (Bombay: Association Of Pediatricians)
- Bhatia, B.D. (1982 Child Development and Guidance (Delhi: Young Asia Publications)

PAPER: HC SW 4.4.C DISASTER MANAGEMENT

OBJECTIVES (Total-64 hours)

- To develop an understanding of eco system equilibrium and disequilibrium
- To develop skills to analyze the factors contributing to disaster
- To develop and understanding of the process of Disaster Management
- To understand the role of the Social Worker in Disaster Management

Module1: Meaning and concept of Disaster; 12 hours

- Meaning, and types of disaster,
- Impact of disaster; *Social, psychological, economic and physical.*
- Understanding traumatic stress reactions.

Module 2: Meaning and concept of Disaster Management; 12 hours

- Meaning and definitions of Disaster management.
- Disaster management cycle.
- Stages of Disaster management.

Module 3: Disaster mitigation; 12 hours

- Concept of Mitigation
- Significance of Mitigation
- Mitigation measures
- Guiding Principles of Mitigation of Disasters
- Problem of Mitigation

Module 4. Disaster Management Policy, Legislation pertaining to relief, recovery and rehabilitation; 12 hours

- Disaster Management Policy; Legislation pertaining to relief, recovery and rehabilitation. National and International resources.
- Intervening parties; Government, Voluntary organization, Local groups, Community participation, volunteers, social workers.

Module 5: Disaster Management; 16 hours

- Working with special groups; Women, Children.
- Principles of Disaster management.
- Spectrum care
- Stress management of emergency workers

References:

- Dwivedi, Kedar Nath (Ed). 'Post-Traumatic Stress Disorder in Children and Adolescents'. London: Whurr Publishers. 2000.
- Kar, Nilamadhab et al. 'Mental Health Consequences of the Trauma of Super – Cyclone 1999 in Orissa'. Indian Journal of Psychiatry.2004.
- 'Psychosocial Consequences of Disasters - Prevention and Management'. Geneva: World Health Organization publication.1992.
- Scott, Michael J. and Stradling, Stephen G. 'Counseling for Post-Traumatic Stress Disorder'. New Delhi: Sage Publications India Pvt. Ltd. 2001.
- Planning and management for disaster reduction, Moduleed Nations center for human settlements (habitat), Nairobi, 1990.
- Indian journal of social development, an international journal, volume 4, no. 1, June 2004, serials publications, Delhi, India.
- Helping Survivors in the Wake of Disaster A National Center for PTSD Fact Sheet by Bruce H. Young, L.C.S.W., Julian D. Ford, Ph.D. and Patricia J. Watson, Ph.D.)
- Disaster Management Report, Government of India- A status report Ministry of Home Affairs, Disaster Management Division.

PAPER HC SW-4.5.A. INDUSTRIAL RELATIONS AND LABOUR WELFARE

OBJECTIVES

(Total-64 hours)

- To assist the students to acquire a global as well as local perspective on Industrial Relations and trade unions, labour welfare, the facts and its history.
- To sensitize the students to adopt suitable attitudes for practice of Industrial Relations
- To help the students see the need for appropriate skills in this regard.

Module-1: Meaning and concepts of Industrial relations:

12 hours

- Industrial Relations: Concept, objectives, importance, approaches, parties, strategy and emerging trends.
- Industrial disputes and machinery for prevention and settlement of Industrial disputes.

Module-2: Employee Wellness:

Concept, philosophy, principles and scope; Importance and relevance of wellness programs, Domestic Violence: Preventive and remedial measures. Corporate Social Responsibility (CSR): CSR as a business strategy. Environmental management systems ISO 14001, ISO 26000: Social responsibility guidance standard, environmental impact assessment, Life cycle assessment, Social impact assessment.

Module-3: Grievance Handling

12 hours

- Managing discipline: Concept of discipline, Factors which disturb discipline, disciplinary procedure.
- Managing Grievance: Concept and definition, causes, grievance handling, grievance procedure, closing the Employee grievance, points for success.

Module-4: International Labour organization:

12 hours

- History - Aims and Objectives, - Structure – Functions, conventions and recommendations.

Module-5: Labour Welfare

16 hours

- Labour welfare: Concept, scope, Approaches, and philosophy of Labour welfare, development of Labour welfare in India.
- Different areas of Labour welfare: working conditions, safety, health and welfare facilities. Role of Labour welfare officer.

- Employee Welfare in Different Sector: Manufacturing, Service, Engineering, IT and ITES
- Employee Counseling
- Employee involvement Activities: Suggestion Scheme, Quality Control activities, safety Etc;

Reference:

- Madhusudan Rao(1986) Labour Management Relations and Trade Union Leadership(New Delhi: Deep & Deep Publications)
- Mamoria, C.B. & Namoria.S.(1989) Dynamics of Industrial Relations in India (Bombay: Himalaya Publishing House)
- Mathur.A.S.(1968) Labour Policy and Industrial Relations in India (Agra: Ram Prasad & Sons)
- Nagaraju.S. (1981) Industrial Relations System in India (Allahabad: Chugh Publications)
- Sarma.A.M.(1989) Industrial Relations Conceptula and Legal Frame Work(Bombay: Himalaya Publishing House)
- Saxena.R.C. & Saxena.S.R.(1990)Labour Relations in India(Lucknow Prakasan Kendra)
- Subramanian.K.N. (1967)Labout Management Relations in India (Bombay: Asia Publishing House)
- Tripathi.P.C. (1989) Personnel Management and Industrial Relations (New Delhi: S.Chand and Sons)

Paper Title: HC: SW-4.5B- PSYCHIATRIC SOCIAL WORK

Introduction:

This course is to provide awareness mental health problems and application of social work in mental health settings.

Objectives:

1. Understand historical background of psychiatric social work in India and abroad.
2. Understand the nature of psychiatric social work services and relevance of team work.
3. Understand the nature of collaboration with voluntary organisations for the welfare of mentally ill.
4. Identify the issues related to psychiatric social work department in hospitals and Community mental health settings.

Course Content

Module I

Introduction to Psychiatric Social Work: Meaning and Scope - Historical background of psychiatric social work in India and abroad - Reasons for its development as a specialty.

Module II

Application of social work methods and other related techniques used in the field - Multi-disciplinary approach and team work in mental health care - Problems of hospitalization - Impact of mental illness on the patient, family and Community.

Module III

Organization of psychiatric social work department - Functions; and collaboration with other departments.

Concept of Addiction: causes, stages, approaches, treatment method and role of psychiatric social worker,

Concept of death and dying, dealing with major and minor mental disorder (psychoses and Neuroses), Classification of psychiatric disorder glance on ICD-10, ICF

Module IV

Approaches in Treatment: Concept - Multidisciplinary Approach: Its emergence - Rehabilitation of Psychiatric Patient - Identifying needs of attendants of Psychiatric Patients - Understanding the concept of disease burden in Psychiatric Setting.

Module V

Psychiatric Social Worker: Emergence of Psychiatric Social Worker role -
Functions and Tasks of Psychiatric Social Worker in Hospital - Public Relations -
Staff Development - Training and Supervision in Psychiatric Social Work -
Limitations, Difficulties and Challenges faced by Psychiatric Social Worker.

References:

1. Banerjee, G. R. 1968 Psychiatric Social Work, Chapter 26, In. Wadia, A. R. (Ed.): History and Philosophy of Social Work in India, Bombay: Allied Publishers.
2. Bhatia M.S. 2004 Essentials of Psychiatry, CBS Publishers & Distributors, New Delhi
3. Dinesh Demon. 2009 Mental Illness in the Family Raj Publishing House, Jaipur
4. Freedman, A. M. and Kaplan, H. I. (Eds.) 1967 Comprehensive Textbook of Psychiatry. Baltimore, Williams and Wilkins Company.
5. French, Lois Meredity. 1940 Psychiatric Social Work, New York; The Commonwealth Fund.
6. Henderson, Sir David and Batchelor, I. R. C. 1962 Textbook of Psychiatry, New York Oxford University Press.
7. Hudson, Barbara L. 1982. Social Work with Psychiatric Patients, London: Macmillan.
8. Laxmi K. S. 2008 Encyclopedia of Guidance & Councelling, Vol- 1 to 4, Mithal Publications, New Delhi
9. Niraj Ahuja. 2006 A Short Textbook of Psychiatry, JayPee Brothers Medical Publishers, New Delhi.
10. Namboodiri. 2002. Concise Text Book of Psychiatry, BI Churchhill Livingstone, New Delhi
11. Robert C. Carson. 2009 Abnormal Psychology, Pearson Education, Inc, Delhi
12. Sekar K and Others. 2007. Hand book of Psychiatric Social Work, NIMHANS, Bangalore.
13. Stroup, H. H. 1960. Social Work - An Introduction to the Field, (Chapter 9: Psychiatric Social Work), New Delhi: Eurasia Publishing House.
14. WHO. 1992. ICD- 10, Oxford University Press, Madras

**Paper title: HC: SW-4.5C-
Community Development and Social Work Intervention**

(Total 64 hours)

Module-1: Meaning and Concept Community Development; 12 hours

- **Community Development** Concepts, Definition, Objectives, elements, need, Philosophy, Principles, methods, Role of Community development worker:
- Application of social work methods in rural development:
- People's participation and role of social workers in promoting peoples participation.
- **Early experiments of rural development:** Sriniketan, Morthandam, Gurogaon, rural reconstruction, Firka development, Nilokheri and Etawah pilot project.

Module-2: Rural Community Administration: 12 hours

- Administrative structure and functions for Rural Development.
- Central and State level, Planning Commission: Five year plan, Administrative pattern of Panchayat raj system at local, block and district level,
- **Rural Development Agencies:** Council for Advancement of Peoples Action and Rural Technology National Institute for Rural Development National Bank for Agriculture and Rural Development (NABARD) Regional Rural Bank (RRB):
- **Community Development Programmes:** ICDS, Minimum need Programme. Role of Voluntary agencies in Rural Development.

Module-3: Livelihood Approach 14 hours

- **Approaches/Strategies** Livelihood Approach: Natural Resource Management: Watershed Development: Diversification,
- Strengthening Institutional Base I : Provision of Basic Services: Finance Markets: Appropriate Technology,
- Strengthening Institutional Base II: Panchayath Raj Institutions: Women Orgnizations: Delivery Systems: Micro Planning:
- Participatory Rural Appraisal (PRA)

Module-4: Tribal development:

12 hours

- Tribal Life in India, Problems of Tribes, Effects due to the contact with the civilization.
- Causes of Tribal Unrest and *Discontent*, *measures for the Upliftment of Tribal's*.
- Tribal development programmes and projects. The changing face of Tribal life.

Module-5. Urban Development Programmes and Administration:

(14 hours)

- National, state and local levels; Urban services and Urban deficiencies; 74th amendment and salient features of Nagarpalika Act; *Structure and functions of Urban Development Agencies*: Municipal Administration- Corporations, Municipalities, Town Panchayats, Metropolitan Development Authorities, functions of officials and non-officials in Urban Self Governments;
- Slum Clearance Board, Housing Board, Housing and Urban Development Corporation (HUDCO) and Moduleed Nations Centre for Human Settlement (UNCHS);
- Role of Voluntary Agencies in Urban Development.
- Five year plans and Urban Development; Different Urban Development Projects of Govt of Karnataka; Programmes of Karnataka Slum Clearance Board: New trends in Slum Clearance and Improvement programmes, Resettlement and Rehabilitation programme; Urban poverty alleviation programmes, Problems in implementation of Urban Community Development Programmes

References:

- Singh, K. 1986 : Rural Development: Principles, Policies and Management, New Delhi: Sage Publications.
- Sinha, B. B. 1982 : Society in Tribal India, Delhi, B,R Publishing Corporation.
- Sodhi, J. S. 1990 : Poverty Alleviation of Rural Development, New Delhi: Criterion Publications.
- Swaminathan, M. S. 1982 : Science and Integrated Rural. Development, New Delhi: Concept Publishing company.

- Nair, T. K. and Anbarasan, R. S. (Eds.) 1981 : Training Social Workers for Rural Development, ASSWI
- Debey, S. N. and Murdia, R. 1977 : Land Alienation. and Restoration in Tribal Communities, Bombay: Himalaya Publications,
- Brahmananda, P. R., Narayan, B. K. and Kalappa, A. (Eds.) 1987: Dimensions of Rural Development in India, Bombay: Himalaya Publishing House.
- Bhalla, Alok and Bumke, Peter J. (Eds) 1992 :Images of Rural India in the 2nd Century, New Delhi; Sterling Publishers Pvt. Ltd.
- Panwalkar, V. G. 1987 : Social Work in Rural Settings, In. Encyclopedia of Social Work in India, Vol. III, New Delhi: Ministry of Welfare, Government of India.
- Patel, M. L. 1994: Tribal Development without Tears, New Delhi, Inter-India Publications.
- Ramaiah, P. 1988: Issues in Tribal Development, Allahabad, Chugh Publications.

**PAPER: HC SW 4.6 FIELD WORK PRACTICUM - I
(CONCURRENT FIELD WORK PRACTICUM)**

Concurrent Field Work: Concurrent practice learning of two-days a week - on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in specialization related agencies or in Communities to initiate and participate in direct service delivery. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with agency/development organisations. The agency/Community/setting shall continue for practice of field work in next semester too.

**PAPER: HC SW-4.7 FIELD WORK PRACTICUM - II
(BLOCK PLACEMENT)**

The main objectives of the block placement are:

- To develop and practice skills and integrate learning
- To develop greater understanding of reality situations through involvement in day-to-day work.
- To develop appreciation of others efforts and sensitivity to gaps in the programme
- To enhance awareness of self in the role of a professional social worker.

Block Placement learning is expected to enable the learners to integrate learning and generate newer learning by participating in the intervention processed over a period of 4 weeks (30 days) continuously, in a specific agency. The students need to be placed in reputed organization related to their interest.

The block placement gives an opportunity for the students to develop professional preparedness for job situations. It is a way for career building. Professional behavior and skills are developed during the block placement. Industries, hospitals, agencies and movement settings have to be given priority in block placement.

Usually, Block field work is provided at the end of the two-year programme. There should be professionally qualified worker in the setting willing to plan orientation and provide consultation, when needed.

**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY,
BALLARI**



Department of Studies and Research in Social Work

**Syllabus for
Master of Social Work (MSW)
(I to IV Semesters)**

**Under
Choice Based Credit System**

With effect from the Academic Year 2016-17

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MSWS106	Human Rights and Social Justice.	26-28
MSW II SEMESTER		
MSWH201	Work with Groups.	29-30
MSWH202	Work with Communities.	31-33
MSWH203	Social Action, Networking and Advocacy.	34-35
MSWH204	Field work Practicum-II (Concurrent Field Work and Social Work Camp).	36-41
MSWS205	Livelihoods and Social Entrepreneurship.	42-43
MSWS206	Management of Developmental and Welfare Services.	44-45
MSWOE207	Social Work Approaches to Social Development.	46-47
MSW III SEMESTER		
MSWH301	Social Work Research and Statistics.	48-49
MSWH302HR	Human Resource Management.	50-51
MSWH303HR	Organizational Behavior and Organizational Development.	52-53
MSWH304	Field work Practicum-III(Concurrent Field Work and Exposure visit).	54-59
MSWH302CD	Social Work with Tribal and Rural Communities.	60-61
MSWH303CD	Social Work with Urban Communities.	62-63
MSWH304	Field work Practicum-III(Concurrent Field Work and Exposure visit).	64-69
MSWH302MP	Preventive and Social Medicine.	70-71
MSWH303MP	Mental Health.	72-73
MSWH304	Field work Practicum-III(Concurrent Field Work and Exposure visit).	74-79
MSWS305	Social Policy, Planning and Development.	80-81
MSWS306	Population and Environment.	82-83
MSWOE307	Gerontological Social Work.	84-85

MSW IV SEMESTER		
MSWH401HR	Employee Relations and Legislation.	86-88
MSWH402HR	Human Resource Development and Employee Wellness	89-90
MSWH403	Field Work Practicum-IV(Concurrent Field Work and Block Placement).	91-97
MSWH401CD	Disaster Management and Social Work Intervention	98-99
MSWH402CD	Management of Non-Governmental Organizations	100-101
MSWH403	Field Work Practicum-IV(Concurrent Field Work and Block Placement).	102-108
MSWH401MP	Medical Social Work.	109-110
MSWH402MP	Psychiatric Social Work.	111-112
MSWH403	Field Work Practicum-IV(Concurrent Field Work and Block Placement).	113-119
MSWH404	Research Project	120-123
MSWS405	Communication and Counseling.	124-125
MSWS406	Rehabilitation and Aftercare Services.	126-128
Question Paper Pattern for MSW Semester (CBCS) Degree Examinations of Social Work		129

MSW Course Structure (CBCS)

Credits Matrix for Master of Social Work Program WEF 2016-17 Academic Year

First Semester

Code	Title	Credits	Marks		Total Marks
			IA	Exam	
MSWH101	Social Work – History and Ideologies	4	30	70	100
MSWH102	Social and Psychological foundations for Social work practice	4	30	70	100
MSWH103	Work with Individuals and Families	4	30	70	100
MSWH104	Field work practicum-I (Concurrent Field work)	4	30	70	100
	Total Hard Core Credits	16			
MSWS105	Personal and Professional Growth	4	30	70	100
MSWS106	Human Rights and Social Justice	4	30	70	100
	Total Soft Core Credits for any One	4			
	Total Credits for Semester I [Hard Core 16 + Soft Core 04]	20			500

Credits Matrix for Master of Social Work Program
WEF 2016-17 Academic Year
Second Semester

Code	Title	Credits	Marks		Total Marks
			IA	Exam	
MSWH201	Work with Groups	4	30	70	100
MSWH202	Work with Communities	4	30	70	100
MSWH203	Social Action, Networking and Advocacy	4	30	70	100
MSWH204	Field work Practicum-II (Concurrent Field Work and Social Work Camp)	4	30	70	100
	Total Hard Core Credits	16			
MSWS205	Livelihoods and Social Entrepreneurship	4	30	70	100
MSWS206	Management of Developmental and Welfare Services	4	30	70	100
	Total Soft Core Credits for any One	04			
MSWOE 207	Social Work Approaches to Social Development	4	30	70	100
	Total credits for Open Elective	04			
	Total Credits for Semester II <i>[Hard Core 16 + Soft Core 04+ Open Elective 04]</i>	24			600

**Credit Matrix for Master of Social Work Program
WEF 2016-17 Academic Year
Third Semester MSW**

I. Human Resource Management (Specialization)

Code	Title	Credits	Marks		Total Marks
			IA	Exam	
MSWH301	Social Work Research and Statistics	4	30	70	100
MSWH302HR	Human Resource Management	4	30	70	100
MSWH303HR	Organizational Behaviour and Organizational Development	4	30	70	100
MSWH304	Field work Practicum-III(Concurrent Field Work and Exposure visit)	4	30	70	100
	Total Hard Core Credits	16			
MSWS305	Social Policy, Planning and Development	4	30	70	100
MSWS306	Population and Environment	4	30	70	100
	Total Soft Core Credits for any One	04			
MSWOE307	Gerontological Social Work	4	30	70	100
	Total credits for Open Elective	04			
	Total credits for Semester III [Hard core 16 + Soft core 04+ Open elective 04]	24			600

II. Community Development (Specialization)

Code	Title	Credits	Marks		Total Marks
			IA	Exam	
MSWH301	Social Work Research and Statistics	4	30	70	100
MSWH302CD	Social Work with Tribal and Rural Communities	4	30	70	100
MSWH303CD	Social Work with Urban Communities	4	30	70	100
MSWH304	Field work Practicum--III(Concurrent Field Work and Exposure visit)	4	30	70	100
	Total Hard Core Credits	20			
MSWS305	Social Policy, Planning and Development	4	30	70	100
MSWS306	Population and Environment	4	30	70	100
	Total Soft Core Credits for any One	04			
MSWOE307	Gerontological Social Work	4	30	70	100
	Total credits for Open Elective	04			
	Total credits for Semester III [Hard core 16 + Soft core 04+ Open elective 04]	24			600

III. Medical and Psychiatric Social Work (Specialization)

Code	Title	Credits	Marks		Total Marks
			IA	Exam	
MSWH301	Social Work Research and Statistics	4	30	70	100
MSWH302MP	Preventive and Social Medicine	4	30	70	100
MSWH303MP	Mental Health	4	30	70	100
MSWH304	Field work Practicum-III(Concurrent Field Work and Exposure visit)	4	30	70	100
	Total Hard Core Credits	20			
MSWS305	Social Policy, Planning and Development	4	30	70	100
MSWS306	Population and Environment	4	30	70	100
	Total Soft Core Credits for any One	04			
MSWOE307	Gerontological Social Work	4	30	70	100
	Total credits for Open Elective	04			
	Total credits for Semester III <i>[Hard core 16 + Soft core 04+ Open elective 04]</i>	24			600

**Credit Matrix for Master of Social Work Program
WEF 2016-17 Academic Year
Fourth Semester MSW**

I. Human Resource Management (Specialization)

Code	Title	Credits	Marks		Total Marks
			IA	Exam	
MSWH401HR	Employee Relations and Legislation	4	30	70	100
MSWH402HR	Human Resource Development and Employee Wellness	4	30	70	100
MSWH403	Field work Practicum-IV(Concurrent Field Work and Block Placement)	4	30	70	100
MSWH404	Research Project	4	30	70	100
Total Hard Core Credits		20			
MSWS405	Communication and Counselling	4	30	70	100
MSWS406	Rehabilitation and Aftercare Services	4	30	70	100
Total Soft Core Credits for any One		04			
Total Credits for Semester IV [Hard Core 20 + Soft Core 04]		24			600

II. Community Development (Specialization)

Code	Title	Credits	Marks		Total Marks
			IA	Exam	
MSWH401CD	Disaster Management and Social Work Intervention	4	30	70	100
MSWH402CD	Management of Non-Governmental Organizations	4	30	70	100
MSWH403	Field work Practicum-IV(Concurrent Field Work and Block Placement)	4	30	70	100
MSWH404	Research Project	4	30	70	100
Total Hard Core Credits		20			
MSWS405	Communication and Counselling	4	30	70	100
MSWS406	Rehabilitation and Aftercare Services	4	30	70	100
Total Soft Core Credits for any One		04			
Total Credits for Semester IV [Hard Core 20 + Soft Core 04]		24			600

III. Medical and Psychiatric Social Work (Specialization)

Code	Title	Credits	Marks		Total Marks
			I A	Exam	
MSWH401MP	Medical Social Work	4	30	70	100
MSWH402MP	Psychiatric Social Work	4	30	70	100
MSWH403	Field work Practicum-IV(Concurrent Field Work and Block Placement)	4	30	70	100
MSWH404	Research Project	4	30	70	100
	<i>Total Hard Core Credits</i>	20			
MSWS405	Communication and Counseling	4	30	70	100
MSWS406	Rehabilitation and Aftercare Services	4	30	70	100
	<i>Total Soft Core Credits for any One</i>	04			
	<i>Total Credits for Semester IV [Hard Core 20 + Soft Core 04]</i>	24			600

**MASTER OF SOCIAL WORK
I SEMESTER**

MSWH101: SOCIAL WORK – HISTORY AND IDEOLOGIES

Sub Code: MSWH101:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. To understand the information about contemporary ideologies of Social Work and Social Change.
2. Understand the values of Social Work and consciously apply those in practice.

Module I:	Social Work Profession	10 Hours
	Indian History of Social Work Profession: Introduction – Meaning, Definition, Objectives, scope and Principles of Social Work - Beginning of social work education - Welfare versus developmental orientation in social work - Professionalization of social work values, ethics, education, knowledge and professional associations - Goals, values, functions/roles and process of social work - Interface between professional and voluntary social work.	
Module II:	Indian History of Ideologies	12 Hours
	Indian History of Ideologies for Social Change -Ancient period: Vedic, Vedantic and non-Vedic Ideologies, Spirituality - Medieval period: Zoroastrianism and Islam in India - Mysticism of Bhakti and Sufi movements and Sikhism. Modern period: Christianity in India - Hindu reform movements - Dalit movements - Gandhian ideology and Sarvodaya movement – Nationalism - Ideology of the Indian Constitution - Ideology of voluntary organisations and voluntary action.	
Module III:	Contemporary Ideologies	12 Hours
	Contemporary Ideologies for Social Change: Neoliberalism and Globalisation - Post modernism - Multiculturalism - Ideology of action groups and social movements - Ideology of non-governmental organisations. Role of state in providing social welfare services.	
Module IV:	Social Work in the changing:	14 Hours
	Western History of Ideologies for Social Change: Organized and scientific charity - Beginning of social work education - Clinical social work - Ecological social work - Attributes of a profession - Social problems in western setting - Different approaches. Western History of Social Work Profession - Medieval period: Judeo-Christian- ideologies - Secular humanism and Protestantism - Modern period: Rationalism and Welfarism - Liberalism and democracy - Utilitarianism and Social Darwinism - Socialism and human rights - Emerging ideologies of professional social work.	
Module V:	Social Work Ethics:	12 Hours
	Social Work Ethics: Concept and Philosophy of Ethics - Social work values - Ethical Responsibilities in social work - Ethical Decision Making and Dilemmas in Micro and Macro Social Work Practice.	

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**MASTER OF SOCIAL WORK
I SEMESTER
MSWH102: SOCIAL AND PSYCHOLOGICAL FOUNDATIONS FOR SOCIAL
WORK PRACTICE**

Sub Code: MSWH102:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. Understand the concepts to examine social phenomenon and develop skills to analyses Indian society and change.
2. Develop an overall understanding of the principles of human growth, their relevance and application to behaviour at various phases in the life span.

Module I:	Meaning and Concepts of Social sciences	10 Hours
	<p>Meaning and Concepts of Social sciences: Concepts of Sociology, Psychology, Economics, Anthropology, Political science, History and human geography with reference to Social Work.</p> <p>Society and Culture : Anthropology and Sociology society as a system of relationships. Social Structure: meaning, status and roles, Culture meaning, Traditions, customs, values and Norms-folkways, mores. Socialization: meaning, processes an Agent of socialization</p>	
Module II:	Concept Society and Social stratification	12 Hours
	<p>Concept Society and Social stratification: Society: Individuals, family, kinship, groups, classes; Social process and conflicts; Structure of Society. Indian Society - Strengths and weaknesses, Social groups, Social control and social Change.</p> <p>Social Stratification in India; The concept of stratification, concepts of class and caste, Castes and communalism, Social inequality and social mobility. Significance of Social Analysis</p>	
Module III:	Growth and Development	14 Hours
	<p>Concept of Growth and Development: Meaning, Definition Principles of growth and development - Methods of studying human behaviour. Role of heredity and environment.</p> <p>Life Span: Beginning of life - Human reproductive system; Fertilization and Foetal development - Delivery and pre-natal and post-natal care and their importance in development.</p> <p>Developmental Stages and Milestones: Infancy, babyhood, childhood, puberty, adolescence -. Growth, hazards, lifestyle effects</p> <p>Adulthood - Growth, personal and social adjustment, health, sexuality, vocational and marital adjustment.</p> <p>Aging - Characteristics, hobbies, adjustment, physical and mental health, death, dying and bereavement.</p>	
Module IV:	Theories of Human Development:	12 Hours
	<p>A critical look at the theories of human development - Freud's psychosexual theory</p> <p>Erikson's psychosocial theory and learning theories.</p>	

Module V:	Basic Human Needs:	12 Hours
	Basic human needs: Physical, psychological and intellectual needs, stress - - Coping and social support, Defense Mechanisms. Motivation, frustration and conflicts - Emotions and emotional behaviour. Personality: Definition, nature, types and assessment of personality. Intelligence: Concept, levels of intelligence, influence of heredity and environment, assessment of intelligence.	

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Journals/ Magazines:

1. *Sociological Bulletin (Journal of the Indian Sociological Society)*.
2. *Contribution to Indian Sociology*.
3. *Social change, Issues and Perspectives (Journal of the Council for Social Development)*.
4. *Economic and Political Weekly, EPW Research Foundations, Mumbai*.

MASTER OF SOCIAL WORK
I SEMESTER
MSWH103: WORK WITH INDIVIDUALS AND FAMILIES

Sub Code: MSWH103:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. Understanding case work as a method of social work and its role in social work practice in case work practice.
2. To understand the role of worker client relationship and develop appropriate skills and attitudes to work with individuals and families.

Module I:	Social Case Work:	10 Hours
	Social case work: Definitions, scope, historical development - Influence of psychoanalysis on casework - Introduction of casework as a method of social work - Concepts of adjustment and maladjustment - Philosophical assumptions and casework values. Principles of case work: Individualization, acceptance, non-judgmental attitude, participation, relationship, effective communication of feeling, client self-determination, and confidentiality.	
Module II:	Components and Process of social casework:	12 Hours
	Components of social casework: The person, the problem, the place and the process. Process in casework: Study, assessment, intervention, evaluation, termination, and follow-up.	
Module III:	Theories and approaches:	12 Hours
	Types of problems faced by Individuals and families: individual differences and needs - Family assessment in casework practice. Theories and approaches: Psycho-social approach, Functional approach, Problem-solving approach, Crisis Intervention, Family intervention, Behavioural modification, Transactional analysis and Holistic approach	
Module IV:	Tools and techniques:	14 Hours
	Tools for Help: Case work tools: Interview, home visit, observation, listening, communication skills, rapport building. Records: Nature, purpose and principles of recording. Techniques of casework: Supportive, resource enhancement and counseling. Self as a professional: Professional self - Conflicts and dilemmas in working with individuals and families.	
Module V:	Application of Method:	12 Hours
	Application of Method: Primary and secondary settings - Application of methods in family, women, and child welfare settings, marriage counselling centres, schools settings, medical and psychiatric settings, correctional institutions, and industry.	

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Journals:

1. Indian Journal of Social Work, By-Annual, TISS, Deonar, Mumbai (Maharashtra)
2. Perspectives in Social Work, College of Social work, Nirmal Niketan, Mumbai (Maharashtra)
3. Social Work Journal, Bi-Annual, Department of Social Work, Assam University, Silchar-788 011 (Assam)

**MASTER OF SOCIAL WORK
I SEMESTER
MSWH104: FIELD WORK PRACTICUM-I (CONCURRENT FIELD WORK)**

Code	Title	Credits	Marks		Total Marks
			IA	Exam	
MSWH104	Field work Practicum-I (Concurrent Field Work)	4	30	70	100

**I. CONCURRENT FIELD WORK
(ASSESSMENT SCHEME FOR 100 MARKS)**

RATIONALE FOR FIELD WORK

Theory provides the perspective and information base to understand the socio-economic, political and cultural contexts, within which human societies interact, engage and strive to create better living conditions. The classroom provides this theoretical knowledge and understanding which forms the foundation and core areas of social work. Field work ensures the development of competence in social work practice because ‘knowing’ does not automatically result in the ability to ‘do’ or to ‘feel’ which is essential for professional development. Fieldwork is the ‘learning by doing’ aspect of social work education and an integral part of the total curriculum. Fieldwork plays a pivotal role and provides the experimental basis for the student’s academic programme. It offers an environment within which students are given an opportunity to develop a coherent framework for social work practice by integrating and reinforcing the knowledge acquired in the classroom with actual practice. It also enables students to acquire and test relevant practice skills.

First year field work instruction in particular aims at developing capacities among the students which can be broadly explained as mentioned below:

1. A capacity to interact and intervene with people (individuals, groups, communities and institutions) consciously and purposefully.
2. An ability to analyse structural issues from the view point of the poor, marginalized and vulnerable sections.
3. A readiness to recognize structural and social processes that shape individual, social and institutional relations.
4. An ability to identify constituencies and stakeholders for intervention with reference to specific issues.
5. A capacity to examine concepts and think critically about classroom learning and field of practice i.e. praxis and reflectivity from a pro-poor stance integral to social work.

General Objectives for Concurrent Field Work:

1. Develop an understanding of the application of methods of social work practice in the field and develop a holistic view of social work and related interventions in the community with special emphasis on the agency’s role in human services.
2. To help students to understand the socio-economic cultural and political milieu and develop capacity for critical examination of positive and maintenance factors of social problems and their consequences.

3. To understanding the problems and opportunities in working with diverse populations and develop practice skills appropriate to each phase of the change process and apply them in direct work with people and communities.
4. To develop the self-awareness necessary to assess one's own values, attitudes, feelings, strengths, limitations, interests and performance and understanding the Community and Community dynamics.
5. To enable students to develop core skills of Social Work practice and to help students identify, plan and implement social work instruments and to assess their impact on different client system in various agency settings.
6. To help students appreciate the role of social work profession in empowering individuals, groups and communities and in facilitating social change.
7. To help students to develop skills and appropriate personality required for professional social work practice and provide opportunities to accept challenges and respond to them.
8. Learning by doing is the core of field work practice and practice of community empowerment and intervention programs.
9. To develop the belief to work as a member in a team, reinforce the inherent strength of the people to meet their needs and resolve problems and make conscious use of professional values and ethics.

REQUISITS FOR COCURRENT FIELD WORK:

1. **Orientation for field work:** Three days orientation shall be organized for the first semester of MSW students. In this faculty members and external expert shall orient about fields of social work, norms, structure of the course and practical's of the course..
2. **Orientation visits:** Field work coordinator shall organize orientation visits to the service providers in the field. There shall be minimum 5 orientation visits to be made in the first four weeks to provide an exposure to and understanding of the services provided in responses to people's needs. (Agencies in health setting, education, community, institutional services, criminal justice system, civic administration, rehabilitation etc.).
3. **Presentation of orientation visits:** Soon after the completion of orientation visits, "Orientation to fields of social work", a student workshop shall be conducted to share the orientation visit experiences and learning.
4. **Structured Experience Laboratory:** - is a classroom activity, which provides opportunities through the games/activities, to form the involvement of self in various practice skills. These laboratory experiences are designed in small groups to encourage participation, sharing of the experience and aid in examining learning and applications of skills. These sessions have a specific objective of experiencing self, and applying /using self in practice. (Relationship skills, Communication skills etc., will be focused).
5. **Concurrent practice learning of two-days a week:** on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two days or its equivalent (16 hours), each week of the semester.

- a. Field work Allotment: After completion of the orientation visits each . The students can be placed in nearby open community setting/ non-government organizations working in local communities, urban/rural /tribal/Govt. agency, Industrial sector, Medical sector etc”. to practice the social work and each student will be monitored by faculty member. The Field work days are Wednesday and Thursday. This is mentoring the student to become professional.
- b. Every student has to attend Maximum 25 concurrent fieldwork days including special field work in each semester and 75 percent attendance is compulsory in fieldwork.
- c. Students will have to submit his/her weekly fieldwork report i.e., Two Log Reports on every Saturday and Two Detail Reports on every Monday.
- d. It will be the responsibility of the student to keep his/her movement & attendance record specific and at a proper and easily approachable place, so that the supervisor under visit can locate them easily. Otherwise, it will be adverse observation against the student.
- e. The students who will be found late in the fieldwork will be treated as absent on that every day.
- f. Individual and Group conferences: To facilitate learning, Individual as well as group conference will be organized every week.
- g. Presentation of field-work visits/ internal viva: After completion of 10 visits and the end of the field work, students should present their learning in a special class which will be organized for this purpose.

Role of Field Work Supervisor:

Every staff member is required to visit periodically, supervise and monitor the field work training. All reports be regularly corrected and weekly individual and group conference be scheduled and held

1. Three-way matching of students-agency-fieldwork coordination in the department.
2. Providing adequate supervision inputs to the agency supervisor.
3. Providing counseling support, assistance to the students for effective learning in the field.
4. Another educational responsibility is the assessment of the student’s performance, in terms of his/her progress in the field of learning social work perspectives and skills. With the emphasis on participatory learning and consistent interaction between the Field Supervisor and the student.
5. The Field work Supervisor is responsible for workload allocation to ensure that the student has sufficient number and variety of tasks to accomplish the objectives of the education plan.

Viva Voce examination

After completion of the field work, BoE Chairman has to schedule viva-voce examination for concurrent field work as follows..

1. Every student has to submit duly signed by internal and external supervisor live visit dairy or records to the department for the purpose of assessment.
2. The students learning and applicability of theory into practice will be assessed.
3. Viva-voce examination will be conducted for seventy marks (70) marks at the PG-Department of Social work, VSKU, Bellary/P.G Centre, Nandihalli, PG centre Koppal and each student is expected to give a presentation on field work.
4. Maximum 20 students Viva-voce examination may be schedule during morning and afternoon each session.

ASSESSMENT/ EVALUATION GUIDELINES

Internal assessment Criteria- Field Work

Concurrent Field Work

Max marks= 30

Sl. No.	Criteria	Marks
1	Field Work Diary and Report	05
2	Action Plan Preparation and Performance	10
3	No. of Live Visits	05
4	Professional Learning	05
5	Field Work Presentation	05
Total		30

***Note: Internal evaluation/ Assessment shall be done in two or three stages**

1. Field work Diary and Report= Max Marks= 05

Sl. No.	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Maintenance of field work diary	2	Language, content, logical connection, etc	Rating scale <1 2 <hr style="width: 100%;"/> Satisfactory Very Good
2	Field work report	3	Language, content, logical connection, submitted the reports in time, etc	Rating scale <1 3 <hr style="width: 100%;"/> Satisfactory Very Good
Total		05		

2. Action plan and performance- Max Marks=10

Sl No	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Takes initiative in preparing future visits plan	2	discuss with the faculty supervisor, agency supervisor, review the related literature	Rating scale <1 2 <hr style="width: 100%;"/> Satisfactory Very Good
2	Participation in individual conference	2	Participation in individual conference	Rating scale <1 2 <hr style="width: 100%;"/> Satisfactory Very Good
3	Administrative procedures	2	Understanding the knowledge of administrative procedures, programme management.	Rating scale <1 2 <hr style="width: 100%;"/> Satisfactory Very Good
4	Capacity to work in a team	2	Has adaptable skills in the agency	Rating scale <1 2 <hr style="width: 100%;"/> Satisfactory Very Good
5	Field work supervision/consultation with agency officials	2	Periodically meets the agency supervisor, regular in field work, etc	Rating scale <1 2 <hr style="width: 100%;"/> Satisfactory Very Good
Total		10		

3. No of Live Visits - Max Marks= 05

Sl. No.	Area	Max Marks	Dimensions to be considered while awarding marks	Criteria
1	Number of live visits	5	75% - 80% 81% to 85% 86% to 90% 91%-95% 96% -100%	1 Mark 2 Marks 3 Marks 4 Marks 5 Marks
	Total	05		

4. Professional learning- Max Marks=05

Sl. No.	Area	Max marks=05	Dimensions to be considered while awarding marks	Criteria
1	Application of theory in to practical context	2	Integration of theory into practice, able to understand the theory and relates to practice	Rating scale <1 2 ----- Satisfactory Very Good
2	Practice of case work/ group work etc.) in the first semester.	3	Practices case work and group work process, skills, etc in first semester.	Rating scale <1 2-3 ----- Satisfactory Very Good
	Total	05		

5. Presentation of reports and discussion with faculty supervisor- Max Marks=05

Sl. No.	Area	Max marks=05	Dimensions to be considered while awarding marks	Criteria
1	Presentation of reports and discussion with faculty supervisor	05	Part A: Profile of the community/ organization/Industry <ul style="list-style-type: none"> • Address • Genesis (History of the agency) • Vision and mission (Aim and objectives) • Interventions/ Programmes • Target group/s • Organizational structure • Funding sources • Monitoring and evaluation framework PartB: Observational & Experiential learning <ul style="list-style-type: none"> • Personal learning • Professional learning • Social problems and the role of social work 	Rating scale <1 2-3 4-5 ----- Satisfactory Good Very Good
	Total	05		

Criterion for Field Work Viva-Voce Examination

The following criterion is designed to assess the MSW student's performance in the Field Work Viva-Voce examination.

Maximum marks: 70

Sl. No.	Assessment Domains	Marks	Assessment tool
1	Field Work Diary and Report	14	Rating scale <4 5-9 10-14 <hr/> Satisfactory Good Very Good
2.	Understanding about the community/ Organization/ industry: structure, target group and Programmes	14	Rating scale <4 5-9 10-14 <hr/> Satisfactory Good Very Good
3.	Action plan (Preparation of action plan and implementation)	14	Rating scale <4 5-9 10-14 <hr/> Satisfactory Good Very Good
4.	Learning outcome (Professional and personal)	14	Rating scale <4 5-9 10-14 <hr/> Satisfactory Good Very Good
5.	Theoretical and conceptual knowledge (Social Work Practice linkage)	14	Rating scale <4 5-9 10-14 <hr/> Satisfactory Good Very Good
	Total	70	<hr/> <hr/>

**MASER OF SOCIAL WORK
I SEMESTER**

MSWS105: Personal and Professional Growth

Sub Code: MSWH105:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. Understand self as a being, as one in the process of becoming and experience self-awareness.
2. Examine own values and attitudes and explore choices made to express self in own environment.

Module I:	Self and Self Awareness:	10 Hours
	Understand self through a cognitive construct/paradigm (two/three models from among those available may be offered as workshops). Suggested approaches are: Rational Emotive Therapy, Gestalt Approach, self as being, and understand the process of becoming. (through observation) Practice consciously measures to sustain and experience continuous awareness. Observation and Reflection: Theory and techniques. Communication Choices: Communication mode and patterns and Effectiveness, Interpersonal communication, nature of choices made.	
Module II:	Emotions and their Expression:	12 Hours
	Emotions and their Expression: Emotions, nature of expression. Understand own pattern of communication, choices made to express emotions, modes used, Examine need for change. Communication: Informal and knowledge and skills of rapid reading, writing, creative writing, report writing and public speaking.	
Module III:	Creativity and Self:	12 Hours
	Creativity and Self: Understand brain functions: Creativity, need and development Life Style: Conscious life style - enhanced life skills: Communication, decision making, empathy, critical thinking, use of time and money, building and sustaining bonds- relational, collegial and personal. Self defeating behaviour - nature and impact. Choices for change.	
Module IV:	Values, Attitude and Professional Ethics:	14 Hours
	Values, Attitude and Professional Ethics: Values and attitudes - their role in life, Value conflict - its impact, value clarification. Study of professional ethics. Integration: Through Eastern and Western approaches experience the processes of integration. Approaches recommended are: Yoga as a science, meditation (tool for meditation - own choice).	
Module V:	Stress / Burn out - Self help Methods:	12 Hours
	Stress / Burn out - Self help Methods: Stress, Stressors, nature and impact of stress, its expression, and burnout. Explore and experience methods to workout stress for greater harmony and joy. Spirituality and Growth: Explore spirituality by understanding descriptions of spirituality from different faiths, its space and place in personal and professional life. Enhance conscious behaviour and application of continued awareness in day-to-day functioning and professional practice.	

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**MASER OF SOCIAL WORK
I SEMESTER
MSWS105: HUMAN RIGHTS & SOCIAL JUSTICE**

Sub Code: MSWH105:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. To develop an understanding about the historical evolution of the human rights framework at the international & nation level and to gain an overview of the international human rights instruments, covenants & the systems developed to address human rights violations.
2. To develop a critical understanding of the violations faced by specific groups in the Indian context and discuss the interventions used by civil society groups & activists to address these violations.

Module I:	Concepts & Historical Perspective:	10 Hours
	Concepts & Historical Perspective: Civil rights, Human, rights, - Evolution of the concept of human rights from international Endeavour, Development of human rights concepts in India; - U N Declaration of Human Right - Weaker sections & Minorities in Indian society: Concepts & Types – Children, Women, Senior Citizens, Minorities, Scheduled Castes, Scheduled Tribes and Other Backward Classes.	
Module II:	Indian constitution:	12 Hours
	Indian constitution: Fundamental rights and directive principles of state policy - Constitutional rights of children, women, schedule tribal, schedule caste, OBC, Minorities. - National Human Rights Commission, Amnesty International and other agencies relating to protection and promotion of human rights and social justice. - AFSPA (Armed Forces Special Power Act)	
Module III:	Social Justice:	12 Hours
	Social Justice: Concept, meaning and scope, Issues of social Justice in Indian society with reference to inequality and socio- political structure. - Social Legislation: concept, meaning, needs and scope; Social legislation as an instrument for social control, social change, social justice, social defence and social reform. - Legislations pertaining to women, children, Social defence, social security, social assistance, people with disability, underprivileged and health related legislations	
Module IV:	Roles of Social Worker and other Administration	14 Hours
	Role of the social worker in promoting social legislation and social justice Role of NGO in promotion and protection of rights of weaker sections of the society, - Administration of Justice System – traditional & modern, with special reference to N E India. - Human Rights issues and activism in N E India	
Module V:	Statutory Institutions in India for protection of Human Rights:	12 Hours
	Statutory Institutions in India for protection of Human Rights – Role of Commissions (HR, Women, Children, Minorities, SC/ST, etc) Protection of Human Rights Act & Lokayukt Act. Debates around Lok Pal.	

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MASTER OF SOCIAL WORK
II SEMESTER
MSWH201: Work with Groups

Sub Code: MSWH201:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. Develop awareness about the specific characteristics of Group Work and its contributions as a method of social work intervention.
2. Gain knowledge about group formation and the use of a variety of group approaches.

Module I:	Introduction and History of Group Work:	10 Hours
	Introduction and history of Group Work: Understanding of groups - Characteristics and significance of group - Definition of Social Group Work - Characteristics of Social Group Work - Purpose of Social Group Work; Historical evolution of group work with special emphasis on the Indian Context. Type of Groups: Types and approaches based on objectives and purpose - Type of membership - Time duration - Social group work in different settings and analysis of group processes. .	
Module II:	Theories of Social Group Work:	12 Hours
	Theories of Social Group Work: Theories applicable to group work practice - Models in group work practice. Values and Principles in group work and Characteristics of Group formation: Values in social group work- Principles in group work - Assumptions underlying social group work - Factors of group formation - Formulation of goals - Identification of problems for work. Pre-group and Initial Phase: Planning model - Characteristics of pre group phase - Group structures - Facilitation skills and role of worker in pre-group and initial phase.	
Module III:	Group Processes and Group Dynamics:	12 Hours
	Group Processes and Group Dynamics: Importance of group processes - Typical patterns – Processes in different type of groups - Worker's skills in identifying and understanding processes - Bond, sub-groups, role. Leadership - Isolation - Decision making - Conflict – Communication - Relationships. Middle Phase and Use of Program: Characteristics of middle phase - Group structures - Group dynamics - Facilitation skills - Role of group workers - Comparison across phases - Concept and principles - Program planning - Skills in program planning.	
Module IV:	Facilitation:	14 Hours
	Facilitation: Knowledge of skills and techniques for effective work with groups/problem solving. Recordings in Group work: Importance of recording in social group work - Principles of recording - Recording structure - Types of recording.	
Module V:	Evaluation in Groups and Termination Phase:	12 Hours
	Evaluation in Groups and Termination Phase: Importance of evaluation - Types of evaluation - Methods of evaluation - Need for termination - Types of termination - Characteristics of termination phase - Worker's skills. Application of Group Work: Application in health settings, school settings, family welfare settings, industrial settings, women and child welfare settings.	

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MASTER OF SOCIAL WORK
II SEMESTER
MSWH202: Work with Communities

Sub Code: MSWH202:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. To understand the critical elements of Community organization process and To enhance critical understanding of models and strategies.
2. To gain knowledge on the various techniques and skills of Community rganization to develop the basic skills to apply those in the Community.

Module I:	Introduction of Community	10 Hours
	<ul style="list-style-type: none"> -Communities: Concept, Types, Characteristics, and Issues -Sociological &Practitioner Perspective -Empowerment: concept,barriers, process and cycle of empowerment. -Overview of Local Self- Government (LSG)(Rural&urban LSG). - Overview of Panchyat Raj system - 73th &74th Amendments of India Constitution. - Community Power Structure - its importance in working with communities 	
Module II:	Historical Development of Community Organizing Practice	12 Hours
	<p>Concept of Community Organization: Meaning, Definitions, and bjectives of Community organization,</p> <p>Community Organization- Need, assumptions,ethics & principles</p> <p>Historical development of Community organization practice in the west, Community welfare concepts, Community chests; Historical development of Community organization practice in India.</p>	
Module III:	Strategies in community organization	12 Hours
	<p>Strategies in community organization such as bargaining, confronting, rating, problemsolving, educating, social advocacy, joint action, Persuasion and campaign.</p> <ul style="list-style-type: none"> -Models (approaches) in community organization-Rothman- an overview -Community Programme Planning and Resource Mobilization <p>Community organization and Community development.</p>	
Module IV:	Community organization process and phases:	14 Hours
	<p>Process in the phases of Community Organization.</p> <p>PLA, RRA &PRA, Principles, Methods and Importance</p> <p>Resource mobilization and fund rising-Techniques and Strategies Concept of Power and empowerment in Community organization</p> <p>Practical records in community setting and their discussions&presentation</p>	
Module V:	Intervention strategies in Community settings:	12 Hours
	<p>Awareness buildings, organizing, activating, peoples participation, negotiating, lobbying and, resolving group conflicts,</p> <p>Advocacy in Community organization</p> <p>Current debits in Community organization</p> <p>Attitudes , roles and skills of a community Organizer</p>	

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2. Development and Change, Hague Blackwell Publisher.
3. Journal of Rural Development, NIRD, Hyderabad (Andhra Pradesh)

**MASTER OF SOCIAL WORK
II SEMESTER**

MSWH203: SOCIAL ACTION, NETWORKING AND ADVOCACY

Sub Code: MSWH203:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. To enable students to understand and analyse issues in a broader context of governing institutions and civil society actors in responding to critical Social realities.
2. To Familiarize students with concepts, processes and techniques of social advocacy

Module I:	Meaning, Definitions and Models of Social Action	10 Hours
	Meaning, definitions, Models, Approaches and Strategies of Social Action. Radical, Structural and emancipator, Social Work, Social Change and Conflict, Advocacy as a tool for social change, Process of Social Advocacy.	
Module II:	Theories and Types of Social Movement	12 Hours
	Differences between Social Action and Social Movement. Theories of Social Movement and Political Movement and New Social Movement. Types of Movement-identity, political assertion and autonomy movements.	
Module III:	Paradigms of Action and Movement Analysis	12 Hours
	Paradigms of Action and Movement: Peasants, Tribal's, Farmers, Zapatistas. Movement analysis-Ideology, Structure, leadership, process and outcome. No-Party Political Processes; Movement Analysis-ideology, Structure, leadership, processes and outcomes	
Module IV:	Ideology and Methodology of Social Action	14 Hours
	Ideology and Methodology: Gramsci, Freire, Alinsky; Analysis of ideology and approach of: Gandhi, Ambedkar, Nehru and Lohiya	
Module V:	Campaign Planning	12 Hours
	Campaign Planning, Coalition and Network Building, Budget Analysis Instrument and Strategies: Public Interest Litigations Media Advocacy, Communication for mobilization, leadership building Process	

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**MASTER OF SOCIAL WORK
II SEMESTER
MSWH204: FIELD WORK PRACTICUM-II (CONCURRENT FIELD WORK AND
SOCIAL WORK CAMP)**

Code	Title	Credits	Marks		Total Marks
			IA	Exam	
MSWH204	Field work Practicum-II (Concurrent Field Work and Social Work Camp)	4	30	70	100

I. CONCURRENT FIELD WORK

(ASSESSMENT SCHEME FOR 50 MARKS)

In second semester each students will be placed to organization/community to practice the social work and each student will be monitored by faculty member. This is mentoring the student to become professional.

The Following Objectives of the Concurrent Field Work:

1. To develop an understanding of the application of methods of social work practice in the field and develop a holistic view of social work and related interventions in the community, with special emphasis on the agency's role in human services.
2. To help students understand the socio-economic. Cultural and political milieu and develop capacity for critical examination of positive and maintenance factors of social problems and their consequences.
3. To understanding the problems and opportunities in working with diverse populations and develop practice skills appropriate to each phase of the change process and apply them in direct work with people and communities.
4. To develop the self-awareness necessary to assess one's own values, attitudes, feelings, strengths, limitations, interests and performance and understanding the Community and Community dynamics.
5. To enable students to develop core skills of Social Work practice and to help students identify, plan and implement social work instruments and to assess their impact on different client system in various agency settings.
6. To help students appreciate the role of social work profession in empowering individuals, groups and communities and in facilitating social change.
7. To help students to develop skills and appropriate personality required for professional social work practice and provide opportunities to accept challenges and respond to them.
8. Learning by doing is the core of field work practice and practice of community empowerment and intervention programs.
9. To develop the belief to work as a member in a team, reinforce the inherent strength of the people to meet their needs and resolve problems and make conscious use of professional values and ethics.

Presentation of field-work visits/viva

After completion of 10 visits and the end of the field work, students should present their learning in a special class which will be organized for this purpose.

Individual and Group conferences

To facilitate learning, Individual as well as group conference will be organized every week.

Role of Field Work Supervisor:

Every staff member is required to visit periodically, supervise and monitor the field work training. All reports be regularly corrected and weekly individual and group conference be scheduled and held

1. Three-way matching of students-agency-fieldwork coordination in the department.
2. Providing adequate supervision inputs to the agency supervisor.
3. Providing counseling support, assistance to the students for effective learning in the field.
4. Another educational responsibility is the assessment of the student's performance, in terms of his/her progress in the field of learning social work perspectives and skills. With the emphasis on participatory learning and consistent interaction between the Field Supervisor and the student.
5. The Field work Supervisor is responsible for workload allocation to ensure that the student has sufficient number and variety of tasks to accomplish the objectives of the education plan.

Viva Voce examination

After completion of the field work, BoE Chairman has to schedule viva-voce examination for concurrent field work as follows..

1. Every student has to submit duly signed by internal and external supervisor live visit diary or records to the department for the purpose of assessment.
2. The students learning and applicability of theory into practice will be assessed.
3. Viva-voce examination will be conducted for seventy marks (35) marks at the PG-Department of Social work, VSKU, Bellary/P.G Centre, Nandihalli, PG centre Koppal and each student is expected to give a presentation on field work.
4. Maximum 20 students Viva-voce examination may be schedule during morning and afternoon each session.

ASSESSMENT/ EVALUATION GUIDELINES

Internal assessment Criteria- Field work

Concurrent Field Work

Max marks= 15

Note: Internal evaluation/ Assessment shall be done in two or three stages

Sl. No	Criteria	Marks
1	Field Work Diary and Report	03
2	Action Plan Preparation and Performance	03
3	No. of Visits (attended)	03
4	Professional Learning	03
5	Field Work Presentation	03
Total		15

1. Field work Diary and report= Max Marks= 03

Sl. No.	Area	Max marks=03	Dimensions to be considered while awarding marks	Criteria
1	Maintenance of field work diary	1	Language, content, logical connection, etc.	Rating scale 1 <hr/> Satisfactory
2	Field work report	2	Language, content, logical connection, submitted the reports in time, etc	Rating scale 1 <hr/> 2 Satisfactory Very Good
Total		03		

2. Action plan and performance- Max Marks=03

Sl No	Area	Max marks =03	Dimensions to be considered while awarding marks	Criteria
1	Takes initiative in preparing future visits plan	1	discuss with the faculty supervisor, agency supervisor, review the related literature	Rating scale 1 <hr/> Satisfactory
2	Participation in individual conference	1	Participation in individual conference	Rating scale 1 <hr/> Satisfactory
3	Field work supervision/consultation with agency officials	1	Periodically meets the agency supervisor , regular in field work, etc	Rating scale 1 <hr/> Satisfactory
Total		03		

3. No. of Live Visits - Max Marks= 03

Sl. No.	Area	Max marks=03	Dimensions to be considered while awarding marks	Criteria
1	Number of Live Visits	3	75% - 85% 86% - 95% 96% -100%	1 Mark 2 Marks 3 Marks
Total		03		

4. Professional learning- Max Marks=03

Sl No	Area	Max marks= 03	Dimensions to be considered while awarding marks	Criteria
1	Application of theory in to practical context	2	Integration of theory into practice, able to understand the theory and relates to practice	Rating scale <1 <hr/> 2 Satisfactory Very Good
2	Practice of case work/ group work etc.) in the second semester.	1	Practices case work and group work process, skills, etc in the second semester.	Rating scale <1 <hr/> Satisfactory
Total		03		

5. Presentation of reports and discussion with faculty supervisor- Max Marks=03

Sl no	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Presentation of reports and discussion with faculty supervisor	03	Part A: Profile of the community/ organization/Industry <ul style="list-style-type: none"> • Address • Genesis (History of the agency) • Vision and mission (Aim and objectives) • Interventions/ Programmes • Target group/s • Organizational structure • Funding sources • Monitoring and evaluation framework Part B: Observational & Experiential learning <ul style="list-style-type: none"> • Personal learning • Professional learning • Social problems and the role of social work 	Rating scale <1 2-3 <hr/> Satisfactory Very Good
	Total	03		

Criterion for Field Work Viva-Voce Examination

The following criterion is designed to assess the MSW student's performance in the Field Work Viva-Voce examination. **Maximum marks: 35**

Sl. No.	Assessment Domains	Marks	Assessment tool
1.	Field Work Diary and Report	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
2.	Understanding about the community/ Organization/ industry: structure, target group and Programmes	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
3.	Action plan (Preparation of action plan and implementation)	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
4.	Learning outcome (Professional and personal)	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
5.	Theoretical and conceptual knowledge (Social Work Practice linkage)	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
	Total=	35	

II. SOCIAL WORK CAMP (ASSESSMENT SCHEME FOR 50 MARKS)

Social work camp with duration of maximum 10 days provide opportunities to experience Rural, Tribal and Urban life, analyze the dynamics, and observe the functioning of Government machinery (local self-government) and voluntary organisations. Micro-planning exercise and Participatory Rural Appraisal (PRA, PLA) activity shall be the part of social work camp. However, this will be an opportunity to practice community organization method. This experience aids peer participation in planning for activities for own group and those for local people. It also helps to develop skills to carry out, evaluate, and report the experience.

Objectives:

1. To acquire knowledge of various approaches to Rural, Tribal and Urban community development.
2. Develop an understanding of the functions of Panchayat Raj Institutions.
3. To gain knowledge about the application of social work in Rural, Tribal and Urban community.
4. Understand the characteristics and problems of Rural, Tribal and Urban communities.

A. Submissions and Evaluation of Social Work Camp Report:

1. The candidate has to submit the report within the time frame as prescribed by Board of Studies.
2. The report should be hand written.
3. The report should not exceed 40 pages.
4. The report should be submitted within 10 Days after completion of the social work camp.

B. Evaluation:

1. The Social Work Camp report of a candidate shall be assessed for maximum of 50 marks [consisting of 15 marks for Camp report evaluation by the internal guide and 35 marks by external guide for viva-voce examination].
2. **Internal Evaluation:** The internal guide shall evaluate the report for a maximum of FIFTEEN (15) marks based on parameters specified by BOS in Social work.
3. **Internal Assessment:** The internal assessment is done by the Social Work Camp Director/Coordinator of the rural, tribal and urban camp is a full-time faculty member working in Social Work department of the VSKU/affiliated colleges where **Master Social Work** program offered.
4. **External Evaluation:** An Assistant professor, associate professor or professor level faculty member of other university shall do external evaluation for maximum of THIRTY FIVE (35) marks.
5. **Viva-voce/Presentation:** A viva-voce examination will be conducted for THIRTY FIVE (35) marks at the PG-Department of Social work, VSKU, Bellary/P.G Centre, Nandihalli and PG centre Koppal and each student is expected to give a presentation on rural, tribal and urban camp.
6. The Co-ordinator/faculty of the department and an expert appointed by the BOE chairman shall conduct the viva-voce examination.
7. The candidate who fails to attend and/or fulfill the requirements of the course shall not be eligible and he/she shall re-register for the course when offered.

Social Work Camp**Max Marks 50**

Internal Assessment by the Social Work Camp Director for 15 Marks		
Sl. No	Aspects	Marks
1	Area Selection	3
2	Preparation	3
3	Participation with Community	3
4	Resource Mobilisation skill	3
5	Practice of social work	3
	Total	15

Viva-Voce examination by external examiner for 35 Marks		
Sl. No	Aspects	Marks
1	Presentation skill	7
2	Communication skill	7
3	Subject knowledge	7
4	Practice of social work	7
5	Report writing	7
	Total	35

MASTER OF SOCIAL WORK
II SEMESTER
MSWS205: LIVELIHOODS AND SOCIAL ENTREPRENEURSHIP

Sub Code: MSWS205:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. To develop student's understanding and knowledge related to the role of social and structural and determinants of poverty and develop student's analytical thinking in examining the interface of market structures with livelihoods and poverty.
2. To enhance student's sensitivities in acknowledging how social and market structures play a crucial role in perpetuating poverty and how it determines access/lack of access to resources, opportunities and livelihoods of the poor to familiarize the students with some of the prominent frameworks in enhancing

Module I:	Social Structure and Livelihoods:	10 Hours
	Social Structure and Livelihoods: Social Exclusion, Livelihoods and Poverty; The structural causes and processes shaping social exclusion, livelihoods and poverty. Inequalities, social deprivation and insecure livelihoods..	
Module II:	Markets, Resources and Livelihoods:	12 Hours
	Markets, Resources and Livelihoods: Type and characteristics of Markets; Segmentation and dynamics of markets across different vulnerable groups; Assets, Acces and the persistence of inequality; Resource-based livelihoods and social inequality.	
Module III:	Inequalities, resources and Livelihood Strategies:	12 Hours
	Social Structure and Livelihood Strategies: Inequalities, resources and livelihood struggles; Human capabilities and social structure; Dynamics of denial and coping strategies.	
Module IV:	State, Capitalism and Rural Livelihoods:	14 Hours
	State, Capitalism and Rural Livelihoods: Peasant Viability, Access to Resources and Poverty; Commercialisation of agriculture; Commercialisation to industrialisation in agriculture; Property regimes and inequality; Privatisation of natural resources; Tragedy of the commons.	
Module V:	Globalisation, Poverty and the Challenge of Sustaining Livelihoods:	12 Hours
	Globalisation, Poverty and the Challenge of Sustaining Livelihoods: Structural Adjustment Programmes and Human Development. Exploring Alternatives: Opportunities, Empowerment and Security; Capability, Equity and Sustainability; Development as Freedom. Role of Social worker in Livelihoods and Social Entrepreneurship	

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**MASTER OF SOCIAL WORK
II SEMESTER**

MSWS206: MANAGEMENT OF DEVELOPMENTAL AND WELFARE SERVICES

Sub Code: MSWS206	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. Understand the overall environment and its impact on the nature, structure and development of organizations in corporate, public and voluntary sectors in the context of social work profession.
2. Understand policies and procedures involved in establishing and maintaining human service organizations.

Module I:	Social Services:	10 Hours
	Social Services: Need for welfare and developmental organisations, Factors determining social welfare programmes. Development and Welfare organization's response to societal needs; role of state, voluntary and corporate sector.	
Module II:	Management services:	12 Hours
	Management services: Types of settings, organizational characteristics like origin, nature, size, structure, and design, organizational climate and impact of socio-political environment - Management process: Vision, Planning, Organizing, Directing, Staffing, Coordination, Reporting, Budgeting. Establishments: Registration, different types of legislations, legal status, constitution, rules and procedure, goals - Financial resources: Organizational Budget, Sources of finance, Fund Raising, Records, Audit.	
Module III:	Physical Management of Services:	12 Hours
	Physical Management of Services: all activities related to acquiring, hiring and maintaining importable structure and infrastructure, maintenance of premises and daily upkeep. Enhancing the involvement and the potential of people in organization's executive boards, committees; professionals and other staff-relationship, communication, team work, and facilitating team building, supervision, and participation in training.	
Module IV:	Programme Development:	14 Hours
	Programme Development: Programme management: long term, short term, and Documentation. Project proposals based on felt-needs, nature of resources, eligibility criteria, records, evaluation and research. Impact analysis - Qualitative and quantitative.	
Module V:	Public Relations:	12 Hours
	Public Relations: Public relations need and its promotion by all in the organisation. Representing the organization, networking, public, corporate and voluntary sector, resource building, accountability, transparency, use of media for publicity. Change and its Management: Understand and manage change, innovation in a rapidly changing social environment: for policy programmes and structure. Organizational understanding: Conflict, conflict resolution, creating positive climate.	

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**MASTER OF SOCIAL WORK
II SEMESTER**

MSWOE207: SOCIAL WORK APPROACHES TO SOCIAL DEVELOPMENT

Sub Code: MSWOE207:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. To understand children facing difficult circumstances and the impact of difficult circumstances on children's development.
2. To gain an overview of agencies where children form the major client group, and appropriate evaluation of children's problems and to impart knowledge of specific intervention strategies in dealing with children as a client group.

Module I:	Indian History of Social Work Profession:	10 Hours
	Indian History of Social Work Profession: Introduction – Meaning, Definition, Objectives and Principles of Social Work - Beginning of social work education - Welfare versus developmental orientation in social work - Professionalization of social work values, education, knowledge and professional associations - Goals, values, functions/roles and process of social work - Interface between professional and voluntary social work.	
Module II:	Introduction to Social Work:	12 Hours
	Definition, Objectives, Philosophy, scope and functions of Social Work. Concept of related terms: Social service, Social reform, Social Security, Social Justice, Social Development and Social welfare.	
Module III:	Introduction to Methods of Social Work:	12 Hours
	Introduction to the Methods of Social Work. Social Case Work, Social Group Work, Community Organisation, Social Work Research, Social Work Administration, Social Action.	
Module IV:	Principles, values and code of ethics in social work practice	14 Hours
	Principles, values and code of ethics in social work practice: Social work as a profession; Attributes of a profession, social workers as a professional. Voluntary and Professional social work.	
Module V:	Social Work in different settings:	12 Hours
	Social work in Community Development and Correctional Setting Medical and Psychiatric Social Work, Family, Women and Child Centered Social Work, Industrial Social Work Emerging Areas of Social Work: Environmental Protection, Disaster Management, HIV/AIDS, Gerontological Social Work and Human Rights, etc., Role of Social Worker in different settings.	

REFERENCES:

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MASTER OF SOCIAL WORK
III SEMESTER
MSWH301: SOCIAL WORK RESEARCH AND STATISTICS

Sub Code: MSWH301:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. Develop an understanding of scientific approach to human inquiry in comparison to the native or common sense approach in various aspects, and its process.
2. Understand major research strategies, meaning, scope and importance of social work research.

Module I:	Social Research and Social Work Research	10 Hours
	<p>Scientific Method: Meaning, goal and characteristics of scientific method, scientific approach, application of scientific method for the study of social phenomena. Steps in the process of scientific research. Social Research: Philosophical doctrines in the social science inquiry, positivism, quantitative & qualitative research approach, meaning of research, goals, objectives and major steps in the process of social research. Social Work Research: Meaning, objectives, steps, types and scope of social work research. Basic Concepts in research: Concepts, hypothesis, variables, independent & dependent variables, operational definitions, constructs.</p> <p>Ethics in research: Ethical considerations and guidelines.</p>	
Module II:	Research design, Sources of data	12 Hours
	<p>Design and types of research: Meaning and importance; types of research design; exploratory, descriptive, experimental, evaluative, case study, participatory research and action research. . Case study: Meaning, uses, steps.</p> <p>Sources and Types of Data: Primary and secondary, objective and subjective, qualitative and quantitative. Primary data: Observation, Questionnaire, Interview schedule and interview guide. Pilot study and Pre-testing.</p> <p>Secondary data: Sources, types of secondary data and problems in the use of secondary data.</p> <p>Sampling: Universe, population, sample, rationale and characteristics of sampling; sample frame and sampling unit, methods of sampling, general considerations in the determination of sample size.</p>	
Module III:	Data collection and processing	12 Hours
	<p>Tools of data collection: Primary and secondary tools</p> <p>Processing of data: Content, editing data, classification, coding, tabulation; interpretation and analysis of data, diagrammatic and graphical presentation of data.</p> <p>Scales: Need, importance, types and application of scales.</p> <p>Application of computers: Data processing, analysis, Excel and SPSS.</p>	
Module IV:	Statistics for research, techniques and its application	14 Hours
	<p>Statistics: Definition, functions, levels of measurements, role and importance of statistics in research.</p> <p>Descriptive statistics: Measures of central tendency (mean, median, mode), Measures of dispersion (standard deviation, coefficient of variation), Measures of correlation.</p> <p>Testing of hypothesis. Inferential Statistics: Parametric and Non-Parametric statistical tests.</p>	

Module V:	Presentation and Dissemination of research	12 Hours
	1 Research reporting: Contents, style and types of research report 2. Functions of research report 3 Major steps in planning report 4. Foot-note, references, bibliography, preparation of abstract and publication.	

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MASTER OF SOCIAL WORK
III SEMESTER
MSWH302HR: HUMAN RESOURCE MANAGEMENT
(Specialization-II HRM)

Sub Code: MSWH302HR:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. Develop managerial skills in different functional areas of management with practical focus on HRM.
2. Develop the competence to evolve the problem-solving approaches by applying conceptual and behavioral skills and to develop interpersonal skills/ competence and leadership qualities to work in a group with team building approach.

Module I:	Human Resource Management	10 Hours
	Human Resource Management: Concept, scope, philosophy and objectives; Evolution; Approaches, Structure and Functions; Line and staff relations of HRM; HRM Model. Hierarchies, formal and informal structure, Organization chart/reporting structure.	
Module II:	Human Resource Planning:	12 Hours
	Human Resource Planning: Concept and objectives; Human resource inventory; Human resource planning process; job analysis; job description; job specification; job design; career planning and career paths; job rotation.	
Module III:	Talent Acquisition:	12 Hours
	Talent Acquisition: Goals; polices, sources and methods. Selection: Concept, process. Talent Acquisition Tests, Theories and issues in psychological testing, Intelligence testing – theoretical background, Aptitude Testing, Personality Assessment, MBTI. Placement, Induction and socializing the new employee. Talent retention: Concept, importance and methods.	
Module IV:	Compensation Management:	14 Hours
	Compensation Management: Factors influencing compensation plans and policies; Job evaluation - Fixation of salary, components of salary. Pay for performance – Incentive Schemes, principles and types, Employee Stock Option Plan, compensation survey / review	
Module V:	Strategic Human Resource Management (SHRM):	12 Hours
	Strategic Human Resource Management (SHRM): Business strategy and organizational capability, SHRM: aligning HR with Corporate strategy, Strategic HR planning and Development, Change Management and restructuring and SHRM, Corporate Ethics, Values and SHRM, Competencies of HR professional in a SHRM scenario.	

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MASTER OF SOCIAL WORK
III SEMESTER
MSWH303HR: ORGANIZATIONAL BEHAVIOUR AND ORGANIZATIONAL
DEVELOPMENT
(Specialization-II HRM)

Sub Code: MSWH303HR:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. To make clear the concepts and approaches that help in developing models or systems that support human ingenuity.
2. To acquaint the students with the knowledge of theories and practices that govern human behavior at work,

Module I:	Conceptual Framework:	12 Hours
	Conceptual Framework: Organization Behavior: Definition, concept, approaches and scope, historical background of Organization Behavior. Introduction to Enneagram, personality types according to Enneagram. Emotional Intelligence; Attitude, Values, Personality; Job satisfaction, Employee morale - Meaning, influences and outcomes - Measuring job satisfaction.	
Module II:	Transactional Analysis	10 Hours
	Transactional Analysis (TA), TA and self awareness, Winners and Losers, Structural analysis, Life positions, transactions, games and strokes, Assertiveness Training: Benefits of assertiveness – components of assertive behavior, measuring assertiveness, handling fear, handling anger, handling depression, developing assertive behavior skills, assertiveness on the job, assertiveness in interpersonal relations. Life scripts, TA applications in motivation, Leadership and Teamwork, TA in counseling.	
Module III:	Leadership	12 Hours
	Leadership – roles, skills, and styles, leadership theories, types of leadership, powerful persuasion strategies. Group dynamics-Concept, types of groups, dynamics of group formation, decision making in groups.	
Module IV:	Organization Development:	14 Hours
	Organization Development: Concept, emerging approaches and techniques, Foundations of OD, Organizational Diagnosis, OD interventions – An overview, individual and interpersonal interventions, team/group interventions, comprehensive interventions, organizational transformation, success and failure of OD, Planned Organizational change, feedback and OD.	
Module V:	Organizational Conflict:	12 Hours
	Organizational Conflict – concept causes and types, conflict-resolution strategies. Organizational change: concept, forces of change and resistance to change, managing organizational change and diversity, facilitating creative and divergent thinking, planned organizational change. Stress and burn out – concept, causes, consequences and coping strategies.	

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12. Moorhead Gregory and Griffin Ricky W, 2005: Organisational Behaviour- Managing People and Organisations, New Delhi, Biztantra Publications.
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15. Kumar Arun and Meenakshi N, 2009: Organisational Behaviour- A Modern Approach, NIILM Center for Management Studies, New Delhi.

MASTER OF SOCIAL WORK
III SEMESTER
MSWH304: SOCIAL WORK PRACTICUM-III (CONCURRENT FIELD WORK
AND EXPOSURE VISIT)

Code	Title	Credits	Marks		Total Marks
			IA	Exam	
MSWH304	Social Work Practicum-III (Concurrent Field Work and Exposure visit)	4	30	70	100

I. CONCURRENT FIELD WORK
(ASSESSMENT SCHEME FOR 50 MARKS)

In third semester of MSW course students are given an option to take any one of the three specializations. Later each student will be placed in their respective specialization field to practice the social work and each student will be monitored by faculty member. This is mentoring the student to become professional.

The Following Objectives of the Concurrent Field Work:

1. To develop an understanding of the application of methods of social work practice in the field and develop a holistic view of social work and related interventions in the community, with special emphasis on the agency's role in human services.
2. To help students understand the socio-economic, cultural and political milieu and develop capacity for critical examination of positive and maintenance factors of social problems and their consequences.
3. To understanding the problems and opportunities in working with diverse populations and develop practice skills appropriate to each phase of the change process and apply them in direct work with people and communities.
4. To develop the self-awareness necessary to assess one's own values, attitudes, feelings, strengths, limitations, interests and performance and understanding the Community and Community dynamics, Industrial and Medical Sector.
5. To enable students to develop core skills of Social Work practice and to help students identify, plan and implement social work instruments and to assess their impact on different client system in various agency settings.
6. To help students appreciate the role of social work profession in empowering individuals, groups and communities and in facilitating social change.
7. To help students to develop skills and appropriate personality required for professional social work practice and provide opportunities to accept challenges and respond to them.
8. Learning by doing is the core of field work practice and practice of community empowerment and intervention programs.
9. To develop the belief to work as a member in a team, reinforce the inherent strength of the people to meet their needs and resolve problems and make conscious use of professional values and ethics.

Presentation of field-work visits/viva

After completion of 10 visits and the end of the field work, students should present their learning in a special class which will be organized for this purpose.

Individual and Group conferences

To facilitate learning, Individual as well as group conference will be organized every week.

Role of Field work Supervisor:

Every staff member is required to visit periodically, supervise and monitor the field work training. All reports be regularly corrected and weekly individual and group conference be scheduled and held

1. Three-way matching of students-agency-fieldwork coordination in the department.
2. Providing adequate supervision inputs to the agency supervisor.
3. Providing counseling support, assistance to the students for effective learning in the field.
4. Another educational responsibility is the assessment of the student's performance, in terms of his/her progress in the field of learning social work perspectives and skills. With the emphasis on participatory learning and consistent interaction between the Field Supervisor and the student.
5. The Field work Supervisor is responsible for workload allocation to ensure that the student has sufficient number and variety of tasks to accomplish the objectives of the education plan.

Viva Voce examination

After completion of the field work, BoE Chairman has to schedule viva-voce examination for concurrent field work as follows..

1. Every student has to submit duly signed by internal and external supervisor live visit diary or records to the department for the purpose of assessment.
2. The students learning and applicability of theory into practice will be assessed.
3. Viva-voce examination will be conducted for seventy marks (35) marks at the PG-Department of Social work, VSKU, Bellary/P.G Centre, Nandihalli, PG centre Koppal and each student is expected to give a presentation on field work.
4. Maximum 20 students Viva-voce examination may be schedule during morning and afternoon each session.

ASSESSMENT/ EVALUATION GUIDELINES

Internal assessment Criteria- Field work

Concurrent Field Work

Max marks= 15

Note: Internal evaluation/ Assessment shall be done in two or three stages

Sl. No	Criteria	Marks
1	Field Work Diary and Report	03
2	Action Plan Preparation and Performance	03
3	No. of Visits (attended)	03
4	Professional Learning	03
5	Field Work Presentation	03
Total		15

1. Field work Diary and report= Max Marks= 03

Sl No	Area	Max marks=03	Dimensions to be considered while awarding marks	Criteria
1	Maintenance of field work diary	1	Language, content, logical connection, etc.	Rating scale 1 <hr/> Satisfactory
2	Field work report	2	Language, content, logical connection, submitted the reports in time, etc	Rating scale 1 2 <hr/> Satisfactory Very Good
Total		03		

2. Action plan and performance- Max Marks=03

Sl No	Area	Max marks =03	Dimensions to be considered while awarding marks	Criteria
1	Takes initiative in preparing future visits plan	1	discuss with the faculty supervisor, agency supervisor, review the related literature	Rating scale 1 <hr/> Satisfactory
2	Participation in individual conference	1	Participation in individual conference	Rating scale 1 <hr/> Satisfactory
3	Field work supervision/consultation with agency officials	1	Periodically meets the agency supervisor, regular in field work, etc	Rating scale 1 <hr/> Satisfactory
Total		03		

3. No. of Live Visits - Max Marks= 03

Sl. No.	Area	Max marks=03	Dimensions to be considered while awarding marks	Criteria
1	Number of Live Visits	3	75% - 85% 86% - 95% 96% -100%	1 Mark 2 Marks 3 Marks
Total		03		

4. Professional learning- Max Marks=03

Sl No	Area	Max marks= 03	Dimensions to be considered while awarding marks	Criteria
1	Application of theory in to practical context	2	Integration of theory into practice, able to understand the theory and relates to practice	Rating scale <1 2 <hr/> Satisfactory Very Good
2	Practice of case work/ group work etc.).	1	Practices case work and group work process, skills,.	Rating scale <1 <hr/> Satisfactory
Total		03		

5. Presentation of reports and discussion with faculty supervisor- Max Marks=03

Sl. No.	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Presentation of reports and discussion with faculty supervisor	03	Part A: Profile of the community/ organization/Industry <ul style="list-style-type: none"> • Address • Genesis (History of the agency) • Vision and mission (Aim and objectives) • Interventions/ Programmes • Target group/s • Organizational structure • Funding sources • Monitoring and evaluation framework Part B: Observational & Experiential learning <ul style="list-style-type: none"> • Personal learning • Professional learning • Social problems and the role of social work 	Rating scale <1 2-3 <hr/> Satisfactory Very Good
	Total	03		

Criterion for Field Work Viva-Voce Examination

The following criterion is designed to assess the MSW student's performance in the Field Work Viva-Voce examination.

Maximum marks: 35

Sl. No.	Assessment Domains	Marks	Assessment tool
1.	Field Work Diary and Report	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
2.	Understanding about the community/ Organization/ industry: structure, target group and Programmes	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
3.	Action plan (Preparation of action plan and implementation)	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
4.	Learning outcome (Professional and personal)	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
5.	Theoretical and conceptual knowledge (Social Work Practice linkage)	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
	Total=	35	

II. SOCIAL WORK EXPOSURE VISIT (ASSESSMENT SCHEME FOR 50 MARKS)

An exposure visit of 3-4 days duration shall be made to provide an opportunity to study and appreciate innovative efforts (successful experiments/models of development) by individuals and groups towards meeting people core needs. This would help the students to develop a vision towards development.

Objectives:

1. Develop and enhance practice skills and integrate learning.
2. Develop greater understanding of reality situations through visiting various social work departments and organizations in different places of the State and National level.
3. Enhance awareness of self in the role of a professional social worker.

A. Submissions and Evaluation of Exposure visit:

1. The candidate has to submit the report within the time frame as prescribed by Board of Studies.
2. The report should be handwritten.
3. The report should not exceed 40 pages.
4. The report should be submitted within 3-4 Days after completion of the Exposure visit.

B. Evaluation:

1. The Exposure visit of a candidate shall be assessed for maximum of 50 marks [consisting of 15 marks for Exposure visit report evaluation by the Director/Coordinator of the Exposure visit and 35 marks by external Examiner for viva-voce examination].
2. **Internal Evaluation:** The Director or Coordinator of Exposure visit shall evaluate the report for a maximum of FIFTEEN (15) marks based on parameters specified by BOS in Social work.
3. **Internal Assessment:** The internal assessment is done by the Director/Coordinator of the Exposure visit is a full-time faculty member working in Social Work department of the VSKU/affiliated colleges where **Master Social Work** program offered.
4. **External Evaluation:** An Assistant professor, associate professor or professor level faculty members of other university shall do external evaluation for maximum of THIRTY FIVE (35) marks.
5. **Viva-voce/Presentation:** A viva-voce examination will be conducted for THIRTY FIVE (35) marks at the PG-Department of Social work, VSKU, Bellary/P.G Centre, Nandihalli, PG Centre Koppal and each student is expected to give a presentation on Exposure visit.
6. The Coordinator/faculty of the department and an expert appointed by the BOE chairman shall conduct the viva-voce examination.
7. The Candidate who fails to attend and/or fulfill the requirements of the course shall not be eligible and he/she shall re-register for the course when offered.

Exposure visit**Max Marks 15**

Internal Assessment by the Exposure visit Director for 15 Marks		
Sl. No	Aspects	Marks
1	Action Plan	3
2	Preparation	3
3	Performance in the visits	3
4	Professional learning	3
5	Exposure visit Report	3
	Total	15

Viva-Voce examination by external examiner for 35 Marks		
Sl. No	Aspects	Marks
1	Presentation skill	7
2	Communication skill	7
3	Professional learning	7
4	Practice of social work	7
5	Exposure visit report	7
	Total	35

MASTER OF SOCIAL WORK
III SEMESTER
MSWH302CD: SOCIAL WORK WITH TRIBAL AND RURAL COMMUNITIES
(Specialization-II URCD)

Sub Code: MSWH302CD:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. Understand the characteristics and problems of tribal and rural communities.
2. Acquire knowledge about the contribution of Government and Non-Governmental organizations to tribal and rural development.

Module I:	Tribe in Relation to Caste and Nation	10 Hours
	Tribe in relation to caste and nation - Nature and Characteristics of Primitive Cultures-Tribes in India and their Ecological Distribution. Emerging Trends in Tribal Social Institutions - Family and Kinship Systems, Jati Structure, Economic Structure, Political organizations. Characteristics of Tribal Society- Economic, Social, Political and Cultural, Problems of Tribal Life.	
Module II:	Government Programmes	12 Hours
	Government Programmes since Independence and their Impact on Tribal Societies - Programmes of Voluntary Agencies and their Impact on Tribal Societies. Analysis and Assessment of Tribal Community Problems - Special Problems of the Tribals. Social work in Tribal Development: Community organization as a method of intervention, Participatory Rural Appraisal (PRA), Logical Framework Approach/Analysis (LFA), techniques of intervention and its scope in tribal community development – Role of social worker in Tribal development. The Functions of Panchayati Raj Institutions: Structure, functions and powers at each level, revenue sources, committees in village level Panchayati Raj bodies, gram sabha (including mahila gram sabha), its role and importance, Community participation in governance.	
Module III:	Rural Society and Poverty	12 Hours
	Rural Society and Poverty - Historical Perspective - Dynamics in the Village. Society – Caste/Class Relationships - Control and Power, Conflict and Integration. Poverty in the Rural Context - its Nature and Manifestations. Analysis of Basic Problems - Issues Faced by the Rural Poor such as Indebtedness, Child Labour, Low Wages, Unemployment, Underemployment, and other forms of exploitations.	
Module IV:	Current Rural Development Programmes	14 Hours
	Current Rural Development Programmes in India: Critical evaluation - Council for the Advancement of People's Action and Rural Technology (CAPART), National Institute for Rural Development (NIRD) and other Rural Development Statutory Bodies.	
Module V:	Democratic Decentralization:	12 Hours
	Democratic Decentralization: Concept, Objectives, Composition of Panchayats, 73 rd Amendment Bill, Importance of Gramsabha and its uses, Panchayath Raj System in Karnataka and its role in rural and tribal development - Social Auditing - Role of social worker in rural development.	

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2. Bharadwaj, A. N. 1979: Problems of Scheduled Castes and Scheduled Tribes in India, New Delhi: Light and Life Publishers.
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17. Swaminathan, M. S. 1982: Science and Integrated Rural. Development, New Delhi: Concept Publishing Company.
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21. Bhalla, Alok and Bumke, Peter J. (Eds) 1992: Images of Rural India in the 2nd Century, New Delhi; Sterling Publishers Pvt. Ltd.

Journals:

1. Journal of Rural Development, NIRD Hyderabad Man in India

MASTER OF SOCIAL WORK
III SEMESTER
MSWH303CD: SOCIALWORK WITH URBAN COMMUNITIES
(Specialization-II: URCD)

Sub Code: MSWH303CD:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. Develop and understanding of factors associated with urbanization, issues and their implications on Urban Communities.
2. Acquire knowledge of various approaches to urban community development and develop and understanding of policies and programmes of urban development.

Module I:	Urbanization and Urban Life:	10 Hours
	Urbanization and Urban Life: Concept and theories - Industrialisation and urbanization and impact on rural society - Urbanization in modern India - Ecological patterns of cities- Characteristics of town, city, metropolis, suburbs, satellite town - City history and relationships. Urbanization and economic development - Urbanisation and social institutions Urbanisation and social problems - Characteristics of urban life - Urban problems -Urban services and deficiencies. Poverty and Urban areas.	
Module II:	Urban Environment and Slums:	12 Hours
	Urban Environment and Slums: Definition, theories - causes, characteristics and consequences - Indian slums in general and slums in the cities of Karnataka in particular. Slum clearance and slum improvement - governmental and Nongovernmental measures. Environmental conditions of urban India - Causes and types of urban pollution -Waste management measures.	
Module III:	Urban Community Development:	12 Hours
	Urban Community Development: Meaning, need, scope and related concepts – Urban development and urban community development – origin of urban community development in India.	
Module IV:	Urban Development Policy and Programme:	14 Hours
	Urban Development Policy and Programme: Town planning and other legislation related to urban development - Programmes of urban development agencies such as Housing and Urban Development Corporations - Major Urban Development Authorities in Karnataka.	
Module V:	Involvement of corporate sector in urban development:	12 Hours
	Involvement of corporate sector in urban development: Social work with urban communities - Recent developments and future perspectives. Social work components in the existing programmes in urban areas – Social work interventions at micro and macro levels.	

REFERENCES:

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13. Maurya, S. D. (Ed) 1989 : Urbanisation and Environmental Problems, Allahabad, Chugh Publications.
14. Prakasa Rao, V. L. S. 1983 : Urbanisation in India - Spatial Dimensions, New Delhi, Concept Publishing Company.
15. Ramachandran, R. 1989 : Urbanisation and Urban Systems in India, Bombay, Delhi Oxford University Press.
16. Rani Singh Sundra. 1979 : Urban Planning in India, New Delhi Ashish Publishing House.
17. Rao, M. S. A. Bhat, Chandrashekar and Kadekar Laxmi Narayan. 1991 : A Reader in Urban Sociology, New Delhi, Orient Longman.
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**MASTER OF SOCIAL WORK
III SEMESTER
MSWH304: SOCIAL WORK PRACTICUM-III
(CONCURRENT FIELD WORK AND EXPOSURE VISIT)**

Code	Title	Credits	Marks		Total Marks
			IA	Exam	
MSWH304	Social Work Practicum-III (Concurrent Field Work and Exposure visit)	4	30	70	100

**I. CONCURRENT FIELD WORK
(ASSESSMENT SCHEME FOR 50 MARKS)**

In third semester of MSW course students are given an option to take any one of the three specializations. Later each student will be placed in their respective specialization field to practice the social work and each student will be monitored by faculty member. This is mentoring the student to become professional.

The Following Objectives of the Concurrent Field Work:

1. To develop an understanding of the application of methods of social work practice in the field and develop a holistic view of social work and related interventions in the community, with special emphasis on the agency's role in human services.
2. To help students understand the socio-economic, cultural and political milieu and develop capacity for critical examination of positive and maintenance factors of social problems and their consequences.
3. To understanding the problems and opportunities in working with diverse populations and develop practice skills appropriate to each phase of the change process and apply them in direct work with people and communities.
4. To develop the self-awareness necessary to assess one's own values, attitudes, feelings, strengths, limitations, interests and performance and understanding the Community and Community dynamics.
5. To enable students to develop core skills of Social Work practice and to help students identify, plan and implement social work instruments and to assess their impact on different client system in various agency settings.
6. To help students appreciate the role of social work profession in empowering individuals, groups and communities and in facilitating social change.
7. To help students to develop skills and appropriate personality required for professional social work practice and provide opportunities to accept challenges and respond to them.
8. Learning by doing is the core of field work practice and practice of community empowerment and intervention programs.
9. To develop the belief to work as a member in a team, reinforce the inherent strength of the people to meet their needs and resolve problems and make conscious use of professional values and ethics.

Presentation of field-work visits/viva

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4. Another educational responsibility is the assessment of the student's performance, in terms of his/her progress in the field of learning social work perspectives and skills. With the emphasis on participatory learning and consistent interaction between the Field Supervisor and the student.
5. The Field work Supervisor is responsible for workload allocation to ensure that the student has sufficient number and variety of tasks to accomplish the objectives of the education plan.

Viva Voce examination

After completion of the field work, BoE Chairman has to schedule viva-voce examination for concurrent field work as follows..

1. Every student has to submit duly signed by internal and external supervisor live visit diary or records to the department for the purpose of assessment.
2. The students learning and applicability of theory into practice will be assessed.
3. Viva-voce examination will be conducted for seventy marks (35) marks at the PG-Department of Social work, VSKU, Bellary/P.G Centre, Nandihalli, PG centre Koppal and each student is expected to give a presentation on field work.
4. Maximum 20 students Viva-voce examination may be schedule during morning and afternoon each session.

ASSESSMENT/ EVALUATION GUIDELINES

Internal assessment Criteria- Field work

Concurrent Field Work

Max marks= 15

Note: Internal evaluation/ Assessment shall be done in two or three stages

Sl. No	Criteria	Marks
1	Field Work Diary and Report	03
2	Action Plan Preparation and Performance	03
3	No. of Visits (attended)	03
4	Professional Learning	03
5	Field Work Presentation	03
Total		15

1. Field work Diary and report= Max Marks= 03

Sl. No.	Area	Max marks=03	Dimensions to be considered while awarding marks	Criteria
1	Maintenance of field work diary	1	Language, content, logical connection, etc.	Rating scale 1 <hr/> Satisfactory
2	Field work report	2	Language, content, logical connection, submitted the reports in time, etc	Rating scale 1 2 <hr/> Satisfactory Very Good
Total		03		

2. Action plan and performance- Max Marks=03

Sl No	Area	Max marks =03	Dimensions to be considered while awarding marks	Criteria
1	Takes initiative in preparing future visits plan	1	discuss with the faculty supervisor, agency supervisor, review the related literature	Rating scale 1 <hr/> Satisfactory
2	Participation in individual conference	1	Participation in individual conference	Rating scale 1 <hr/> Satisfactory
3	Field work supervision/consultation with agency officials	1	Periodically meets the agency supervisor , regular in field work, etc	Rating scale 1 <hr/> Satisfactory
Total		03		

3. No. of Live Visits - Max Marks= 03

Sl. No.	Area	Max marks=03	Dimensions to be considered while awarding marks	Criteria
1	Number of Live Visits	3	75% - 85% 86% - 95% 96% -100%	1 Mark 2 Marks 3 Marks
Total		03		

4. Professional learning- Max Marks=03

Sl No	Area	Max marks= 03	Dimensions to be considered while awarding marks	Criteria
1	Application of theory in to practical context	2	Integration of theory into practice, able to understand the theory and relates to practice	Rating scale <1 2 <hr/> Satisfactory Very Good
2	Practice of case work/ group work etc.).	1	Practices case work and group work process, skills, etc.	Rating scale <1 <hr/> Satisfactory
Total		03		

5. Presentation of reports and discussion with faculty supervisor- Max Marks=03

Sl No	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Presentation of reports and discussion with faculty supervisor	03	Part A: Profile of the community/ organization/Industry <ul style="list-style-type: none"> • Address • Genesis (History of the agency) • Vision and mission (Aim and objectives) • Interventions/ Programmes • Target group/s • Organizational structure • Funding sources • Monitoring and evaluation framework Part B: Observational & Experiential learning <ul style="list-style-type: none"> • Personal learning • Professional learning • Social problems and the role of social work 	Rating scale <1 2-3 <hr/> Satisfactory Very Good
	Total	03		

Criterion for Field Work Viva-Voce Examination

The following criterion is designed to assess the MSW student's performance in the Field Work Viva-Voce examination.

Maximum marks: 35

Sl. No.	Assessment Domains	Marks	Assessment tool
1.	Field Work Diary and Report	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
2.	Understanding about the community/ Organization/ industry: structure, target group and Programmes	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
3.	Action plan (Preparation of action plan and implementation)	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
4.	Learning outcome (Professional and personal)	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
5.	Theoretical and conceptual knowledge (Social Work Practice linkage)	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
Total= 35			

II. SOCIAL WORK EXPOSURE VISIT (ASSESSMENT SCHEME FOR 50 MARKS)

An exposure visit of 3-4 days duration shall be made to provide an opportunity to study and appreciate innovative efforts (successful experiments/models of development) by individuals and groups towards meeting people core needs. This would help the students to develop a vision towards development.

Objectives:

1. Develop and enhance practice skills and integrate learning.
2. Develop greater understanding of reality situations through visiting various social work departments and organizations in different places of the State and National level.
3. Enhance awareness of self in the role of a professional social worker.

A. Submissions and Evaluation of Exposure visit:

1. The candidate has to submit the report within the time frame as prescribed by Board of Studies.
2. The report should be handwritten.
3. The report should not exceed 40 pages.
4. The report should be submitted within 3-4 Days after completion of the Exposure visit.

B. Evaluation:

1. The Exposure visit of a candidate shall be assessed for maximum of 50 marks [consisting of 15 marks for Exposure visit report evaluation by the Director/Coordinator of the Exposure visit and 35 marks by external Examiner for viva-voce examination].
2. **Internal Evaluation:** The Director or Coordinator of Exposure visit shall evaluate the report for a maximum of FIFTEEN (15) marks based on parameters specified by BOS in Social work.
3. **Internal Assessment:** The internal assessment is done by the Director/Coordinator of the Exposure visit is a full-time faculty member working in Social Work department of the VSKU/affiliated colleges where **Master Social Work** program offered.
4. **External Evaluation:** An Assistant professor, associate professor or professor level faculty members of other university shall do external evaluation for maximum of THIRTY FIVE (35) marks.
5. **Viva-voce/Presentation:** A viva-voce examination will be conducted for THIRTY FIVE (35) marks at the PG-Department of Social work, VSKU, Bellary/P.G Centre, Nandihalli, PG Centre Koppal and each student is expected to give a presentation on Exposure visit.
6. The Coordinator/faculty of the department and an expert appointed by the BOE chairman shall conduct the viva-voce examination.
7. The Candidate who fails to attend and/or fulfill the requirements of the course shall not be eligible and he/she shall re-register for the course when offered.

Exposure visit**Max Marks 15**

Internal Assessment by the Exposure visit Director for 15 Marks		
Sl. No	Aspects	Marks
1	Action Plan	3
2	Preparation	3
3	Performance in the visits	3
4	Professional learning	3
5	Exposure visit Report	3
	Total	15

Viva-Voce examination by external examiner for 35 Marks		
Sl. No	Aspects	Marks
1	Presentation skill	7
2	Communication skill	7
3	Professional learning	7
4	Practice of social work	7
5	Exposure visit report	7
	Total	35

MASTER OF SOCIAL WORK
III SEMESTER
MSWH302MP: PREVENTIVE AND SOCIAL MEDICINE
(Specialization-III: MPSW)

Sub Code:MSWH302MP:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. To orient learner to the field and to develop understanding and expected competence about the task, role and functions of Medical and Psychiatric Social Work in various settings.
2. To understand the issues related to the prevention, clinical features and treatment of major communicable and non-communicable diseases and to understand the tenets of National Health Policy of India and modernization of community based health care services.

Module I:	Concept of health:	10 Hours
	Concept of health - Physical, social, mental and spiritual dimensions of health, Positive health - Determinants of health - Health and development - Indicators of health. Concept of Prevention: Levels of prevention - Hygiene, public health, preventive medicine, community health, social medicine, community medicine. Health Care of the Community; Concept of health care - Levels and principles of health care.	
Module II:	Classification of Diseases:	14 Hours
	Classification of Diseases: Communicable, Non-communicable, Accidents - Leprosy, Tuberculosis, Sexually Transmitted Diseases (STDs), HIV/AIDS. Cancer, Hypertension, Diabetes, Neurological problems.	
Module III:	Health and Nutrition:	12 Hours
	Health and Nutrition: Concept of nutrition - Nutritional requirements - Problem of malnutrition in India - Social aspects in nutrition - Balanced diet. National Health Programmes: Maternal and Child Health Services - Immunization – Integrated Child Development Services (ICDS) Scheme - School health programmes.	
Module IV:	National Health Policy of India:	10 Hours
	National Health Policy of India: Directorate General of Health Services, Indian Council of Medical Research (ICMR), Health as a concurrent subject.	
Module V:	Health System in India:	14 Hours
	Health System in India - at the Centre, at the State level, at the district level, and village level. Health Education and Communication: IEC, BCC. Voluntary Health Agencies in India - International health - World Health Organisation (WHO), UNICEF, UNDP, FAO, ILO, World Bank. Non - governmental and other Agencies - Ford Foundation, CARE, International Red Cross, Indian Red Cross.	

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MASTER OF SOCIAL WORK
III SEMESTER
MSWH303MP: MENTAL HEALTH
(Specializations-III: MPSW)

Sub Code: MSWH303MP:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. Understand the concepts 'mental health' and 'mental illness' and to understand the signs and symptoms, etiology, diagnosis and treatment of mental health problems.
2. Understand different services for the care of mentally ill and identify the issues related to community mental health settings.

Module I:	Introduction of Mental Health	10 Hours
	Meaning, Definition and Concepts of mental health, well-being and mental illness. Mental health as a part of general health - Misconceptions about mental illnesses. General approaches to the mentally ill - International classification of mental disorders. Signs, symptoms, etiology, diagnosis, prognosis and management of the following: Neuroses, Psychoses. Psycho physiologic disorders, Personality disorders, Deliberate self harm, Psychiatric disturbances in children and adolescents, Organic psychotic conditions, Mental retardation.	
Module II:	Community Mental Health	12 Hours
	Community Mental Health – Scope, concepts and perspectives; Historical Overview of CMH world over and in India; Prevention of mental illness: Primary, Secondary & Tertiary level - Disaster mental health management: PTSD, Panic, Phobia, Depression etc. - Mental health education - Civil society and mental health - Community mental health programs in India.	
Module III:	Mental Health Policy, Programs and Legislation:	12 Hours
	National Mental Health Program (NMHP), 1982, Revised version 2002, District Mental Health programmes (DMHP) and their implementation, review of implementation of both NMHP and DMHP in India since 1982, Legislations in the mental health sector – Indian Lunacy Act, 1912, Mental Health Act, 1987, Mental Health Advocacy action in India and internationally, Mental Health User Movement.	
Module IV:	Day Care Centres for Mentally Ill:	14 Hours
	Day-care centre, night-care centre, half-way-home, sheltered workshop, Occupational therapy units - Role of social worker and role of voluntary organizations. Role of family in the treatment of mentally ill - Preparing the family and community for the return of the affected individual, follow-up - governmental-agencies and paraprofessionals in the welfare of mentally ill.	
Module V:	Role of Social Worker in Mental Health Department	12 Hours
	Departments of psychiatry in general hospitals, child guidance clinics, community mental health units, correctional institutions, industries, and family welfare centres. Role of social worker with head injured, paraplegics and epileptics. Role of social worker in the management of substance abuse – Educational avenues in psychiatric social work - Research avenue in the field of mental health for social workers.	

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**MASTER OF SOCIAL WORK
III SEMESTER
MSWH304: SOCIAL WORK PRACTICUM-III (CONCURRENT FIELD WORK
AND EXPOSURE VISIT)**

Code	Title	Credits	Marks		Total Marks
			IA	Exam	
MSWH304	Social Work Practicum-III (Concurrent Field Work and Exposure visit)	4	30	70	100

**I. CONCURRENT FIELD WORK
(ASSESSMENT SCHEME FOR 50 MARKS)**

In third semester of MSW course students are given an option to take any one of the three specializations. Later each student will be placed in their respective specialization field to practice the social work and each student will be monitored by faculty member. This is mentoring the student to become professional.

The Following Objectives of the Concurrent Field Work:

1. To develop an understanding of the application of methods of social work practice in the field and develop a holistic view of social work and related interventions in the community, with special emphasis on the agency's role in human services.
2. To help students understand the socio-economic, cultural and political milieu and develop capacity for critical examination of positive and maintenance factors of social problems and their consequences.
3. To understanding the problems and opportunities in working with diverse populations and develop practice skills appropriate to each phase of the change process and apply them in direct work with people and communities.
4. To develop the self-awareness necessary to assess one's own values, attitudes, feelings, strengths, limitations, interests and performance and understanding the Community and Community dynamics.
5. To enable students to develop core skills of Social Work practice and to help students identify, plan and implement social work instruments and to assess their impact on different client system in various agency settings.
6. To help students appreciate the role of social work profession in empowering individuals, groups and communities and in facilitating social change.
7. To help students to develop skills and appropriate personality required for professional social work practice and provide opportunities to accept challenges and respond to them.
8. Learning by doing is the core of field work practice and practice of community empowerment and intervention programs.
9. To develop the belief to work as a member in a team, reinforce the inherent strength of the people to meet their needs and resolve problems and make conscious use of professional values and ethics.

Presentation of field-work visits/viva

After completion of 10 visits and the end of the field work, students should present their learning in a special class which will be organized for this purpose.

Individual and Group conferences

To facilitate learning, Individual as well as group conference will be organized every week.

Role of Field work Supervisor:

Every staff member is required to visit periodically, supervise and monitor the field work training. All reports be regularly corrected and weekly individual and group conference be scheduled and held

1. Three-way matching of students-agency-fieldwork coordination in the department.
2. Providing adequate supervision inputs to the agency supervisor.
3. Providing counseling support, assistance to the students for effective learning in the field.
4. Another educational responsibility is the assessment of the student's performance, in terms of his/her progress in the field of learning social work perspectives and skills. With the emphasis on participatory learning and consistent interaction between the Field Supervisor and the student.
5. The Field work Supervisor is responsible for workload allocation to ensure that the student has sufficient number and variety of tasks to accomplish the objectives of the education plan.

Viva Voce examination

After completion of the field work, BoE Chairman has to schedule viva-voce examination for concurrent field work as follows..

1. Every student has to submit duly signed by internal and external supervisor live visit diary or records to the department for the purpose of assessment.
2. The students learning and applicability of theory into practice will be assessed.
3. Viva-voce examination will be conducted for seventy marks (35) marks at the PG-Department of Social work, VSKU, Bellary/P.G Centre, Nandihalli, PG centre Koppal and each student is expected to give a presentation on field work.
4. Maximum 20 students Viva-voce examination may be schedule during morning and afternoon each session.

ASSESSMENT/ EVALUATION GUIDELINES

Internal assessment Criteria- Field work

Concurrent Field Work

Max marks= 15

Note: Internal evaluation/ Assessment shall be done in two or three stages

Sl. No.	Criteria	Marks
1	Field Work Diary and Report	03
2	Action Plan Preparation and Performance	03
3	No. of Visits (attended)	03
4	Professional Learning	03
5	Field Work Presentation	03
Total		15

5. Presentation of reports and discussion with faculty supervisor- Max Marks=03

Sl No	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Presentation of reports and discussion with faculty supervisor	03	Part A: Profile of the community/ organization/Industry <ul style="list-style-type: none"> • Address • Genesis (History of the agency) • Vision and mission (Aim and objectives) • Interventions/ Programmes • Target group/s • Organizational structure • Funding sources • Monitoring and evaluation framework Part B: Observational & Experiential learning <ul style="list-style-type: none"> • Personal learning • Professional learning • Social problems and the role of social work 	Rating scale <1 2-3 <hr/> Satisfactory Very Good
	Total	03		

Criterion for Field Work Viva-Voce Examination

The following criterion is designed to assess the MSW student's performance in the Field Work Viva-Voce examination.

Maximum marks: 35

Sl. No.	Assessment Domains	Marks	Assessment tool
1.	Field Work Diary and Report	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
2.	Understanding about the community/ Organization/ industry: structure, target group and Programmes	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
3.	Action plan (Preparation of action plan and implementation)	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
4.	Learning outcome (Professional and personal)	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
5.	Theoretical and conceptual knowledge (Social Work Practice linkage)	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
	Total= 35		

II. SOCIAL WORK EXPOSURE VISIT (ASSESSMENT SCHEME FOR 50 MARKS)

An exposure visit of 3-4 days duration shall be made to provide an opportunity to study and appreciate innovative efforts (successful experiments/models of development) by individuals and groups towards meeting people core needs. This would help the students to develop a vision towards development.

Objectives:

1. Develop and enhance practice skills and integrate learning.
2. Develop greater understanding of reality situations through visiting various social work departments and organizations in different places of the State and National level.
3. Enhance awareness of self in the role of a professional social worker.

A. Submissions and Evaluation of Exposure visit:

1. The candidate has to submit the report within the time frame as prescribed by Board of Studies.
2. The report should be handwritten.
3. The report should not exceed 40 pages.
4. The report should be submitted within 3-4 Days after completion of the Exposure visit.

B. Evaluation:

1. The Exposure visit of a candidate shall be assessed for maximum of 50 marks [consisting of 15 marks for Exposure visit report evaluation by the Director/Coordinator of the Exposure visit and 35 marks by external Examiner for viva-voce examination].
2. **Internal Evaluation:** The Director or Coordinator of Exposure visit shall evaluate the report for a maximum of FIFTEEN (15) marks based on parameters specified by BOS in Social work.
3. **Internal Assessment:** The internal assessment is done by the Director/Coordinator of the Exposure visit is a full-time faculty member working in Social Work department of the VSKU/affiliated colleges where **Master Social Work** program offered.
4. **External Evaluation:** An Assistant professor, associate professor or professor level faculty members of other university shall do external evaluation for maximum of THIRTY FIVE (35) marks.
5. **Viva-voce/Presentation:** A viva-voce examination will be conducted for THIRTY FIVE (35) marks at the PG-Department of Social work, VSKU, Bellary/P.G Centre, Nandihalli, PG Centre Koppal and each student is expected to give a presentation on Exposure visit.
6. The Coordinator/faculty of the department and an expert appointed by the BOE chairman shall conduct the viva-voce examination.
7. The Candidate who fails to attend and/or fulfill the requirements of the course shall not be eligible and he/she shall re-register for the course when offered.

Exposure visit**Max Marks 15**

Internal Assessment by the Exposure visit Director for 15 Marks		
Sl. No	Aspects	Marks
1	Action Plan	3
2	Preparation	3
3	Performance in the visits	3
4	Professional learning	3
5	Exposure visit Report	3
	Total	15

Viva-Voce examination by external examiner for 35 Marks		
Sl. No	Aspects	Marks
1	Presentation skill	7
2	Communication skill	7
3	Professional learning	7
4	Practice of social work	7
5	Exposure visit report	7
	Total	35

MASTER OF SOCIAL WORK
III SEMESTER
MSWS305: SOCIAL POLICY, PLANNING AND DEVELOPMENT
(Soft Core)

Sub Code: MSWS305	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. Critically understand the concept, content and process of social development.
2. Develop the capacity to identify linkages among social needs, problems, development issues and policies.

Module I:	Concepts:	10 Hours
	Concepts: Policy, Public policy, Public Welfare, Social Policy, Economic Policy, Social Welfare Policy, Affirmative Actions, Protective Discrimination, Distributive and Redistributive Justice	
Module II:	Sources of Policy:	12 Hours
	Sources of Policy: Indian Constitution- Fundamental Rights and Directive Principles of State Policy, Overview of the basic structure of the Indian Political System- Legislature, Judiciary and executive, Policy Formulation Process, Role of Various actors in policy formulation:-International Organizations (UN, W.T.O, World Bank), Pressure Groups, Lobbies, Advocacy Networks, Academic and Research Organization, Industry and Market Forces; Role of Social Workers, Judicial Activism	
Module III:	Social Planning:	12 Hours
	Social Planning: Concept of social planning - Scope of social planning - the popular restricted view as planning for social services and the wider view as inclusive of all sectoral planning to achieve the goals of social development - Indian planning in a historical perspective - The Constitutional position of planning in India. The legal status of the Planning Commission - Coordination between Centre and State, need for decentralization - Panchayath Raj, people participation.	
Module IV:	Social Development:	14 Hours
	Social Development: The Concept - Defining social development – Elements of Development - Current debates of development – Process of Modernisation and Social Development -Approaches to development - Development indicators, Human Development Index, Millennium Development Goals, Social Exclusion and Inclusive Development.	
Module V:	Social Development in India:	12 Hours
	Social Development in India: The historical and social context of development in India - Demographic transitions - Rural development: agrarian and land reforms; Green Revolution - Industrialization and urban development - Labour relations- Gender issues - Environmental issues (land, water, forest) - Education - Health.	

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MASTER OF SOCIAL WORK
III SEMESTER
MSWS306: POPULATION AND ENVIRONMENT
(Soft core)

Sub Code: MSWS306	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. To examine population policy, plan and initiatives.
2. Understand inter-relatedness of human life, living organisms and environment

Module I:	Introduction to Population:	10 Hours
	Introduction to population, Meaning, definition and Characteristics of population: Population, determinants of growth. Global concerns - Characteristics of Indian Population – Distribution by age, sex, literacy and occupation –Fertility trends - Birth and death ratio. Population Policy, World Action Plan, Population Policy of India-Implementation; Initiatives – Government and NGO.	
Module II:	Family Planning:	12 Hours
	Family Planning: Objectives, scope, methods, implementation, mechanisms and progress. Concept and Scope of Population education, family life education, sex education, and family planning education.	
Module III:	Population and Environment:	12 Hours
	Population and Environment: Interrelatedness of human life, living organisms; Environment and natural resource – Environment, lifestyle, degradation. Environment management, maintaining, improving, enhancing – Current issues of Environment	
Module IV:	Natural Resources and Diversity:	14 Hours
	Natural Resources and Diversity: Utilisation and management – Forest, land, water, air, energy sources - Pollution - Sources, treatment, prevention - Soil, water, air, noise - Waste matter - disposal, recycling, renewal, problems, issues - Programmes for forest, land and water management	
Module V:	Environment Protection Laws and Role of Social Worker:	12 Hours
	Environment Protection Laws and Role of Social Worker: Acts related to environmental protection – Forest conservation- Water pollution – Standards and tolerance levels – Unplanned urbanization- Environmental movements in India - Role of NGOs in Environmental issues – Government agencies in environmental protection – Social work initiative and level, agency level, community levels.	

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MASTER OF SOCIAL WORK
III SEMESTER
MSW0E307: GERONTOLOGICAL SOCIAL WORK
(OEC)

Sub Code: MSW0E307:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. To understand the various challenges related to aging, healthy aging and problems of the elderly in difficult situations.
2. To identify agencies working with elderly, the different care settings and issues in working with elderly in different settings.

Module I:	Gerontology – Definition and scope:	10 Hours
	Gerontology – Definition and scope: Understanding the elderly – demographic, developmental, psychological, socio-cultural, economic, and health perspectives. The issues pertaining to elderly- health, occupation, income, retirement planning, family support, gender issues, property Rights and any other.	
Module II:	Developmental tasks in elderly:	12 Hours
	Developmental tasks in elderly: Issues in health care, changes in family structure, coping with aging process, challenges due to changing physiological, economic, safety, status in the family and other issues, Healthy aging, Successful aging, quality of life, coping with demise of the life partner, bereavement, resolving one’s own death, and any other.	
Module III:	Care settings for elderly:	14 Hours
	Care settings for elderly: General hospitals, geriatric wards/ hospitals, home-based care, homes for the aged, nursing homes, day-care-centers, hobby centers, and facilities for homeless elderly, elderly helpline, and senior citizen forum. Social security schemes for the Elderly. Tools for assessment of the problems of elderly, intervention and follow up services and evaluation.	
Module IV:	Theories of Successful Aging:	12 Hours
	Theories of Successful Aging: Disengagement Theory, Activity Theory – Productive aging and development. National Policy on Older Persons, Constitutional and Legal safeguards of senior citizens, Role of HelpAge India and other prominent Organisations working for elderly - International scenario.	
Module V:	Social work intervention:	12 Hours
	Social work intervention: measures for senior citizens through methods of social work: Case work, group work, community organisation, welfare administration, social work research, social action, Care giver issues - Needs, burden, coping and training; training for caregivers of institutions for the elderly.	

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1. Bali P. Arun, 2001: Care of the Elderly in India. Shimla, Indian Institute of Advanced Studies.
2. Dandekar, Kumudini. 1996: The Elderly in India, New Delhi, Sage Publications.
3. Dey, A. B (Ed.) 2003: Ageing in India: Situation Analysis and Planning for the Future. New Delhi / WHO and AIIMS.
4. Emmatty, Leena. M. 2008: An insight into Dementia Care in India. New Delhi, Sage Publications.
5. Gangadhar B. Sonar. 2010 : Social Work with Elderly, in Fields of Social Work Practice, edited by B.S.Gunjral and G.M.Molankal, Baraha Publishing House, Bangalore. P-75-83.
6. Gangadhar B. Sonar. 2004: Intergenerational Issues in Old Age: A study on Gulbarga District of Karnataka, Indian Journal of Gerontology Vol.18, No.3 & 4.
7. Gangadhar B. Sonar. 2004: Old Age Pensioners – A Socio-Psychological Study, Indian Journal of Gerontology Vol. 18, No. 1 & 2.
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9. Indira Jaiprakash. 1999: Aging in India, A report submitted to World Health Organisation, Geneva.
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12. Tyagi Renu. 2000: National Policy on Older Persons: At a Glance, Helpage India, Vol.6, No.1, P-5-10.
13. TISS. 1998: An Attempt to Develop Gerontological Social Work in India: A seminar report, Mumbai.
14. Vineeta B Pai 2000 : Coping with Retirement, UNESCO CLUB, Naganur, Belgaum
15. Chatterjee, S.C., Patna, and K.P., Charian, V. 2008: Discourses on aging and Dying. New Delhi, Sage Publications
16. Desai, Murli and Raju, Siva (Ed.) 2000: Gerontological Social Work in India – Some issues and Perspectives. Delhi, BR Publishing House,.
17. Rajan, Irudaya.S., Mishra,U. S., and Sharma, S.P. 1999. : India's Elderly, New Delhi, Sage Publications.
18. Ramamurti P,V and Jamuna D (Ed) 2004. : Handbook of Indian Gerontology. New Delhi, Serial Publishers.

II. Journals:

1. Indian Journal of Gerontology, C-207, Manu Marg, Tilak Nagar, Jaipur 302 004
2. R & D Journal of Helpage India. C-14, Qutab Institutional Area, New Delhi, 110016.

MASTER OF SOCIAL WORK
IV SEMESTER
MSWH401HR: EMPLOYEE RELATIONS AND LEGISLATION
(Specialisation-HRM)

Sub Code: MSWH401HR:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. Develop the skills and knowledge of interpersonal relationship as per organizational requirement and understand the trends and dynamics between the partners in the organization.
2. Enhance the knowledge on organizational performance, role and responsibility and stimulate thinking on rationale behind the Laws and their enforcement.

Module I:	Introduction to Employee Relations:	10 Hours
	Employee relations: History of industrialization in India - Issues related to employees in organized and unorganized sector. Concept, Definition; Philosophy and Principles of employee relations. Employee relations with special reference to Occupation - Safety - Health and Environment (OSHE) Education. Analysis of the terms 'industry' and 'industrial dispute', industrial discipline – misconduct, disciplinary proceedings. Domestic Enquiry: Contents and Process, Principles of Natural Justice, Tribunal, Discharge/Dismissal	
Module II:	Trade Unions and Collective Bargaining:	12 Hours
	Trade Unionism in India, emergence, history and growth, Trade Union as an organization – Structure, size, affiliation, membership, finance and leadership; Trade Union recognition and registration, Various Trade Unions in India, Trade Union policies, Role of Trade Unions in India, Employers’ Associations – Objectives, structure and activities.	
Module III:	Employment Relations Laws	12 Hours
	Legislation pertaining: The Payment of Bonus Act, 1965, Employees Provident Fund (and Misc. Provisions) Act 1952, Workmen's Compensation Act 1923, Employees State Insurance Act 1948, Payment of Gratuity Act, 1972, Child Labour (Prohibition and Regulation) Act, 1986. Fundamentals of Labour laws, The Constitution of India: Preamble, Fundamental Rights including writs, Directive Principles of State Policy, Jurisdiction of High Courts, Jurisdiction of Supreme Court, Special Leave Petition, The Factories Act 1948, The Contract Labour (Regulation and Abolition) Act 1970, The Minimum Wages Act 1948 and The Payment of Wages Act 1936; The Apprentices Act, 1961, The Maternity Benefit Act 1961.	
Module IV:	Industrial Establishment and	14 Hours
	Legislation pertaining: The Industrial Employment (Standing Orders) Act 1946, The Trade Union Act 1926, The Industrial Dispute Act 1947, The Employment Exchanges (Compulsory Notification of Vacancies) Act 1958. Introduction to Information Technology Act, 2000: - Object, Scope, Scheme of the Act and relevancy with other Laws, Introduction to Right to Information Act, Intellectual Property	

	Rights, Patent Law, Copyrights and Trademark Law.	
Module V:	Collective Bargaining:	12 Hours
	<p>Collective Bargaining: Definitions, characteristics, critical issues in collective bargaining, theories of collective bargaining, Hick's Analysis of Wages setting under collective bargaining, conflict-choice model of negotiation, a behavioral Theory of Labor Negotiation, Collective Bargaining in India, Collective bargaining in practice, levels of bargaining, coverage and duration of agreements, administration of agreements, negotiating a contract, the negotiation process, effective negotiation, negotiation and collective bargaining, post negotiation – Administration of the agreement.</p> <p>Employee relations in knowledge based industry - Concepts of self-managed teams (SMT) - Changing employee/ employer and trade union relationship. Current rules of Taxation of Salaries.</p> <p>Labor Welfare Officer - Duties and functions; Social Work in Industry.</p>	

References:

1. Achar, M. R. 1976 Labour Rules in Karnataka, Bangalore, Shree Vidya Printers.
2. Arora, M, 2005. Industrial Relations, New Delhi, Excel Books.
3. Dasgupta, S. K. Industrial Law, Sterling Publishers Pvt. Ltd.
4. Devar, R. S. 1967. Personnel Management and Industrial Relations, New Delhi, Vikas Publishing House.
5. Joseph, T.M. 2009. Industrial Law, Mumbai, Himalaya Publications Pvt., Ltd.
6. Lal Das, D. K. 1991. Personnel Management, Industrial Relations and Labour Welfare, Agra, Y. K. Publishers.
7. Madhusudhana Rao, M. 1986 Labour Management Relations and Trade Union Leadership, New Delhi, Deep and Deep Publications.
8. Malik P. L. 1986 Handbook of Labour and Industrial Law, Lucknow, Eastern Book Company.
9. Mamoria, C. B. and Dynamics of Industrial Relations, Mumbai, Mamoria S. 2006 Himalaya Publishing House.
10. Mamoria, C. B; Mamoria Dynamics of Industrial Relations in India, Satish, Gankar, S. V. 2000. Mumbai, Himalaya Publishing House.
11. Mishra M, 2006. Case Laws on Industrial Relations, New Delhi, Excell Books.
12. Moorthy, M. V. 1968. Principles of, Labour Welfare, Vishakapatnam, Gupta Brothers.
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14. Pyle M and George, Simon A, 2009. Industrial Relations and Personnel Management, New Delhi, Vikas Publishing House Pvt Ltd.
15. Rudrabasavaraj, M. N. 1984 Human Factors in Administration, Bombay, Himalaya Publishing House.
16. Sanajaoba, Naorem 1985 Industrial Tribunal - Working, Procedure and Judicial Trends, New Delhi, Deep and Deep Publications.

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20. Sinha, G. P. and Sinha, P. R. 1977. Industrial Relations and Labour Legislation in India, New Delhi, Oxford IBH Publishing Co.
21. Somani, Anjan and Mishra, Shivani, 2009-10 Employment Laws, Jaipur, Ramesh Book Depot
22. Srivastava S C, 2009 Industrial Relations and Labour Law. New Delhi, Vikas Publishing House Pvt Ltd.
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24. Tripathi, P. C. 1989. Personnel Management and Industrial Relations, New Delhi, S. Chand and Sons,.
25. Tyagi, B. P. 1976. Labour Economics and Social Welfare, Meerut, Jai Prakash Nath & Co.

MASTER OF SOCIAL WORK
IV SEMESTER
MSWH402HR: HUMAN RESOURCE DEVELOPMENT AND EMPLOYEE
WELLNESS
(Specialisation-HRM)

Sub Code: MSWH402HR:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. To develop multi facets of the personality and to build self confidence and o develop a spirit of continuous learning and innovation.
2. To strengthen the competency base of individuals, team and organization trend toward HR Accountability and to understand the various approaches and techniques of measuring HR.

Module I:	Human Resource Development (HRD):	10 Hours
	Concept, origin and needs for HRD; Overview of HRD as a Total system; Approaches to HRD; human capital approach; social psychology approach and poverty alleviation approach; HRD and its dimensions.	
Module II:	Human Resource Development Interventions:	12 Hours
	Performance Measurement Systems – Fundamental issues. 180 and 360 degree appraisals, feedback sessions. Organizational goal setting process, Key Result Area (KRA) and Key Performance Indicator (KPI), Coaching, Mentoring, career planning, career development, reward system, quality of work life. Physical and financial resources for HRD. Measuring HR : Changing role of HR, HR as a strategic partner, the need for measuring HR. Approaches to measuring HR: - Competitive Benchmarking, HR Accounting, HR Auditing, HR Cost monitoring, HR Effectiveness Index, HR Key Indicators, HR MBO (Management by Objective), HR Profit centre, HR Reputation, Return on Investment (ROI), HR surveys.	
Module III:	Instructional Technology:	12 Hours
	Learning and HRD; Building Learning Organization: Emerging Business realities, Knowledge creation and acquisition process, measuring learning – the intellectual capital, architecting a learning organization, Organizational Learning, models and curriculum; factors and principles of learning; group and individual learning; HRD trends; Obehavioural sciences; transactional analysis; assessment centre; Concepts of continuous learning, behavior modeling and self-directed learning; evaluating the HRD effort; data gathering; analysis and feedback; HRD experience in Indian organizations; future of HRD - Organization culture and development.	
Module IV:	Talent Development:	14 Hours
	Concept and importance; Training Need Analysis, process of training, designing and evaluating training and development programs. Use of information technology, Types and Methods of Training: Training within industry (TWI), External; on the job and off the job; Training methods; lecture, incident process, role play, structured and unstructured discussion, in-basket exercise, simulation, vestibules training, management games, case study, programmed instruction, team development, and sensitivity training; review of training programs.	

Module V:	Employee Wellness:	12 Hours
	<p>Concept, philosophy, principles and scope; Importance and relevance of wellness programs, Role of Welfare Officer as per the Factories Act 1948. Relevance - with reference to Accidents, Absenteeism, Alcoholism, Domestic Violence: Preventive and remedial measures.</p> <p>Employee Counseling. Role of Counselor in Organizations. Corporate Social Responsibility (CSR): CSR as a business strategy.</p> <p>Environmental management systems ISO 14001, ISO 26000: Social responsibility guidance standard, environmental impact assessment, Life cycle assessment, Social impact assessment.</p>	

References:

1. Bhattacharyya, Dipak Kumar (1999) "Managing People", New Delhi, Excel Books.
2. Business Today Managing People: The Business Today, Experiential Guide to Managing Workforce 2000, January 7-21, 1996.
3. Cowling, Alan and James Philip The Essence of Personnel Management and Industrial Relations, New Delhi, Pentice-Hall of India Pvt., Ltd.
4. Davis, Keith. 1983 Human Behaviour at Work, New Delhi: Tata McGraw-Hill
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7. Moorthy, M. V. 1982 Principles of Labour Welfare, New Delhi, Oxford & IBH.
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13. Rudrabasavaraj, M. N. 1984 Human Factors in Administration, Bombay: Himalaya Publishing House.
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15. Singh M. K. and Bhattacharya (Eds.) 1990 Personnel Management, New Delhi : Discovery Publishing House.

**MASTER OF SOCIAL WORK
IV SEMESTER
MSWH403: SOCIAL WORK PRACTICUM-IV (CONCURRENT FIELD WORK
AND BLOCK PLACEMENT)**

Code	Title	Credits	Marks		Total Marks
			IA	Exam	
MSWH404	Social Work Practicum-IV (Concurrent Field Work and Block Placement)	4	30	70	100

**I. CONCURRENT FIELD WORK
(ASSESSMENT SCHEME FOR 50 MARKS)**

In Fourth semester of MSW course students are given an option to take any one of the three specializations. Later each student will be placed in their respective specialization field to practice the social work and each student will be monitored by faculty member. This is mentoring the student to become professional.

The Following Objectives of the Concurrent Field Work:

1. To develop an understanding of the application of methods of social work practice in the field and develop a holistic view of social work and related interventions in the community, with special emphasis on the agency's role in human services.
2. To help students understand the socio-economic, cultural and political milieu and develop capacity for critical examination of positive and maintenance factors of social problems and their consequences.
3. To understanding the problems and opportunities in working with diverse populations and develop practice skills appropriate to each phase of the change process and apply them in direct work with people and communities.
4. To develop the self-awareness necessary to assess one's own values, attitudes, feelings, strengths, limitations, interests and performance and understanding the Community and Community dynamics.
5. To enable students to develop core skills of Social Work practice and to help students identify, plan and implement social work instruments and to assess their impact on different client system in various agency settings.
6. To help students appreciate the role of social work profession in empowering individuals, groups and communities and in facilitating social change.
7. To help students to develop skills and appropriate personality required for professional social work practice and provide opportunities to accept challenges and respond to them.
8. Learning by doing is the core of field work practice and practice of community empowerment and intervention programs.
9. To develop the belief to work as a member in a team, reinforce the inherent strength of the people to meet their needs and resolve problems and make conscious use of professional values and ethics.

Presentation of field-work visits/viva

After completion of 10 visits and the end of the field work, students should present their learning in a special class which will be organized for this purpose.

Individual and Group conferences

To facilitate learning, Individual as well as group conference will be organized every week.

Role of Field work Supervisor:

Every staff member is required to visit periodically, supervise and monitor the field work training. All reports be regularly corrected and weekly individual and group conference be scheduled and held

1. Three-way matching of students-agency-fieldwork coordination in the department.
2. Providing adequate supervision inputs to the agency supervisor.
3. Providing counseling support, assistance to the students for effective learning in the field.
4. Another educational responsibility is the assessment of the student's performance, in terms of his/her progress in the field of learning social work perspectives and skills. With the emphasis on participatory learning and consistent interaction between the Field Supervisor and the student.
5. The Field work Supervisor is responsible for workload allocation to ensure that the student has sufficient number and variety of tasks to accomplish the objectives of the education plan.

Viva Voce examination

After completion of the field work, BoE Chairman has to schedule viva-voce examination for concurrent field work as follows..

1. Every student has to submit duly signed by internal and external supervisor live visit diary or records to the department for the purpose of assessment.
2. The students learning and applicability of theory into practice will be assessed.
3. Viva-voce examination will be conducted for seventy marks (35) marks at the PG-Department of Social work, VSKU, Bellary/P.G Centre, Nandihalli, PG centre Koppal and each student is expected to give a presentation on field work.
4. Maximum 20 students Viva-voce examination may be schedule during morning and afternoon each session.

ASSESSMENT/ EVALUATION GUIDELINES

Internal assessment Criteria- Field work

Concurrent Field Work

Max marks= 15

Note: Internal evaluation/ Assessment shall be done in two or three stages

Sl. No	Criteria	Marks
1	Field Work Diary and Report	03
2	Action Plan Preparation and Performance	03
3	No. of Visits (attended)	03
4	Professional Learning	03
5	Field Work Presentation	03
Total		15

1. Field work Diary and report= Max Marks= 03

SI No	Area	Max marks=03	Dimensions to be considered while awarding marks	Criteria	
1	Maintenance of field work diary	1	Language, content, logical connection, etc.	Rating scale 1 <hr/> Satisfactory	
2	Field work report	2	Language, content, logical connection, submitted the reports in time, etc	Rating scale 1 <hr/> Satisfactory	2 <hr/> Very Good
	Total	03			

2. Action plan and performance- Max Marks=03

SI No	Area	Max marks =03	Dimensions to be considered while awarding marks	Criteria
1	Takes initiative in preparing future visits plan	1	discuss with the faculty supervisor, agency supervisor, review the related literature	Rating scale 1 <hr/> Satisfactory
2	Participation in individual conference	1	Participation in individual conference	Rating scale 1 <hr/> Satisfactory
3	Field work supervision/consultation with agency officials	1	Periodically meets the agency supervisor , regular in field work, etc	Rating scale 1 <hr/> Satisfactory
	Total	03		

3. No. of Live Visits - Max Marks= 03

SI No.	Area	Max marks=03	Dimensions to be considered while awarding marks	Criteria
1	Number of Live Visits	3	75% - 85% 86% - 95% 96% -100%	1 Mark 2 Marks 3 Marks
	Total	03		

4. Professional learning- Max Marks=03

SI No	Area	Max marks= 03	Dimensions to be considered while awarding marks	Criteria	
1	Application of theory in to practical context	2	Integration of theory into practice, able to understand the theory and relates to practice	Rating scale <1 <hr/> Satisfactory	2 <hr/> Very Good
2	Practice of case work/ group work etc.).	1	Practices case work and group work process, skills, etc.,	Rating scale <1 <hr/> Satisfactory	
	Total	03			

5. Presentation of reports and discussion with faculty supervisor- Max Marks=03

Sl no	Area	Max marks	Dimensions to be considered while awarding marks	Criteria						
1	Presentation of reports and discussion with faculty supervisor	03	Part A: Profile of the community/organization/Industry <ul style="list-style-type: none"> • Address • Genesis (History of the agency) • Vision and mission (Aim and objectives) • Interventions/ Programmes • Target group/s • Organizational structure • Funding sources • Monitoring and evaluation framework Part B: Observational & Experiential learning <ul style="list-style-type: none"> • Personal learning • Professional learning • Social problems and the role of social work 	Rating scale <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; border-bottom: 1px solid black; text-align: center;"><1</td> <td style="width: 33%; border-bottom: 1px solid black; text-align: center;">2-3</td> <td style="width: 33%;"></td> </tr> <tr> <td style="text-align: center;">Satisfactory</td> <td style="text-align: center;">Good</td> <td style="text-align: center;">Very Good</td> </tr> </table>	<1	2-3		Satisfactory	Good	Very Good
<1	2-3									
Satisfactory	Good	Very Good								
	Total	03								

Criterion for Field Work Viva-Voce Examination

The following criterion is designed to assess the MSW student's performance in the Field Work Viva-Voce examination.

Maximum marks: 35

Sl. No.	Assessment Domains	Marks	Assessment tool						
1	Field Work Diary and Report	07	Rating scale <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; border-bottom: 1px solid black; text-align: center;"><2</td> <td style="width: 33%; border-bottom: 1px solid black; text-align: center;">3-5</td> <td style="width: 33%; border-bottom: 1px solid black; text-align: center;">6-7</td> </tr> <tr> <td style="text-align: center;">Satisfactory</td> <td style="text-align: center;">Good</td> <td style="text-align: center;">Very Good</td> </tr> </table>	<2	3-5	6-7	Satisfactory	Good	Very Good
<2	3-5	6-7							
Satisfactory	Good	Very Good							
2	Understanding about the community/ Organization/ industry: structure, target group and Programmes	07	Rating scale <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; border-bottom: 1px solid black; text-align: center;"><2</td> <td style="width: 33%; border-bottom: 1px solid black; text-align: center;">3-5</td> <td style="width: 33%; border-bottom: 1px solid black; text-align: center;">6-7</td> </tr> <tr> <td style="text-align: center;">Satisfactory</td> <td style="text-align: center;">Good</td> <td style="text-align: center;">Very Good</td> </tr> </table>	<2	3-5	6-7	Satisfactory	Good	Very Good
<2	3-5	6-7							
Satisfactory	Good	Very Good							
3	Action plan (Preparation of action plan and implementation)	07	Rating scale <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; border-bottom: 1px solid black; text-align: center;"><2</td> <td style="width: 33%; border-bottom: 1px solid black; text-align: center;">3-5</td> <td style="width: 33%; border-bottom: 1px solid black; text-align: center;">6-7</td> </tr> <tr> <td style="text-align: center;">Satisfactory</td> <td style="text-align: center;">Good</td> <td style="text-align: center;">Very Good</td> </tr> </table>	<2	3-5	6-7	Satisfactory	Good	Very Good
<2	3-5	6-7							
Satisfactory	Good	Very Good							
4	Learning outcome (Professional and personal)	07	Rating scale <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; border-bottom: 1px solid black; text-align: center;"><2</td> <td style="width: 33%; border-bottom: 1px solid black; text-align: center;">3-5</td> <td style="width: 33%; border-bottom: 1px solid black; text-align: center;">6-7</td> </tr> <tr> <td style="text-align: center;">Satisfactory</td> <td style="text-align: center;">Good</td> <td style="text-align: center;">Very Good</td> </tr> </table>	<2	3-5	6-7	Satisfactory	Good	Very Good
<2	3-5	6-7							
Satisfactory	Good	Very Good							
5	Theoretical and conceptual knowledge (Social Work Practice linkage)	07	Rating scale <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; border-bottom: 1px solid black; text-align: center;"><2</td> <td style="width: 33%; border-bottom: 1px solid black; text-align: center;">3-5</td> <td style="width: 33%; border-bottom: 1px solid black; text-align: center;">6-7</td> </tr> <tr> <td style="text-align: center;">Satisfactory</td> <td style="text-align: center;">Good</td> <td style="text-align: center;">Very Good</td> </tr> </table>	<2	3-5	6-7	Satisfactory	Good	Very Good
<2	3-5	6-7							
Satisfactory	Good	Very Good							
Total= 35									

**II. BLOCK PLACEMENT (INTERNSHIP)
(ASSESSMENT SCHEME FOR 50 MARKS)**

This opportunity is provided at the end of the Forth semester. Block placement is designed to integrate the theory and practice and to enhance competence of social work practice and experience of self.

The main objectives of the block placement are as follows:

1. Develop and enhance practice skills and integrate learning.
2. Develop greater understanding of reality situations through involvement in day to day work.
3. Develop appreciation of others efforts and sensitivity to gaps in the programme.
4. Enhance awareness of self in the role of a professional social worker.

The forth semester students, immediately after completion of theory examination shall undergo 30 Days Block Placement training (on the job training). The Chairman/Co-ordinator will select the setting appropriate to meet the learner's interest and needs in consultation with social work agencies/ industries. The candidate has to send weekly report duly certified by the agency supervisor.

Viva Voce examination

After completion of the Block Placement, BoE Chairman has to schedule viva-voce examination for concurrent field work as follows.

1. Every student has to submit duly signed Block Placement report by the internal supervisor and department Chairman/Co-ordinator to the department for the purpose of assessment.
2. The students learning and applicability of theory into practice will be assessed.
3. Viva-voce examination will be conducted for seventy marks (35) marks at the PG-Department of Social Work, VSKU, Bellary/P.G Centre, Nandihalli, PG centre Koppal and each student is expected to give a presentation on Block Placement.
4. Maximum 20 students Viva-voce examination may be schedule during morning and afternoon each session.

ASSESSMENT/ EVALUATION GUIDELINES

Internal evaluation/Assessment

Max marks= 15

Sl. No	Criteria	Marks
1	Block Placement Diary and Report	3
2	Action Plan Preparation and Performance	3
3	No. of live Visits	3
4	Professional Learning	3
5	Block Placement Presentation	3
Total		15

1. Block Placement Diary and Report= Max Marks= 03

Sl No	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Maintenance of field work diary	2	Language, content, logical connection, etc	Rating scale <1 2 ----- Satisfactory Very Good
2	Field work report	1	Language, content, logical connection, submitted the reports in time, etc	Rating scale <1 ----- Satisfactory
	Total	03		

2. Action plan and performance- Max Marks=3

Sl No	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Takes initiative in preparing future visits plan	1	discuss with the faculty supervisor, agency supervisor, review the related literature	Rating scale <1 ----- Satisfactory
2	Participation in individual conference Administrative procedures	1	Participation in individual conference Understanding the knowledge of administrative procedures, programme management.	Rating scale <1 ----- Satisfactory
3	Capacity to work in a team BPT supervision/consultation with agency officials	1	Has adaptable skills in the agency Periodically meets the agency supervisor , regular in field work, etc	Rating scale <1 ----- Satisfactory
	Total	3		

3. No of Live visits- Max Marks= 03

Sl No	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Number of Live visits	03	75% - 85% 86% to 95% 96% -100%	1 Mark 2 Marks 3 Marks
	Total	03		

4. Professional learning- Max Marks=03

Sl No	Area	Max marks= 03	Dimensions to be considered while awarding marks	Criteria
1	Application of theory in to practical context	2	Integration of theory into practice, able to understand the theory and relates to practice	Rating scale <1 2 ----- Satisfactory Very Good
2	Practice of case work/ group work etc.) in the Fourth semester. Practice of respective specialization in the field	1	Practice of respective specialization in the field in the fourth semester.	Rating scale <1 ----- Satisfactory
	Total	03		

5. Presentation of reports and discussion with faculty supervisor- Max Marks=03

Sl no	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Presentation of reports and discussion with faculty supervisor	03	Part A: Profile of the community/ organization/Industry <ul style="list-style-type: none"> • Address • Genesis (History of the agency) • Vision and mission (Aim and objectives) • Interventions/ Programmes • Target group/s • Organizational structure • Funding sources • Monitoring and evaluation framework Part B: Observational & Experiential learning <ul style="list-style-type: none"> • Personal learning • Professional learning • Social problems and the role of social work 	Rating scale <1 2-3 Satisfactory Very Good
Total		03		

Criterion for Block Placement Viva-Voce Examination

The following criterion is designed to assess the MSW student's performance in the Block Placement Viva-Voce examination.

Maximum marks: 35

Sl No	Assessment Domains	Marks	Assessment tool
1.	Block Placement Diary and Report	7	Rating scale <2 3-5 6-7 Satisfactory Good Very Good
2	Understanding about the community/ Organization/ industry: structure, target group and Programmes	7	Rating scale <2 3-5 6-7 Satisfactory Good Very Good
3	Action plan (Preparation of action plan and implementation)	7	Rating scale <2 3-5 6-7 Satisfactory Good Very Good
4	Learning outcome (Professional and personal)	7	Rating scale <2 3-5 6-7 Satisfactory Good Very Good
5	Theoretical and conceptual knowledge (Social Work Practice linkage)	7	Rating scale <2 3-5 6-7 Satisfactory Good Very Good
Total= 35			

MASTER OF SOCIAL WORK
IV SEMESTER
MSWH401CD:DISASTER MANAGEMENT AND SOCIAL WORK INTERVENTION
(Specialization-CD)

Sub Code: MSWH401CD:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. Understand key concepts, theories and approaches of disaster management with specific reference to Indian context
2. Develop skills to analyse factors contributing to disaster and Develop an understanding of the process of disaster management.

Module I:	Disasters: Concept, types and impact	10 Hours
	Meaning and types of disaster, Famine, floods, cyclones, hurricanes, warfare, earthquake, volcanoes; traditional and modern disaster threats and care factor, classification of disasters. Impact of disaster; Social, psychological, economical and physical. Understanding traumatic stress reactions.	
Module II:	Meaning and Concept of Disaster Management:	12 Hours
	Meaning, definitions and concept of Disaster management; approaches to disaster management, importance and relevance of disaster management in the present environmental scenario, cases studies of disaster management. Disaster management cycle and Stages of Disaster management.	
Module III:	Disaster and Social Work Intervention:	12 Hours
	Scope of disaster related intervention, intervention during disaster impact stage, trauma counseling and crisis intervention, post disaster management, damage assessment and long term rehabilitation and reconstruction, networking and co-ordination between government, NGOs, donor agencies, local bodies, police, military etc.	
Module IV:	Disaster Prevention and Preparedness:	14 Hours
	Vulnerability analysis, hazard mapping, community based disaster preparedness programmes, training for CBDP, preparedness for post-disaster emergency response and long term rehabilitation, organization and planning, logistics; resource utilization, specialized skills and training needs; public awareness and education; first-aid training, civil defense training.	
Module V:	Institutions and Instruments in Disaster Response:	12 Hours
	International decade for natural disaster reduction and UN resolutions, administration of relief in India -National, state, district and local levels; Disaster related legislations and policies; national and international donor agencies; NGOs, mental health institutions in disaster management and relief.	

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MASTER OF SOCIAL WORK
IV SEMESTER
MSW402CD:MANAGEMENT OF NON-GOVERNMENTAL ORGANIZATIONS
(Specialization-CD)

Sub Code: MSWH402CD:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. Develop an understanding about the role of NGOs in social development.
2. Develop knowledge about management of NGOs and develop the ability to identify collaborative strategies between NGOs and Government institutions.

Module I:	Non Profits as Organizational Entities:	10 Hours
	Non-profits as modern organizational forms- NGOs as non profit organizations involved in development work - common denominators and overlaps in business, public and non- profit managements - legal – rational structure of non-profits - trusts, societies and companies special reference to Trust Act, Societies Registration Act and Companies Act.	
Module II:	Organizational Design:	12 Hours
	Vision, Mission and Goals of NGOs - matching intervention paradigms with mission and vision – translating vision and mission into action – Role of Strategic Planning - Operational goals, Programmes and Projects - Division of responsibility, authority and power relations – Decision-making - Participation, empowerment, teamwork and ownership Voluntarism, Individual Autonomy and Organisational accountability, Transparency and Stakeholder Accountability - Knowledge generation and management - Leadership styles suited for NGO.	
Module III:	NGO Environment:	12 Hours
	Interfacing with community and community based organizations - NGO-State relationship - Critical collaboration and autonomy - Managing and maintaining donor constituency – Other NGOs and CBO - Networking, Partnering, Collaborating, etc. – Relating to market and business-NGI- Corporate relationship. NGO Capacity Building: Building the competencies in NGOs - Identification and procurement of right competencies, Training and development and performance appraisal – Organizational – techno - managerial capacity, Capacity for independence and autonomy and capacity for learning and change.	
Module IV:	Resource Management for Non- Profits:	14 Hours
	Resource Mobilisation for NGO - Non-financial resource, natural resources, physical resources in the form of common property - Human capital resources and social capital financial resource – Institutional and non - institutional sources of funding - National and international Fund-raising: strategies – Foreign contributions - Statutory obligations.	
Module V:	Accounting for Non- Profit Organisations	12 Hours
	Basic accounting principles and concepts- Preparation and analysis of financial statements- Ratio analysis, cash flow and fund flow analysis - Responsibility accounting, performance budgeting and zero base budgeting; Financial Management: Investment, Financing – Management of working capital.	

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**MASTER OF SOCIAL WORK
IV SEMESTER
MSWH403: SOCIAL WORK PRACTICUM-IV (CONCURRENT FIELD WORK
AND BLOCK PLACEMENT)**

Code	Title	Credits	Marks		Total Marks
			IA	Exam	
MSWH403	Social Work Practicum-IV (Concurrent Field Work and Block Placement)	4	30	70	100

**I. CONCURRENT FIELD WORK
(ASSESSMENT SCHEME FOR 50 MARKS)**

In Fourth semester of MSW course students are given an option to take any one of the three specializations. Later each student will be placed in their respective specialization field to practice the social work and each student will be monitored by faculty member. This is mentoring the student to become professional.

The Following are the Objectives of Fieldwork:

1. To develop an understanding of the application of methods of social work practice in the field and develop a holistic view of social work and related interventions in the community, with special emphasis on the agency's role in human services.
2. To help students understand the socio-economic, cultural and political milieu and develop capacity for critical examination of positive and maintenance factors of social problems and their consequences.
3. To understanding the problems and opportunities in working with diverse populations and develop practice skills appropriate to each phase of the change process and apply them in direct work with people and communities.
4. To develop the self-awareness necessary to assess one's own values, attitudes, feelings, strengths, limitations, interests and performance and understanding the Community and Community dynamics.
5. To enable students to develop core skills of Social Work practice and to help students identify, plan and implement social work instruments and to assess their impact on different client system in various agency settings.
6. To help students appreciate the role of social work profession in empowering individuals, groups and communities and in facilitating social change.
7. To help students to develop skills and appropriate personality required for professional social work practice and provide opportunities to accept challenges and respond to them.
8. Learning by doing is the core of field work practice and practice of community empowerment and intervention programs.
9. To develop the belief to work as a member in a team, reinforce the inherent strength of the people to meet their needs and resolve problems and make conscious use of professional values and ethics.

Presentation of field-work visits/viva

After completion of 10 visits and the end of the field work, students should present their learning in a special class which will be organized for this purpose.

Individual and Group conferences

To facilitate learning, Individual as well as group conference will be organized every week.

Role of Field work Supervisor:

Every staff member is required to visit periodically, supervise and monitor the field work training. All reports be regularly corrected and weekly individual and group conference be scheduled and held

1. Three-way matching of students-agency-fieldwork coordination in the department.
2. Providing adequate supervision inputs to the agency supervisor.
3. Providing counseling support, assistance to the students for effective learning in the field.
4. Another educational responsibility is the assessment of the student's performance, in terms of his/her progress in the field of learning social work perspectives and skills. With the emphasis on participatory learning and consistent interaction between the Field Supervisor and the student.
5. The Field work Supervisor is responsible for workload allocation to ensure that the student has sufficient number and variety of tasks to accomplish the objectives of the education plan.

Viva Voce examination

After completion of the field work, BoE Chairman has to schedule viva-voce examination for concurrent field work as follows..

1. Every student has to submit duly signed by internal and external supervisor live visit dairy or records to the department for the purpose of assessment.
2. The students learning and applicability of theory into practice will be assessed.
3. Viva-voce examination will be conducted for seventy marks (35) marks at the PG-Department of Social work, VSKU, Bellary/P.G Centre, Nandihalli, PG centre Koppal and each student is expected to give a presentation on field work.
4. Maximum 20 students Viva-voce examination may be schedule during morning and afternoon each session.

ASSESSMENT/ EVALUATION GUIDELINES

Internal assessment Criteria- Field work

Concurrent Field Work

Max marks= 15

Note: Internal evaluation/ Assessment shall be done in two or three stages

Sl. No	Criteria	Marks
1	Field Work Diary and Report	03
2	Action Plan Preparation and Performance	03
3	No. of Visits (attended)	03
4	Professional Learning	03
5	Field Work Presentation	03
Total		15

1. Field work Diary and report= Max Marks= 03

Sl No	Area	Max marks=03	Dimensions to be considered while awarding marks	Criteria
1	Maintenance of field work diary	1	Language, content, logical connection, etc.	Rating scale 1 <hr/> Satisfactory
2	Field work report	2	Language, content, logical connection, submitted the reports in time, etc	Rating scale 1 2 <hr/> Satisfactory Very Good
	Total	03		

2. Action plan and performance- Max Marks=03

Sl No	Area	Max marks =03	Dimensions to be considered while awarding marks	Criteria
1	Takes initiative in preparing future visits plan	1	discuss with the faculty supervisor, agency supervisor, review the related literature	Rating scale 1 <hr/> Satisfactory
2	Participation in individual conference	1	Participation in individual conference	Rating scale 1 <hr/> Satisfactory
3	Field work supervision/consultation with agency officials	1	Periodically meets the agency supervisor , regular in field work, etc	Rating scale 1 <hr/> Satisfactory
	Total	03		

3. No. of Live Visits - Max Marks= 03

Sl. No.	Area	Max marks=03	Dimensions to be considered while awarding marks	Criteria
1	Number of Live Visits	3	75% - 85% 86% - 95% 96% -100%	1 Mark 2 Marks 3 Marks
	Total	03		

4. Professional learning- Max Marks=03

Sl No	Area	Max marks =03	Dimensions to be considered while awarding marks	Criteria
1	Application of theory in to practical context	2	Integration of theory into practice, able to understand the theory and relates to practice	Rating scale <1 2 <hr/> Satisfactory Very Good
2	Practice of case work/ group work etc.)	1	Practices case work and group work process, skills, etc.	Rating scale <1 <hr/> Satisfactory
	Total	03		

5. Presentation of reports and discussion with faculty supervisor- Max Marks=03

Sl no	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Presentation of reports and discussion with faculty supervisor	03	Part A: Profile of the community/ organization/Industry <ul style="list-style-type: none"> • Address • Genesis (History of the agency) • Vision and mission (Aim and objectives) • Interventions/ Programmes • Target group/s • Organizational structure • Funding sources • Monitoring and evaluation framework Part B: Observational & Experiential learning <ul style="list-style-type: none"> • Personal learning • Professional learning • Social problems and the role of social work 	Rating scale <1 2-3 <hr/> Satisfactory Very Good
	Total	03		

Criterion for Field Work Viva-Voce Examination

The following criterion is designed to assess the MSW student's performance in the Field Work Viva-Voce examination. **Maximum marks: 35**

Sl. No.	Assessment Domains	Marks	Assessment tool
1	Field Work Diary and Report	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
2	Understanding about the community/ Organization/ industry: structure, target group and Programmes	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
3	Action plan (Preparation of action plan and implementation)	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
4	Learning outcome (Professional and personal)	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
5	Theoretical and conceptual knowledge (Social Work Practice linkage)	07	Rating scale <2 3-5 6-7 <hr/> Satisfactory Good Very Good
		Total= 35	

II. BLOCK PLACEMENT (INTERNSHIP) (ASSESSMENT SCHEME FOR 50 MARKS)

This opportunity is provided at the end of the Forth semester. Block placement is designed to integrate the theory and practice and to enhance competence of social work practice and experience of self.

The main objectives of the block placement are as follows:

1. Develop and enhance practice skills and integrate learning.
2. Develop greater understanding of reality situations through involvement in day to day work.
3. Develop appreciation of others efforts and sensitivity to gaps in the programme.
4. Enhance awareness of self in the role of a professional social worker.

The forth semester students, immediately after completion of theory examination shall undergo 30 Days Block Placement training (on the job training). The Chairman/Co-ordinator will select the setting appropriate to meet the learner's interest and needs in consultation with social work agencies/ industries. The candidate has to send weekly report duly certified by the agency supervisor.

Viva Voce examination

After completion of the Block Placement, BoE Chairman has to schedule viva-voce examination for concurrent field work as follows.

1. Every student has to submit duly signed Block Placement report by the internal supervisor and department Chairman/Co-ordinator to the department for the purpose of assessment.
2. The students learning and applicability of theory into practice will be assessed.
3. Viva-voce examination will be conducted for seventy marks (35) marks at the PG-Department of Social Work, VSKU, Bellary/P.G Centre, Nandihalli, PG centre Koppal and each student is expected to give a presentation on Block Placement.
4. Maximum 20 students Viva-voce examination may be schedule during morning and afternoon each session.

ASSESSMENT/ EVALUATION GUIDELINES

Internal evaluation/Assessment

Max marks= 15

Sl. No	Criteria	Marks
1	Block Placement Diary and Report	3
2	Action Plan Preparation and Performance	3
3	No. of live Visits	3
4	Professional Learning	3
5	Block Placement Presentation	3
Total		15

1. Block Placement Diary and Report= Max Marks= 03

Sl No	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Maintenance of field work diary	2	Language, content, logical connection, etc	Rating scale <1 2 ----- Satisfactory Very Good
2	Field work report	1	Language, content, logical connection, submitted the reports in time, etc	Rating scale <1 ----- Satisfactory
	Total	03		

1. Action plan and performance- Max Marks=3

Sl No	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Takes initiative in preparing future visits plan	1	discuss with the faculty supervisor, agency supervisor, review the related literature	Rating scale <1 ----- Satisfactory
2	Participation in individual conference Administrative procedures	1	Participation in individual conference Understanding the knowledge of administrative procedures, programme management.	Rating scale <1 ----- Satisfactory
3	Capacity to work in a team BPT supervision/consultation with agency officials	1	Has adaptable skills in the agency Periodically meets the agency supervisor , regular in field work, etc	Rating scale <1 ----- Satisfactory
	Total	3		

2. No of Live visits- Max Marks= 03

Sl No	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Number of Live visits	03	75% - 85% 86% to 95% 96% -100%	1 Mark 2 Marks 3 Marks
	Total	03		

3. Professional learning- Max Marks=03

Sl No	Area	Max marks= 03	Dimensions to be considered while awarding marks	Criteria
1	Application of theory in to practical context	2	Integration of theory into practice, able to understand the theory and relates to practice	Rating scale <1 2 ----- Satisfactory Very Good
2	Practice of case work/ group work etc.) in the Fourth semester. Practice of respective specialization in the field	1	Practice of respective specialization in the field in the fourth semester.	Rating scale <1 ----- Satisfactory
	Total	03		

MASTER OF SOCIAL WORK
IV SEMESTER
MSWH401MP: MEDICAL SOCIAL WORK
(Specialization-MPSW)

Sub Code: MSWH401MP:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. Trace the Historical Development of Medical Social Work India and Abroad.
2. To understand the Nature of Medical Social Work Services.

Module I:	Medical Social Work:	10 Hours
	Medical Social Work: Meaning, Definition, Nature and Scope - Historical background in India and Abroad - Team work and Multidisciplinary approach in health care.	
Module II:	Hospital: Concept and types of hospitals:	12 Hours
	Hospital: Concept and types of hospitals - Historical development of hospitals as agencies of health care delivery - System of hospital - Goals, Structure and Functions - Organization and Management of Medical Social Work department in Hospitals.	
Module III:	Patient as a Person:	12 Hours
	Patient as a Person: Understanding the patient as a person; Illness behaviour and treatment - Impact of illness on the patient and family. Multiple factors like social, emotional, cultural, economic and political influencing the patient – Hospitalization process - Legal provisions in hospitalization and treatment.	
Module IV:	Legal aspects of health:	14 Hours
	Legal aspects of health: Relevance and scope of medico-legal information for social workers - Forensic medicine - Procedures in medico-legal practices: Courts of enquiry, witness, evidence, oral examinations, certificates, professional secrecy – Dying declaration - Medico-legal offences: Assault, harassment, accident, homicide, suicide, sexual offences - Relevant provisions of health legislations: MTP Act, Sex determination, Food and drug adulteration Act.	
Module V:	Medical Social Worker:	12 Hours
	Medical Social Worker: Emergence, Role, Functions and Tasks of Medical Social Worker in different departments of Hospital - Public relations - Staff development - Training and Supervision in Medical Social Work - Limitations, difficulties and challenges faced by Medical Social Worker - Role of Social Worker in Treatment and Rehabilitation of patients and their families.	

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MASETR OF SOCIAL WORK
IV SEMESTER
MSWH402MP: PSYCHIATRIC SOCIAL WORK
(Specialization-MPSW)

Sub Code: MSWH402MP:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. Understand historical background of psychiatric social work in India and abroad and understand the nature of psychiatric social work services and relevance of team work.
2. Understand the nature of collaboration with voluntary organizations for the welfare of mentally ill and identify the issues related to psychiatric social work department in hospitals and community mental health settings.

Module I:	Introduction to Psychiatric Social Work:	10 Hours
	Meaning and Scope - Historical background of psychiatric social work in India and abroad - Reasons for its development as a specialty.	
Module II:	Application of social work methods	12 Hours
	Application of social work methods and other related techniques used in the field - Multi-disciplinary approach and team work in mental health care - Problems of hospitalization - Impact of mental illness on the patient, family and community.	
Module III:	Organisation of psychiatric social work department – Functions	12 Hours
	Organisation of psychiatric social work department - Functions; and collaboration with other departments. Rehabilitation and Acts: Occupational therapy - Principles and practice Psychosocial rehabilitation.	
Module IV:	Approaches in Treatment:	14 Hours
	Approaches in Treatment: Concept - Multidisciplinary Approach: Its emergence - Rehabilitation of Psychiatric Patient - Identifying needs of attendants of Psychiatric Patients - Understanding the concept of disease burden in Psychiatric Setting.	
Module V:	Psychiatric Social Worker: Emergence of Psychiatric Social Worker role	12 Hours
	Psychiatric Social Worker: Emergence of Psychiatric Social Worker role - Functions and Tasks of Psychiatric Social Worker in Hospital - Public Relations - Staff Development - Training and Supervision in Psychiatric Social Work - Limitations, Difficulties and Challenges faced by Psychiatric Social Worker.	

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1. Banerjee, G. R. 1968 Psychiatric Social Work, Chapter 26, In. Wadia, A. R. (Ed.): History and Philosophy of Social Work in India, Bombay: Allied Publishers.
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**Master of Social Work
IV SEMESTER**

MSWH403: Social Work Practicum-IV (Concurrent Field Work and Block Placement)

Code	Title	Credits	Marks		Total Marks
			IA	Exam	
MSWH403	Social Work Practicum-IV (Concurrent Field Work and Block Placement)	4	30	70	100

**I. CONCURRENT FIELD WORK
(ASSESSMENT SCHEME FOR 50 MARKS)**

In Fourth semester of MSW course students are given an option to take any one of the three specializations. Later each student will be placed in their respective specialization field to practice the social work and each student will be monitored by faculty member. This is mentoring the student to become professional.

The Following Objectives of Concurrent Field Work:

1. Develop an understanding of the application of methods of social work practice in the field and develop a holistic view of social work and related interventions in the community, with special emphasis on the agency's role in human services.
2. To help students understand the socio-economic, cultural and political milieu and develop capacity for critical examination of positive and maintenance factors of social problems and their consequences.
3. Understanding the problems and opportunities in working with diverse populations and develop practice skills appropriate to each phase of the change process and apply them in direct work with people and communities.
4. Develop the self-awareness necessary to assess one's own values, attitudes, feelings, strengths, limitations, interests and performance and understanding the Community and Community dynamics.
5. To enable students to develop core skills of Social Work practice and to help students identify, plan and implement social work instruments and to assess their impact on different client system in various agency settings.
6. To help students appreciate the role of social work profession in empowering individuals, groups and communities and in facilitating social change.
7. To help students to develop skills and appropriate personality required for professional social work practice and provide opportunities to accept challenges and respond to them.
8. Learning by doing is the core of field work practice and practice of community empowerment and intervention programs.
9. Develop the belief to work as a member in a team, reinforce the inherent strength of the people to meet their needs and resolve problems and make conscious use of professional values and ethics.

Presentation of field-work visits/viva

After completion of 10 visits and the end of the field work, students should present their learning in a special class which will be organized for this purpose.

Individual and Group conferences

To facilitate learning, Individual as well as group conference will be organized every week.

Role of Field work Supervisor:

Every staff member is required to visit periodically, supervise and monitor the field work training. All reports be regularly corrected and weekly individual and group conference be scheduled and held

1. Three-way matching of students-agency-fieldwork coordination in the department.
2. Providing adequate supervision inputs to the agency supervisor.
3. Providing counseling support, assistance to the students for effective learning in the field.
4. Another educational responsibility is the assessment of the student's performance, in terms of his/her progress in the field of learning social work perspectives and skills. With the emphasis on participatory learning and consistent interaction between the Field Supervisor and the student.
5. The Field work Supervisor is responsible for workload allocation to ensure that the student has sufficient number and variety of tasks to accomplish the objectives of the education plan.

Viva Voce examination

After completion of the field work, BoE Chairman has to schedule viva-voce examination for concurrent field work as follows..

1. Every student has to submit duly signed by internal and external supervisor live visit diary or records to the department for the purpose of assessment.
2. The students learning and applicability of theory into practice will be assessed.
3. Viva-voce examination will be conducted for seventy marks (35) marks at the PG-Department of Social work, VSKU, Bellary/P.G Centre, Nandihalli, PG centre Koppal and each student is expected to give a presentation on field work.
4. Maximum 20 students Viva-voce examination may be schedule during morning and afternoon each session.

ASSESSMENT/ EVALUATION GUIDELINES

Internal assessment Criteria- Field work

Concurrent Field Work

Max marks= 15

Note: Internal evaluation/ Assessment shall be done in two or three stages

Sl. No	Criteria	Marks
1	Field Work Diary and Report	03
2	Action Plan Preparation and Performance	03
3	No. of Visits (attended)	03
4	Professional Learning	03
5	Field Work Presentation	03
Total		15

1. Field Work Dairy and Report= Max Marks= 03

Sl No	Area	Max marks=03	Dimensions to be considered while awarding marks	Criteria
1	Maintenance of field work dairy	1	Language, content, logical connection, etc.	Rating scale <u>1</u> Satisfactory
2	Field work report	2	Language, content, logical connection, submitted the reports in time, etc	Rating scale <u>1 2</u> Satisfactory Very Good
	Total	03		

2. Action plan and performance- Max Marks=03

Sl No	Area	Max marks =03	Dimensions to be considered while awarding marks	Criteria
1	Takes initiative in preparing future visits plan	1	discuss with the faculty supervisor, agency supervisor, review the related literature	Rating scale <u>1</u> Satisfactory
2	Participation in individual conference	1	Participation in individual conference	Rating scale <u>1</u> Satisfactory
3	Field work supervision/consultation with agency officials	1	Periodically meets the agency supervisor , regular in field work, etc	Rating scale <u>1</u> Satisfactory
	Total	03		

3. No. of Live Visits - Max Marks= 03

Sl. No.	Area	Max marks=03	Dimensions to be considered while awarding marks	Criteria
1	Number of Live Visits	3	75% - 85% 86% - 95% 96% -100%	1 Mark 2 Marks 3 Marks
	Total	03		

4. Professional learning- Max Marks=03

Sl No	Area	Max marks= 03	Dimensions to be considered while awarding marks	Criteria
1	Application of theory in to practical context	2	Integration of theory into practice, able to understand the theory and relates to practice	Rating scale <u><1 2</u> Satisfactory Very Good
2	Practice of case work/ group work etc.).	1	Practices case work and group work process, skills, etc.	Rating scale <u><1</u> Satisfactory
	Total	03		

II.BLOCK PLACEMENT (INTERNSHIP)
(ASSESSMENT SCHEME FOR 50 MARKS)

This opportunity is provided at the end of the Forth semester. Block placement is designed to integrate the theory and practice and to enhance competence of social work practice and experience of self.

The main objectives of the block placement are as follows:

1. Develop and enhance practice skills and integrate learning.
2. Develop greater understanding of reality situations through involvement in day to day work.
3. Develop appreciation of others efforts and sensitivity to gaps in the programme.
4. Enhance awareness of self in the role of a professional social worker.

The forth semester students, immediately after completion of theory examination shall undergo 30 Days Block Placement training (on the job training). The Chairman/Co-ordinator will select the setting appropriate to meet the learner's interest and needs in consultation with social work agencies/ industries. The candidate has to send weekly report duly certified by the agency supervisor.

Viva Voce examination

After completion of the Block Placement, BoE Chairman has to schedule viva-voce examination for concurrent field work as follows.

1. Every student has to submit duly signed Block Placement report by the internal supervisor and department Chairman/Co-ordinator to the department for the purpose of assessment.
2. The students learning and applicability of theory into practice will be assessed.
3. Viva-voce examination will be conducted for seventy marks (35) marks at the PG-Department of Social Work, VSKU, Bellary/P.G Centre, Nandihalli, PG centre Koppal and each student is expected to give a presentation on Block Placement.
4. Maximum 20 students Viva-voce examination may be schedule during morning and afternoon each session.

ASSESSMENT/ EVALUATION GUIDELINES

Internal evaluation/Assessment

Max marks= 15

Sl. No	Criteria	Marks
1	Block Placement Diary and Report	3
2	Action Plan Preparation and Performance	3
3	No. of live Visits	3
4	Professional Learning	3
5	Block Placement Presentation	3
Total		15

1. Block Placement Diary and Report= Max Marks= 03

Sl No	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Maintenance of field work diary	2	Language, content, logical connection, etc	Rating scale <1 2 <hr/> Satisfactory Very Good
2	Field work report	1	Language, content, logical connection, submitted the reports in time, etc	Rating scale <1 <hr/> Satisfactory
Total		03		

1. Action plan and performance- Max Marks=3

Sl No	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Takes initiative in preparing future visits plan	1	discuss with the faculty supervisor, agency supervisor, review the related literature	Rating scale <1 <hr/> Satisfactory
2	Participation in individual conference Administrative procedures	1	Participation in individual conference Understanding the knowledge of administrative procedures, programme management.	Rating scale <1 <hr/> Satisfactory
3	Capacity to work in a team BPT supervision/consultation with agency officials	1	Has adaptable skills in the agency Periodically meets the agency supervisor , regular in field work, etc	Rating scale <1 <hr/> Satisfactory
Total		3		

2. No of Live visits- Max Marks= 03

Sl No	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Number of Live visits	03	75% - 85% 86% to 95% 96% -100%	1 Mark 2 Marks 3 Marks
Total		03		

3. Professional learning- Max Marks=03

Sl No	Area	Max marks =03	Dimensions to be considered while awarding marks	Criteria
1	Application of theory in to practical context	2	Integration of theory into practice, able to understand the theory and relates to practice	Rating scale <1 2 <hr/> Satisfactory Very Good
2	Practice of case work/ group work etc.) in the Fourth semester. Practice of respective specialization in the field	1	Practice of respective specialization in the field in the fourth semester.	Rating scale <1 <hr/> Satisfactory
Total		03		

**MASTER OF SOCIAL WORK
IV SEMESTER
MSWH404: RESEARCH PROJECT**

Code	Title	Credits	Marks		Total Marks
			IA	Exam	
MSWH404	Research Project	4	30	70	100

RESEARCH PROJECT

The candidate is expected to select a theme relevant to the current social issues in consultation with the supervisor and make an exhaustive survey of literature on the chosen theme including empirical studies made on the same. The candidate shall also collect the experiences or opinions of people on the issue and make a presentation which becomes a second part of the Research Project.

Flexibility is accorded in planning and executing the Research Project. Creativity and analytical approach are the hallmarks of designing project. However, the activities are to be carried out under the direct supervision of the faculty supervisor. The report has to be submitted before the end of theory examination of that semester to the University, through the Supervisor and Chairman/Principal. Evaluation of the Research project will be done along with the viva-voce examination by the viva-voce committee, constituted for the assessment of social work practicum or similar committee may be constituted, if required.

OBJECTIVES:

The objectives of conducting Research Project during 4th semester of Master of Social Work program are:

1. To provide an opportunity for students to apply theoretical concepts in real life situations at the work place.
2. To enable students to manage resources, work under deadlines, identify and carry out specific goal oriented tasks.
3. To enable students discover their professional strengths and weaknesses and align them with the changing social environment.
4. To sharpen domain knowledge and provide cross functional skills.
5. To expose the students to the current social issues.
6. To learn apply multidisciplinary concepts, tools and techniques to solve organizational problems.
7. To understand the processes involved in the working of the various functional departments of the organization.
8. To create awareness for various research topics in the social environment.

Submissions and Evaluation of Research Project:

1. The candidate has to submit the project/dissertation within the time frame as prescribed by Board of Studies.
2. The responsibility of allocating the project work including the topic of the project, duration and the time for the field work etc., shall be decided by the Departmental Council during the previous semester.
3. Right from the initial stage of defining the problem, the candidate has to submit the progress reports periodically and also present his/her progress in the form of seminars in addition to the regular discussion with the guide. Components of evaluation of the Research Project.
4. The marks for report evaluation and the viva voce examination shall be decided by the respective Board of Studies.
5. If any difficulty arises in the implementation of these regulations (VSK University's CBCS regulations governing the Master of Social Work) the regulations governing the PG degree shall be applicable and appropriate clarifications shall be obtained from the competent authorities.

General Guidelines:

- A. Nature of Research Project :** The student will have to identify a project work in the student's area of specialization. Students are expected to study the functioning of an organization, identify a problem area and provide suggestions to overcome the problems.
1. No two students of the PG Department/ College shall work on the same topic in the same organization.
 2. Students can take field based research in different sectors of the society.
 3. No two students of the department/college shall work **on the same problem in the same organization.**
 4. Maximum of TWO [02] students of different college can work in the same organization with different topics.
- B. Duration of project work:** The project works shall be for a period of TWO months [60 Days].The project works commence after successful completion of Work in the first phase of the forth semester. Students are expected to take up the preliminary work such as identifying the organization, finalization of topic and review of literature during the 4th semester and start the project work.

A. Time table and Activities

Activity	Time-line	Remarks
Identifying the Organization and Problem Identification	First two weeks	Student individually identifies an organization and identifies problem for his/her study, according to his/her interest
Problem Statement	3rd week	His/her interests discussed with Guide
Research design	4th week	Discussion with internal guide to decide on suitable design for the research
Synopsis preparation	5 th and 6 th week	Preparation of synopsis- incorporating the Objectives
Presentation of synopsis	synopsis 7 th and 8 th week	The student will present Synopsis with the detailed execution plan to the concerned guide who will review and may a) approve, b) approve with modification or c) reject for fresh synopsis.
Approval status	9 th and 10 th week	The approval status is submitted to Chairman, Post Graduate Department of Social Work who will officially give concurrence for execution of the internship.

B. Schedule to be followed during Research Project

Activity	Time-line	Remarks
Understanding structure, culture and functioning of the organization.	15 Days	Student should understand products /services and problems of the organization.
Preparation of research instrument for data collection	10 Days	Discussion with the guide for finalization of research instrument in his/her domain and submit the same to the guide.
Data collection and processing	15 Days	Data collected to be edited, coded, tabulated and present for analysis with the guide's suggestions.
Analysis and finalization of Report	15 Days	Analysis of the research work and preparation of draft report
Submission of report	05 Days	Final report should be submitted to the university before two week of the commencement of theory examination

C. Format of the Research Project:

1. **The report shall be prepared using a MS word processor** with Times New Roman font sized 12, on a page layout of A4 size with 1" margin on all three sides and left with 1.5", 1.5 line spacing and only front side print, [no back-to-back print]. The report may not exceed 40 pages.

D. Evaluation:

1. The **Research Project** of a candidate shall be assessed for maximum of 50 marks [consisting of 15 marks for **Research Project** evaluation by the internal guide and 35 marks by external guide for viva-voce examination].
2. **Internal Evaluation:** The internal guide shall evaluate the report for a maximum of FIFTEEN (15) marks based on parameters specified by BOS in Social work.
3. **Guide: Internal guide** of the project work is a full-time faculty member working in Social Work department of the VSKU/affiliated colleges where **Master of Social Work** program offered.
4. **External Evaluation:** An Assistant professor, associate professor or professor level faculty member of other university shall do external evaluation for maximum of THIRTY FIVE (35) marks.
5. **Viva-voce/Presentation:** A viva-voce examination will be conducted for THIRTY FIVE (70) marks at the PG-Department of Social work, VSKU, Bellary/P.G Centre, Nandihalli, PG centre Koppal and each student is expected to give a presentation of his/her work.
6. The Chairman//Coordinator/faculty of the department and an expert appointed by the BOE chairman shall conduct the viva-voce examination.
7. The Candidate who fails to attend and/or fulfill the requirements of the course shall not be eligible and he/she shall re-register for the course when offered.

Marks allocation for Research Project

Max Marks=30

Evaluation by Internal Guide for 30Marks		
Sl. No	Aspects	Marks
1	Introduction and Methodology	6
2	Profile of the study area	6
3	Theoretical Background of the Study	6
4	Data Analysis and interpretation	6
5	Summary of Findings, suggestions and Conclusion	6
	Total	30

Viva-Voce examination by external examiner for 70 Marks

Sl. No	Aspects	Marks
1	Presentation skill	14
2	Communication skill	14
3	Subject knowledge	14
4	Methodology	14
5	Analysis, findings and suggestion	14
	Total	70

MASTER OF SOCIAL WORK
IV SEMESTER
MSWS405: COMMUNICATION AND COUNSELING
(Soft core)

Sub Code: MSWS405:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. Understand the meaning and importance of communication in day-to-day life.
2. Focus on interpersonal communication of interviewing and allied aspects and develop holistic understanding of counselling as a tool for help.

Module I:	Communication:	10 Hours
	<p>Communication: Meaning and importance of communication. Process of communication: Key elements in the communication process Communication, message, audience; channel of communication. Verbal and nonverbal communication. Basics of Communication. Education and communication for national development. Interpersonal communication: Interviewing - Objectives, principles of interviewing; listening, qualities of effective communicator. Seminars, conferences, lectures, group discussion, panel discussion, symposium, workshop, role playing, simulation exercises, written communication, report writing, letter writing, article/essay writing, games, brain storming, street play, field work exposure</p>	
Module II:	Visual aids in communication:	12 Hours
	<p>Visual aids in communication: Poster making, use of notice boards, flip charts, charts, flash cards, photographs, pamphlets, slide shows. Mass Communication: Television, exhibition, newspapers and magazines, advertisements, radio, film, VCD/ DVD, e-mail, internet. Impact of mass communication on society, family, marriage and child development. Communication Analysis and Planning: Planning and executing a communication campaign on an issue using various methods of communication.</p>	
Module III:	Counselling: Definition:	12 Hours
	<p>Counselling: Definition, nature and goals, areas of counselling; Historical background and origins of counselling, ethical nature of counselling, qualities of an effective counsellor. Counselling Situations: Developmental, preventive, facilitative, and crisis. Counselling and Psychotherapy - Skills in counselling - Establishing the relationship. Process of Counselling.</p>	
Module IV:	Approaches to Counselling:	14 Hours
	<p>Approaches to Counselling: Approaches; Theoretical base, thrust, goals, key concepts, techniques - Approaches like person-centered, rational-emotive, transactional analysis, behavioural approaches, gestalt, existential approaches, Egans three stage model, eclectic model. Indigenous Approach: Indigenous approaches of help and self-help like yoga, reflection. Act of Prayashchit.</p>	
Module V:	Employee Wellness:	12 Hours
	<p>Couple and Family Counselling: Issues in such counselling, its process and stages. Crisis Counselling Group Counselling: Counselling for groups - Process, advantages and disadvantages of group counselling, Practice of counselling in family counselling centres, family courts, counselling bureau - Premarital and marital counselling, vocational counselling centres, mental health centres, child guidance clinics, correctional institutions, deaddiction and rehabilitation centres, educational institutions.</p>	

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MASTER OF SOCIAL WORK
IV SEMESTER
MSWS406: REHABILITATION AND AFTER CARE SERVICES
(Soft core)

Sub Code: MSWS406:	No. of Lecture Hours per week : 04
Total Credit =04	Internal Marks : 30 and Exam Marks : 70 = 100

Objectives:

1. To understand the concept of handicap, rehabilitation and the scope for practice.
2. To identify the specific client categories requiring the rehabilitation services, problem specificity and rehabilitation service interventions and to acquaint oneself with different rehabilitation settings, different therapeutic approaches to rehabilitation process.

Module I:	Rehabilitation-	10 Hours
	Rehabilitation- definition and scope for social work interventions; definition of Impairment, Disability, Handicap; causes of Handicap - heredity, acquired, major illnesses - physical, neurological and psychiatric, Stress, vulnerability, coping and competence to deal with handicaps; Need for comprehensive rehabilitation – psycho-social rehabilitation.	
Module II:	History, philosophy and principles of psycho-social rehabilitation	12 Hours
	History, philosophy and principles of psycho-social rehabilitation; specific problem areas – physical handicap - vision, hearing, orthopedic, speech and language difficulties, mental retardation and others; neurological, psychiatric, disasters, alcohol and drug usage, terminal illnesses and any other. Intervention in rehabilitation - assessment, planning, intervention, evaluation, tools for assessment, follow up services.	
Module III:	Rehabilitation settings -	12 Hours
	Rehabilitation settings - Hospital based, day care, night care, quarter way home, half way home, group home, hostels, long stay homes, vocational guidance centre, sheltered workshop, occupational therapy centre, community based rehabilitation centre, home care, inclusive education and others Approaches – therapeutic community, behavioral, transactional analysis and eclectic approach	
Module IV:	Role of social work intervention methods in rehabilitation settings	14 Hours
	Role of social work intervention methods in rehabilitation settings - case work, group work, community organisation, research, administration and social action.	
Module V:	Legal provisions for differently abled people	12 Hours
	Legal provisions for differently abled people – The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, Rehabilitation Council of India: Formation, scope and functions, governmental policies and programmes, initiative from the non- governmental sectors. International trends and national initiatives in the rehabilitation scenario.	

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Question Paper Pattern for (CBCS) PG Examination MSW

Paper Code:

Paper Title:

Time: 3 Hours

Max. Marks: 70

Instruction: Answer all Sections

SECTION-A

Answer any **Three** questions

(3X5=15)

Q1.

Q2.

Q3.

Q4.

Q5.

Q6.

SECTION-B

Answer any **Four** of the following questions

(4X10=40)

Q7.

Q8.

Q9.

Q10.

Q11.

Q12.

SECTION-C

Answer any **One** of the following questions

(1X15=15)

Q13.

Q14.

Note for Paper setters: Question paper shall be set in English version only.