

Master of Social Work (MSW)

SYLLABUS
MSW – I to IV Semester
(2024-25 Onwards)
DEPARTMENT OF SOCIAL WORK



VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY,

Established by the Government of Karnataka under the Karnataka State Universities Act - 2000

“Jnana Sagara” Campus, Vinayaka Nagara, Cantonment, Ballari – 583105

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VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BALLARI
Department of Studies in Social Work
“Jnana Sagara” Campus, Vinayaka Nagara, Cantonment, Ballari – 583105

Faculties of the Department

Sl. No.	Name of the Faculties	Designation	Signature
01	Dr. Gouri Manik Manas	Professor and Chairperson	
02	Dr. Kumara	Assistant Professor	
03	Dr. Suma K.G.	Assistant Professor	



Vijayanagara Sri Krishnadevaraya University, Ballari
Department of Studies in Social Work
Two Year Post-Graduation Programme Structure and Syllabus



PROGRAMME DETAILS

Name of the Department:	Department of Studies in Social Work
Subject:	Social Work
Faculty:	Social Science
Name of the Course:	Master of Social Work
Duration of the Course:	2 Years divided in to 4 semesters

PREAMBLE:

The New Education Policy (NEP)-2020 has been designed to facilitate the education system to play an effective role in building vibrant nation. This policy aims at churning out the youth to compete locally, regionally, nationally and globally to meet the contemporary requirements of the society. This necessitates the introduction of innovations and development of “learner-centric approach” in education system. This system allows the flexibility in education system, so that students depending upon their interests can choose intra-disciplinary and inter-disciplinary courses. Keeping these objectives in view, the Choice Based Credit System (CBCS) is introduced with an emphasis on skill enhancement courses. Under this system, the performance of a student is evaluated through the grading system which is considered to be better than the conventional marking system. This will benefit the students to move across the institutions both within India and across the countries.

The Department of Social Work was started with a Master Programme in 2010. It was started as one among the department initiated at the university during its inception. The department hopes to become a centre of excellence in developing social work professionals for promoting justice and empowerment. With a judicious mix of theory and practice, the department has geared itself to be strong in teaching, research and learning. In the year 2013-14 the Ph. D programme is initiated at the department.

VISION:

“To groom the generations of world-class professional social workers by imparting most significant knowledge, skills, attitude and values aimed at individual, group and societal wellness”

MISSION:

- To evolve best practices in the areas of social work education, research, publication, extension and consultancy services in collaboration with Governmental and Non-Governmental Organizations to ensure sustainable, just, equitable and humane development.
- To improve the well-being of vulnerable individuals and communities, advance social and economic justice, and eradicate pressing societal problems in complex and culturally diverse urban environments throughout the nation and the world. Our mission is achieved through value-driven, scholarly and creative social work education, research, and professional leadership.
- Educate professional social workers with the knowledge, skills, and values needed to engage in culturally competent practice with diverse populations and communities, to critically analyze personal, familial and environmental factors affecting practice settings and practice techniques, and to advocate for those who confront barriers to maximizing the achievement of their fullest potential.

- Engage in scholarly activities that contribute to professional knowledge about complex social problems and innovative approaches to ameliorate those problems
- Provide service to local, national, and international communities through the development of an participation in collaborations with Social Agencies, Community-Based Organizations, Government, and Foundations.

Objectives of the Programme

The syllabus of Master in Social Work is developed in consultation with national and international experts in the subject and with the feedback from the stakeholders of the university which includes, parents, alumni and students as well as academicians from other universities across India. The objectives of the programme are..

1. It aims to conscientize students with the social, economic, political, psychological and cultural factors affecting the society.
2. Aims to equip the students to ensure social justice, community empowerment and development.
3. To prepare students for inclusive practice with diverse & vulnerable groups in society throughout a variety of local, regional & international human service settings, particularly practice with children, elderly persons, women, tribal groups, dalits minorities and sexual minorities & persons with disabilities.
4. To prepare students for ethical decision-making guided by the values, principles & standards of the social work profession.
5. To support on-campus, local, regional & international collaborations with research, education, consultation and assistance; to promote social cohesion, justice and social development.

Programme-Specific Outcomes:

On completion of the Programme, Students Should Be able to achieve the following Programme Specific Outcomes:

1. Able to practice the social work values and principles
2. Competent enough to address the problems and analyse critically the needs of the individual, groups and communities;
3. Capable of understanding the situation and apply required knowledge and skills for the practice
4. Able to Perform roles in various settings of social work practice
5. Proficient to examine the policy and programmes implemented for the benefit of the marginalised and vulnerable sections
6. Capable to conduct research to identify the social problems and its solutions
7. Able to inculcate skills to conceptualize, undertake evidence-based research with policy implication following the ethical standards.
8. Capable to build rapport with the community and establish a working relationship with individual, groups and communities
9. Able to practice evidence-based intervention at individual, groups and community level.
10. Capable to collaborate and co-operate with public, voluntary agencies, para-professionals for their capacity building and service rendering.
11. Capacitated with critical thinking, informed choices and decision making
12. Able to mobilise fund and optimum use of resources.
13. Able to develop the skill of documentation
14. Ability to express thoughts and ideas effectively, demonstrate the ability to listen with concern, read and write analytically and to present complex information in the clear and concise manner to different target groups.
15. Ability to use ICT in a variety of learning situations and to demonstrate their effectiveness.

16. Ability to work effectively with diverse teams and facilitate coordinated effort on the part of groups with the interests of a common cause and work efficiently as a player.
17. Ability to recognize problematic situations and to find workable means to resolve them.
18. Ability to understand information rationally and to make appropriate choices.
19. Ability to develop insight into one's own capacity to understand the professional skills and behavioral competencies to address the challenges of contemporary society.
20. Capable of self-directed continuous learning aimed at personal/professional development for improving knowledge, attitude and skills as also reskilling in diverse area.
21. Adopting multidimensional approach in assessment and treatment of psychiatric illness.
22. Capable of providing psychosocial care and management for the individuals, groups and communities.

Duration of Programmes:

Unless and otherwise provided, Post-Graduate Degree Programme is of Four [04] semesters of two years duration. A candidate can avail maximum of Eight [08] semesters of four years in one stretch to complete master's degree/programme.

Eligibility: Any degree

Candidates applying for admission to the Master's degree must have a three-year Bachelor's degree from Vijayanagara Sri Krishnadevaraya University or any other university recognized as equivalent. They must have obtained at least 50% marks (45% for SC/ST and Category-I candidates) in the relevant subjects and in the qualifying Bachelor's degree as a whole.

Medium of Instruction and Examination:

The medium of instruction and examination shall be normally in English. It may be in English or Kannada wherever necessary.

Programme Structure:

Sl. No.	Category of Course	Description
01	Disciplines Specific Core Course (DSC)	DSC courses aim to cover the basics that a student is expected to imbibe in that particular discipline. They provide fundamental knowledge and expertise to produce competent, creative graduates with a strong scientific, technical and academic acumen.
02	Discipline Specific Elective Course (DSE)	DSE course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or enables an exposure to some other discipline/ subject/domain or which nurtures the candidate's proficiency/skill.
03	Disciplines Specific Core Course (DSCP)	The DSCP course, which comprises practical components of the Social Work course, is compulsory across all four semesters. The components includes Social Work Skill Lab, Orientation Visits, Concurrent Fieldwork, Rural Camp (During second Semester – Compulsory), Block Placement.

The UGC Model Curriculum for Social Work Education (2001, p. 14) states that "... each learner should get about

forty-five to sixty minutes of individual instruction...” and that “hence teacher-learner ratio suggested is 1:8...” (enclosed as “Annexure 1”). Thus, it may be noted that the instructional hours for “Social Work Practicum” vary depending on the number of students allocated to each faculty. In keeping with the guidelines given in the UGC Model Curriculum for Social Work Education, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. Since the Paper is of Practical nature, the total workload for the faculty for a batch of eight students is 4 hours per week (i.e. 8 hrs./2 = 4). Hence, the workload for Social Work Practicum per week will be four hours for a batch of eight students. Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum/

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|----|--------------------------------|--|
| 04 | Generic Elective Course (GEC) | GEC is a course to be chosen from an unrelated discipline/ subject, with an intention to seek exposure beyond discipline/s of choice. The purpose of GEC is to offer the students the option to explore disciplines of interest beyond the choices they make in core and discipline specific elective courses. |
| 05 | Skill Enhancement Course (SEC) | SEC is a Course to promote skills pertaining to a particular field of study. The purpose of these courses is to provide students life-skills in hands-on mode so as to increase their employability/ Self-employment. The objective is to integrate discipline related skills in a holistic manner with general education. |
| 06 | Research Project (RP) | Project work is a special course involving application of knowledge in solving / analysing / exploring a real-life situation / difficult problem/ data analysis. Project Work has the intention to provide research competencies. It enables to acquire special/ advanced knowledge through support study. |
| 07 | Block Placement (IP) | Block placement is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. An Block Placement a student the opportunity for career exploration and development, and to learn new skills. |

Attendance: For the programme, calculation of attendance shall not be done at aggregate level for whole semester. Each course shall be taken as a unit for the purpose of calculating attendance. A student requires a minimum of 75% of attendance for each course to be eligible for the Semester End Examination (SEE).

Assessment and Evaluation Process:

a) For theory courses of 04 Credits:

Activities	C1 C2	C1 C2	Total Marks
Session test	10	10	20
Seminars/Presentations/Activity	05		05
Case Study/Assignment/Field work/Project work	05		05
Total	-		30

b) For SEC/Tutorial Courses of 02 Credits

Activities	C1 C2	C1 C2	Total Marks
Session test	05	05	10
Seminars/Presentations/Activity	05		05
Case Study/Assignment/Field work/Project work	05		05
Total	-		20

c) For Practical courses of 04 Credits

Activities	C1 C2	C1 C2	Total Marks
Session test	10	10	20
Field Work Report/Camp Record	10		10
Total	-		30

d) For Research Project courses of 04 Credits

Activities	C1 C2	C1 C2	Total Marks
Review of Literature and Formulation of Research Problem	10	-	10
Research Design & Approach	05	-	05
Analysis and Findings	-	05	05
Pre-submission Presentation	-	10	10
Total	-		30

e) For Generic Elective Courses (GEC) of 02 Credits

Activities	C1 C2	C1 C2	Total Marks
Session test	05	05	10
Seminars/Presentations/Activity/ Case Study/Assignment/Field work/Project work	10		10
Total	-		20

Credit Points, Grade Points, Grades and Grade Point Average:

The Grade shall be awarded to the successful candidates based on the Cumulative Grade Point Average (CGPA) as specified below....

Programme CGPA	Letter Grade	Grade Description
9.00 – 10.00	O	Outstanding
8.00 – < 9.00	A+	Excellent
7.00 – < 8.00	A	Very Good
6.00 – < 7.00	B+	Good
5.50 – < 6.00	B	Above Average
5.00 – < 5.50	C	Average
4.00 – < 5.00	P	Pass
Below 4.00	F	Fail



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I-SEMESTER

Semester	Category	Subject code	Title of the Paper	Marks			Teaching Hors/Week			Credits	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
First	DSC1	24SOW1C1L	Social Work Profession - History and Ideology	30	70	100	4	-	-	4	3
	DSC2	24SOW1C2L	Social and Psychological foundations for Social work practice.	30	70	100	4	-	-	4	3
	DSC3	24SOW1C3L	Social Case Work	30	70	100	4	-	-	4	3
	DSC4	24SOW1C4L	Social Group Work	30	70	100	4	-	-	4	3
	DSCP1	24SOW1C1P	Practicum-I (Concurrent Field work –DSC1).	30	70 (Viva-Voce)	100	-	-	4	16 (4)*	4
	SEC1	24SOWS1LP	Skills for Social Work Practitioner	20	30	50	2	-	2	2	1
	DSCL/T1	24SOW1C1T	Case Studies in SocialWork (DSC3)	20	30	50	2	2	-	2	1
Total Marks and Credits for I Semester						600				24	

Note: *

* The UGC Model Curriculum for Social Work Education (2001, p. 14)



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II-SEMESTER

Semester	Category	Subject code	Title of the Paper	Marks			Teaching Hors/Week			Credits	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
Second	DSC5	24SOW2C5L	Community Organization	30	70	100	4	-	-	4	3
	DSC6	24SOW2C6L	Social Work Research and Statistics	30	70	100	4	-	-	4	3
	DSC7	24SOW2C7L	Social Welfare Administration and Social Action	30	70	100	4	-	-	4	3
	DSCP2	24SOW2C2P	Practicum-II(Concurrent field Work – DSC7)	30	70 (Viva)	100	-	-	4	16(4)*	4
	DSCP3	24SOW2C3P	Social Work Camp (DSC5)	30	70 (Viva)	100	-	-	-	4	4
	SEC2	24SOW2S2LP	Participatory Rural Appraisal	20	30	50	2	-	2	2	1
	DSCL/T2	24SOW2C2T	Green Social Work (DSC5)	20	30	50	2	2	-	2	1
Total Marks and Credits for II Semester						600				24	

Note: *

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III-SEMESTER

Semester	Category	Subject code	Title of the Paper	Marks			Teaching Hrs/Week			Credits	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
Third	DSC09	24SOW3C9L	Social Policy, Planning and Development	30	70	100	4	-	-	4	3
	DSC10	24SOW3C10L	Communication and Counseling	30	70	100	4			4	3
	DSE1	24SOW3E1AL 24SOW3E1BL 24SOW3E1CL	A. Human Resource Management	30	70	100	4	-	-	4	3
			B. Social Work with Tribal and Rural Communities.								
			C. Medical Social Work								
	DSE2	24SOW3E2AL 24SOW3E2BL 24SOW3E2CL	A. Organizational Behaviour and Organizational Development	30	70	100	4	-	-	4	3
			B. Social Work with Urban Communities								
			C. Public Health Education								
DSCP4	24SOW3C4P	Practicum-IV Concurrent Field Work (DSE1 and DSE2)	30	70 (Viva)	100	-	-	16 (4)**	4	4	
SEC3	24SOW3S3LP	Research Methodology	20	30	50	2	-	1	2	1	
GEC1	24SOW3G1AL 24SOW3G1BL 24SOW3G1CL	A. Gerontological Social Work	20	30	50	2	-	1	2	1	
		B. Community Participation and Development									
		C. Mental Health Care									
Total Marks and Credits for III Semester						600				24	

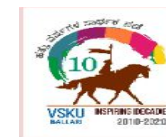
Note: * Student shall opt for any one course i.e. A/B/C

* *The UGC Model Curriculum for Social Work Education (2001, p. 14)



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IV-SEMESTER

Semester	Category	Subject code	Title of the Paper	Marks			Teaching Hrs/Week			Credits	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
Fourth	DSC11	24SOW4C11L	Legal system and Social Legislation in India	30	70	100	4	-	-	4	3
	DSE3	24SOW4E3AL	A. Labour legislation and Industrial Relation	30	70	100	4	-	-	4	3
		24SOW4E3BL	B. Corporate Social Responsibility and Social Entrepreneurship								
		24SOW4E3CL	C. Psychiatric Social Work								
	DSE4	24SOW4E4AL	A. Human Resource Development and Employee Wellness	30	70	100	4	-	-	4	3
		24SOW4E4BL	B. Management of Non- Government Organization								
		24SOW4E4CL	C. Therapeutic Counseling								
	DSCP5	24SOW4C5P	D. Practicum-III (Concurrent Field Work DSE3 and DSE4)	30	70 (Viva)	100	-	-	16(4)**	4	4
DSCP6	24SOW4C6P	Block Placement	20	30 (Viva)	50	One Month (30 Days)					
GEC2	24SOW4G2AL	A. Social work and Disaster Management	20	30	50	2	-	1	2	1	
	24SOW4G2BL	B. Social Work and Environment									
	24SOW4G2CL	C. Life Skill Education									
Project	24SOW4C1R	Research project	30	70 (Viva)	100	1	-	4	4	4	
Total Marks and Credits for IV Semester						600				24	

Note: * Student shall opt for any one course i.e. A/B/C

** The UGC Model Curriculum for Social Work Education (2001, p. 14)

FIRST SEMESTER

Category: DSC1

24SOW1C1L: Social Work Profession - History and Ideology

Course Title: Social Work Profession - History and Ideology **Course Code:** 24SOW1C1L

Total Contact hours: 56 **No. of Credits:** 04

Teaching Hours/Week (L-T-P): 4 - 0 - 0

Internal Assessment: 30 Marks **Semester End Examination:** 70 Marks

Course objectives:

1. Understand the history and ideologies of social work profession, both in India and West.
2. To appreciate Social Work as a profession and to recognize the need and importance of Social Work Education, Training and Practice.
3. To identify the importance of Professional Values and Ethics in Social Work practice.
4. Understand the scope of Social Work applications in the modern context.

Course Outcomes:

1. The Course will enable the students to apply the various social work concepts and philosophies into practice.
2. Critically analyze the history of social work development in India and West and Construct the means to incorporate Social Work Education, Training and Practice.
3. Integrate the Professional Values and Ethics in Social Work into practice.
4. Employ the scope of Social Work applications in the various modern context and settings.

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: **History and Ideologies for Social change:** **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 organizations and voluntary action.

Module III: **Contemporary Ideologies:** **12 Hours**

Contemporary Ideologies for Social Change: Neoliberalism and Globalization - Post modernism - Multiculturalism - Ideology of action groups and social movements - Ideology of non-governmental organizations. Role of state in providing social welfare

services.

Module IV: : Western History of Ideologies for Social Change: 12 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.

M64odule V: Values, Ethics and Professional Social Work Associations: 10 Hours

Goals, Values, principles and functions of Professional Social work, international code of ethics, national code of ethics (1979) declaration of ethics of social worker (1997), Indianisation of Social Work Education and Practice, Collaboration and Networking of organizations, Voluntarism Vs Professionalism, Challenges of Professional Social Work, Role and status of Professional social work Associations- IPSW, NAPSWI, NASW, IFSW, IFSSW.

References:

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Category: DSC2

24SOW1C2L: Social and Psychological Foundations for Social Work Practice

Course Title: Social and Psychological Foundations for Social Work Practice

Course Code: 24SOW1C2L

Total Contact hours: 56

No. of Credits: 04

Teaching Hours/Week (L-T-P): 4 - 0 - 0

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

Course Objectives:

1. Understand the theoretical foundations of social work practice, including social and psychological theories.
2. Analyze the interplay between individual and environmental factors influencing human behavior.
3. Apply social and psychological theories to social work practice across diverse populations and settings.
4. Develop critical thinking skills to integrate theory and practice and recognize the importance of cultural competence and diversity in social work practice.

Course Outcomes:

1. Learner can demonstrate understanding of major social and psychological theories (e.g., systems theory, attachment theory, cognitive-behavioral theory).
2. Learner can Identify the role of social structures (e.g., family, community, institutions) in shaping individual and group behavior
3. Learner can understand human development across the lifespan, including cognitive, emotional, and social development.
4. Learner can apply theoretical frameworks to assess and intervene with individuals, families, and groups.

Module I:

Meaning and Concepts of Social Sciences:

12 Hours

Meaning and Concepts of Social sciences: Concepts of Sociology, Psychology, Economics, Anthropology, Political science, History and human geography with reference to Social Work.

Society and Culture: Anthropology and Sociology society as a system of relationships.

Social Structure: meaning, status and roles,

Culture meaning, Traditions, customs, values and Norgreen ms-folkways, mores.

Socialization: meaning, processes an Agent of socialization

Module II:

Concept of Society and Social stratification

12 Hours

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.

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.

Module III: Human Growth and Development: 14 Hours

Concept of Human Growth and Development: Meaning, Definition Principles of growth and development - Methods of studying human behaviour. Role of heredity and environment.

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.

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.

Module IV: Theories of Human Development: 06 Hours

A critical look at the theories of human development - Freud's psychosexual theory Erikson's psychosocial theory and learning theories.

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.

References:

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Anthropology), Delhi: Oxford University Press.

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.

Category:DSC3
24SOW1C3L: Social Case Work

Course Title: Social Case Work

Course Code: 24SOW1C3L

Total Contact hours: 56

No. of Credits: 04

Teaching Hours/Week (L-T-P): 4 - 0 – 0

Internal Assessment: 30 Marks

Semester end Examination: 70 Marks

Course Objectives:

1. Understand the basic concepts of casework as a primary method of social work.
2. To understand the values, principles, tools and techniques of social case work.
3. Cultivate the ability to critically analyze, understand and intervene in the problems of individuals
4. Develop appropriate skills and attitudes to work with individuals and to facilitate to apply case work theories in to practice and get job in various settings.

Course Outcomes:

1. To enhance their knowledge on working with individuals.
2. To adopt social case work skills in their practice with individuals with problems.
3. To understand the problems of the individuals and record the case.
4. To handle the clients and their problems, get jobs in various settings.

Module I: Introduction to Social Case work: 10 Hours
Introduction to Social Case work: Definitions, objectives, scope, philosophical assumptions and casework values. Historical developments of Case Work in West and India. Biestek's Principles of Social Casework.

Module II: Process and skills of Casework: 10 Hours
Components of Social Case Work: Person, Place, Problem and Process.
Process in casework: Study, assessment, intervention (Treatment), evaluation, follow-up, and termination.
Case work Skills: communication skills, listening, Paraphrasing, Responding, Summarizing, Attending Questioning, Clarifying.

Module III: Tools and Techniques of Social Case Work: 12 Hours
Tools of Social Case Work: Listening, Interview, Observation, Relationship and Home visits.

Techniques: Supportive Techniques, Counseling Techniques and Techniques of improving or enhancing the client's resources.

Records: Nature, types and purpose of recording.

Module IV: Theories and approaches to case work: 14 Hours
Theories and approaches to case work: Psycho-social approach, Problem solving approach, Rational Emotive Therapy, Crisis Theory, Behavioral modification, Transactional analysis and Eclectic approach.

Module V: Application of case work method:

10 Hours

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

Reference:

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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)

Category: DSC4
24SOW1C4L: Social Group Work

Course Title: Social Group Work

Course Code: 24SOW1C4L

Total Contact hours: 56

No. of Credits: 04

Teaching Hours/Week (L-T-P): 4 - 0 - 0

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

Course Objectives:

1. To understand Social Group Work as a method of social work and apply it as an intervention method
2. To develop skills to apply Social Group Work for developmental and therapeutic work.
3. To develop an understanding of and ability to adopt a Multi-dimensional Approach in Assessment.
4. To gain knowledge and the scope of Social Group Work to work in various settings and increase their employability.

Course Outcome:

1. To enhance their knowledge on social group settings by providing effective interventions to empower different categories of the society.
2. To gain skills for synthesizing and applying social group work for developmental and purposes.
3. To develop access to multidimensional assessment ability.
4. To use group work principles and practices in the various spheres of social work Practice.

Module I: Introduction to Social Group Work: 14 Hours

Definitions of Social Group Work- Philosophy, Assumptions, Objectives and Values Historical development, current trends, its relevance and scope, Principles of Group Work.

Treatment groups: Socialization Groups, Therapeutic Groups, Educational, Growth, Remedial groups.

Task Oriented Groups: Teams, Committees and social action groups

Developmental Groups: Self-help Groups and Support Groups, Role of Groups in development of the individual.

Module II: Group Process and Dynamics: 10 Hours

Group Process and Dynamics: Stages of Group Development, Group Process: Bond, Acceptance, Isolation, Rejection, Conflict and Control Subgroups - Meaning and Types, Tools for assessing Group Interaction - Socio-gram and Sociometry.

Module III: Formation of Group: 10 Hours

Group Formation: Group Formation, Group Norms and Group Cohesiveness.

Group Culture, Control, Morale, Communication and Interaction Pattern Decision

Making, Goal Setting and Conflict Resolution, Group.

Leadership: Concept, Theories, Types, Roles and Qualities of Leadership
Participatory Leadership Training.

Module IV: Group Work Process: 10 Hours

Group Work Process- Intake, Study, Objectives and Goal Setting, Interventions, Evaluation and Follow up.

Program as Tool: Principles of Program Planning, Program Media and Program Development Process.

Group Worker – Roles, Functions, Skills and Qualities.

Module V: Group Work Practice in Different Settings: 12 Hours

Group Work and Group Therapy.

Group Work Models: Social goals model, Remedial and Reciprocal Models, Group Work Practice in Child Care, Family, Correctional, Community Development, Education and Healthcare, industrial Settings.

Recording and evaluation: Principles, Importance, Types and techniques.

References:

1. Bernstein Saul (1972), Further Explorations in Group Work, Book stall Publishing.
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Book Co.

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18. Doel, M. (2006). *Using group work*. Routledge.
19. Garvin, C. D., Gutiérrez Lorraine M., & Galinsky, M. J. (2017). *Handbook of social work with groups*. The Guilford Press.
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Category: DSCP1

24SOW1C1P: Practicum-I (Concurrent Field Work –DSC1)

Course Title: Practicum-I (Concurrent Field Work–Course Code: 24SOW1C1P DSC1)

Teaching Hours/Week (L-T-P): 0 - 0 – 4

No. of Credits: 04

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

**FIELD WORK PRACTICUM-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 viewpoint 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 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 of the course.
2. **Orientation visits:** Field work coordinator shall organize orientation visits to the service providers in the field. There shall be minimum **05 orientation visits to be made in the first four weeks** to provide an exposure 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).

Concurrent practice learning of two-days a week: ongoing 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 (8 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 24 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 one every Saturday and Two Detail Reports on every Monday.**
- d. It will be the responsibility of the student to keep his/her movement & attendance records 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 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 (70) marks at the PG-Department of Social work, VSKU, Ballari and P. G Centres 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 $\frac{<1}{2}$ Satisfactory Very Good
2	Field work report	3	Language, content, logical connection, submitted the reports in time, etc.,	Rating scale $\frac{<1}{3}$ 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 $\frac{<1}{2}$ Satisfactory Very Good
2	Participation in individual conference	2	Participation in individual conference	Rating scale $\frac{<1}{2}$ Satisfactory Very Good

3	Administrative procedures	2	Understanding the knowledge of administrative procedures, programme management.	Rating scale <1 2 Satisfactory Very Good
4	Capacity to work in a team	2	Has adaptable skills in the agency	Rating scale <1 2 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 Satisfactory Very Good

1. 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		

2. 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 2-3 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		

3. 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 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 4-5 <hr/> 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.

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
			Satisfactory	Good	Very Good
	Total	70			

Category: SEC1
24SOWS1L: Skills for Social Work Practitioner

Course Title: Skills For Social Work Practitioner **Course Code:** 24SOWS1L:

Total Contact hours: 28

No. of Credits: 02

Teaching Hours/Week (L-T-P): 2 - 0 – 2

Internal Assessment: 20 Marks

Semester End Examination: 30 Marks

Course Objectives:

1. To learn to communicate effectively vocally, in writing and in presentation format.
2. To develop skills in working with different groups.
3. To gain knowledge of life skills.
4. To develop a comprehensive understanding of inter personal influences on relationships in terms of power, persuasion and assertiveness.

Course Outcomes:

1. Develop understanding of Presentation skills.
2. Learn different life skills in working with individuals and different groups.
3. Develop skills to building effective relationship with different settings.
4. Explore and develop the professional self and skills of a practitioner.

Module I:	Presentation skills: Listening cantered message, knowing about the listeners' messages, overcoming anxiety, Persuasive strategies, Structuring the presentation, Effective use of visual aids and non-verbal communication. Basic forms of writing styles and contents, Formal correspondence.	08 Hours
Module II:	Life Skills and Soft Skills: Self-awareness, Self-esteem, Assertiveness, coping with anger, Fear, anxiety, stress, hurt and depression sensitivity, empathy and support, creative thinking, time management, decision making, understanding defense mechanisms, positive thinking, enhancing capacity to love, be happy enjoy. Communication, Commitment, Conflict resolution, Civic and traffic sense, Emotional competence, listening skills, Non-verbal communication, Skills in dealing with selected groups such as developmental, educational and recreational.	10 Hours
Module III:	Building Effective Relationships: Building rapport, Nurturing friendship. Personal communications skills: Self – disclosure, feedback. Conflict management skills: Negotiating; resolving disagreement, Team work and synergy skills: Creating groups energy in pursuing collective goals. Open-minded ideas, team work contribution, influencing skills, making a positive difference, leadership skills, initiating and managing needed change and innovation.	10 Hours

Public speaking on any topic, oral presentation with visual, technology, group discussion, listening comprehension. Group research projects. Using computer, Role –play evaluation.

References:

1. Pasty McCarthy a Carolin Hatcher, (2002). Presentation Skills The essential guide for student, New Delhi SAGE publication
2. Dalai Lama and cutler, H.C(1998) the Art of Happiness; A Handbook for Living,London; Coronet Books.
3. Hargie, Saunders, C Dickson, D. (1994) Social Skills in Interpersonal Communication;London; Routledge.

CATEGORY: DSCL/T1
24SOW1C1T: Case Studies in Social Work

Course Title: Social Work Case Studies **Course Code:** 24SOW1C1T
Total Contact hours: 28 **No. of Credits: 02**
Teaching Hours/Week (L-T-P): 2 - 2 - 0
Internal Assessment: 20 Marks **Semester End Examination: 30 Marks**

Course Objectives

1. To understand Case study service.
2. To understand the context of Case Studies in profession
3. To understand the social work Intervention.
4. To understand the nature of Case Study practice in different settings

Course Outcomes

1. To know the Case study practice in social work in India.
2. To learn different Case study to professional empowerment
3. To appreciate Case study values, ethics, knowledge, attitudes, skills and techniques required by a professional social worker working in different settings.

Module I:	Introduction to Case Study:	06 Hours
	Case Study: Meaning, Definition, Objectives, Characteristics and Types. Principal, Methods and Scope, Tools, Techniques and skills.	
Module II:	Process of Case Study:	14 Hours
	Process: Assessment And Diagnosis of Disorders, Status Examination, Symptoms and Diagnosis. Psycho-social Assessment; Individual Level, Family Level, Community Level. Pharmacological Management and Drug Adherence. Psychosocial Interventions, Psycho-education. Rehabilitation, Role of Social Work and Worker. Ethical Issues. Case Report writing Skills.	
Module III:	Social Work Case Studies Interventions:	08 Hours
	Individual, Family, Women and child. Youth, Gerontology. Community Development and correctional setting, Medical and Psychiatric, schools, Industrial. Environmental Protection, Disaster management, Human Rights.	

References:

1. Brown, V. A. (2002) Child welfare case studies. Boston, MA: Allyn & Bacon, a Pearson Education Company. Carter, C.S. (1995).
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4. Fredriksen-Goldsen, K. I., Hooyman, N. R., & Bonifas, R. P. (2006). Special section: Innovations in gerontological social work education multigenerational practice: An innovative infusion approach. *Journal of Social Work Education*, 42, 25-36.
5. Gitterman, A. & Germain, C.B. (2008). *The life model of social work practice: Advances in theory and practice*, 3rd Edition. New York: Columbia University Press Haulotte, J.A., Kretzschmar, E.G. & Haulotte, S.M. (2001).
6. *Case scenarios for teaching and learning social work practice*. Alexandria, VA: Council on Social Work Education. Hooyman,
7. N.R., Editor. (2009). *transforming social work education: The first decade of the Hartford Geriatric Social Work Initiative*. Alexandria, VA: Council on Social Work Education Hull,
8. G.H.Jr., & Mokuau, N. (1994). Research in baccalaureate social work programs: A model for integration. *Journal of Teaching in Social Work*. 10 (1/2). 137-47. Johnson, J.L. & Grant, G. Jr., Eds. (2005).
9. *Allyn and Bacon casebook series for foster care*. Boston, MA: Allyn and Bacon, a Pearson Education Company. LeCroy, C.W. (1999). *Case studies in social work practice*, 2nd edition.
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SECOND SEMESTER SYLLABUS

Category: DSC5

24SOW1C5L: Community Organization

Course Title: Community Organization

Course Code: 24SOW1C5L

Total Contact hours: 56

No. of Credits: 04

Teaching Hours/Week (L-T-P): 4 - 0 - 0

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

Course objectives:

1. To understand community development and its history.
2. To get an in-depth knowledge about the Community Organization process and skills in Problem analysis, organizing meetings, Resource mobilization etc.
3. To understand the uses and practice of Community Organization in various fields of Social Work.
4. To learn the role of Social Worker in Social Action and Social Reform for Social Development.

Course Outcomes:

1. To gain knowledge regarding theoretical underpinnings and value orientation associated with community practice.
2. Apply knowledge and skills related to community understanding, assessment, organizing, planning, development and progressive social change.
3. To comprehend the concepts, skills and various processes and strategies involved in community organization practice.
4. To critically evaluate the application of theory in to practice and to practice community organization work in the community.

Module I: Introduction to Community:

08 Hours

Community: Concept, Types, Characteristics and problems of Communities with Sociological & Practitioner Perspective, Empowerment: concept, barriers, process and cycle of empowerment. Overview of Local Self- Government (LSG) (Rural and Urban LSG). Overview of Panchyat Raj system 73rd & 74th Amendments of India Constitution. Community Power Structure - its importance in working with communities.

Module II: Introduction to Community Organization:

12 Hours

Understanding of community organization practices - Definition, objectives, values, principles and ethics of community organization. Historical development of community organization practice In West and India. Community organization and community development. Community Development: Concepts, Values, ethics and principles of community development worker; Process of community development.

Module III: Process and Skills in community organization: 12 Hours
Processes: Study, Identification of needs, Prioritization, problem analysis, Plan of Action Execution, Monitoring and Evaluation Building of CBO's and community organization Training and federation of grass root organization; Phases: PLA, RRA PRA, Principles, Methods and Importance, Resource mobilization and fund raising Techniques and Strategies Concept of Power and empowerment in Community Organization.

Skills: Problem analysis, organizing meetings, Resource mobilization, Writing and Documentation, Training, Networking, Conflict resolution.

Module IV: Models (approaches) and Intervention strategies in community organization: 14 Hours

Models (approaches) in community organization: -Rothman's model of community development, Locality Development Model, Social Planning Model & Social Action Model, Gandhian model of organizing - Satyagraha, civil disobedience and philosophy nonviolence.

Intervention Strategies: Awareness buildings, organizing, activating, people's participation, negotiating, lobbying and resolving group conflicts, Advocacy in Community organization, Current debates in Community organization, Attitudes, roles and skills of community Organizer. Community Participation Methods.

Module V: Community Organization Practice in the Context of Various Settings: 10 Hours

Health, Education, Livelihood and work, Natural resource management, Sustainable development, working with tribal population, working with rural, Urban and vulnerable communities, displaced population and rehabilitation.

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27. Zaltman, G. and Duncan 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)

Category: DSC6
24SOW3C6L: Social Work Research and Statistics

Course: Social Work Research and Statistics **Course Code:** 24SOW3C6L

Total Contact hours: 56

No. of Credits: 04

Teaching Hours/Week (L-T-P): 4 - 0 – 0

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

Course Objectives:

1. Develop an understanding of scientific approach to human inquiry
2. To acquire required skills and knowledge to use appropriate statistical methods in the Field.
3. Develop ability to conceptualize, formulate and conduct simple research projects /exercises
4. To understand the importance of Quantitative and Qualitative research in Social Work and application of Statistical Software Packages like SPSS in Social Work Research.

Course Outcomes:

1. To employ scientific approach to human inquiry.
2. Critically use the statistics skills and knowledge to conduct field study.
3. Conceptualize, formulate and conduct simple research projects/exercises.
4. Apply Quantitative and Qualitative research in Social Work and appropriately use the Statistical Software Packages like SPSS in Social Work Research.

Module I: Introduction to Social Work Research: 10 Hours

Definitions and Objectives of Social Research and Social Work Research Nature and Scope of Scientific Enquiry Basic Elements of Scientific Method: Concepts, Conceptual and Operational Definitions, Variables, Assumptions, and Hypothesis Review of Literature, Identification and Formulation of Research Problem, and Objectives Reliability and Validity, Ethical considerations in Research.

Module II: Research Process: 12 Hours

Research Design: Definition and Importance, Types of Research: Explorative, Descriptive, Diagnostic, Experimental, Evaluation, Participatory, Intervention and Action Research, Sources and Types of Data: Primary and Secondary; Methods – Quantitative, Qualitative and Mixed Methods Sampling: Definition, Purpose and Types- Probability and Non Probability Sampling Tools of Data Collection: Questionnaire and Interview schedule Steps and guidelines in the construction of Research Instruments Research Proposal: Major steps in the construction of a Research Proposal.

Module III: Qualitative Research Methods for Social Work: 12 Hours

Nature, Concept and Definition of Qualitative Research Advantages and disadvantages of Qualitative Research, Tools of Data Collection in Qualitative Research: Observation, Focus Group Discussion, In-depth Interview, Case Studies. Possible biases and measures to ensure objectivity- Triangulation.

Module IV: Quantitative Analysis and Statistical Procedures: 12 Hours
Purpose, Use and limitations of statistical methods Data processing, tabulation and presentation.
Descriptive Statistics: Measures of Central Tendency- Mean, Median, Mode
Measures of Variability: Range and Standard Deviation; Normal distribution
Inferential Statistics: Correlation-Meaning and Scope
Significance Tests: Pearson's Chi-Square and 't' test, Use of Software Packages in Data Analysis – SPSS Interpretation and presentation of the statistical findings.

Module V: Qualitative Data Analysis and Research Report: 10 Hours
Qualitative Data Analysis and Interpretation of the Findings, Major Components of a Research Report, Formats for Presentation the Report, Need and Importance of referencing in research, Major referencing styles – APA, Harvard and MLA.

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Category: DSC7

24SOW2C7L: Social Welfare Administration and Social Action

Course Title: Social Welfare Administration and Social Action **Course Code:** 24SOW2C7L

Total Contact hours: 56

No. of Credits: 04

Teaching Hours/Week (L-T-P): 4 - 0 - 0

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

Course Objectives:

1. Understand the concept of social welfare and social welfare administration.
2. Familiarize the process of establishing and maintaining social welfare organization.
3. Attaining knowledge and skills to participate in the management of social welfare organization.
4. Understand programme and project management.

Course Outcomes

1. To apply the concept of social welfare and social welfare administration in practice.
2. Critically examine the process of establishing and maintaining social welfare organization.
3. Applying knowledge and skills to participate, register and manage social welfare organization and appraise the functioning of programmes and project management
4. To develop different skills and techniques in practicing social action in dealing with communities, its issues and problems.

Module I: Social Welfare Administration: 12 Hours

Meaning of social welfare administration, Definition, principles and characteristics, Process of administration: Elements (POSDCORB) Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting.

Social welfare administration at national, state, and local levels: CSWB (Central Social Welfare Board), Directorate of Social Welfare - Welfare of Specially Challenged,

Women and children, Aged-Grants for NGOs/government from Central and State

Module II: Procedure and registration and Organizational Structure, Scope and Public Relations: 14 Hours

Registration - Relevant sections of Societies Registration Act -1860, Indian Trust Act – 1882 and Companies Act – 1956, Cooperatives, Societies Act 1912, FCRA-1976, Document of registration, Memorandum of association and bye-laws, Rules and procedures, Overall policy.

General body, executive committee, board of trustees, board of directors - duties and responsibilities, Scope of voluntary organization and withdrawal of Government from social sectors public relations – significance, tools of publicity.

Module III: Nature and concept of Project Formulation and Management: 10 Hours
Participatory Study, Assessment of Situation (Situation Analysis), Felt Need identification, Cause and Effect Analysis, Problem Statement, Stakeholder Analysis. General and Measurable Objectives, Analysis of alternative ways of achieving the objectives and choice of alternatives. Force Field Analysis, Programme Evaluation Review Technique (PERT Chart), Project formulations, implementation, monitoring and evaluation, Recording, auditing and accountability.

Module IV: Introduction and Models of Social Action: 10 Hours
Concept of Social Action: Meaning, Definition, and Characteristics of Social Action; Historical evolution of Social Action in the West and in India; Relevance of Social Action for Social Work Practice. Principles of Social Action: Principle of credibility building, principle of legitimization, dramatization, principle of multiple strategies, principle of dual approach, principle of manifold programmes; Skills Involved in Social Action: Relational skills.

Module VI: Ideology and Methodology of Social Action: 10 Hours
Concept of Social Action: Meaning, Definition, and Characteristics of Social Action; Historical evolution of Social Action in the West and in India; Relevance of Social Action for Social Work Practice. Principles of Social Action: Principle of credibility building, principle of legitimization, dramatization, principle of multiple strategies, principle of dual approach, principle of manifold programmes; Skills Involved in Social Action: Relational skills, analytical and research skills, intervention skills, managerial skills, communication skills, and training skills.

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Category: DSCP2
24SOW2C2P: Practicum-II (Concurrent Field Work-DSC7)

Course Title: Practicum-II
(Concurrent Field Work – DSC7)

Course Code: 24SOW1C1P

Teaching Hours/Week (L-T-P): 0 - 0 – 4

No. of Credits: 04

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

FIELD WORK PRACTICUM-II CONCURRENT FIELD WORK
(ASSESSMENT SCHEME FOR 100 MARKS)

In second semester each student will be placed to organization/community to practice the socialwork and each student will be monitored by faculty member. This is mentoring the student to becomeprofessional.

Objectives of the Concurrent Field Work:

1. To develop an understanding of the application of methods of social work practice in the fieldand 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 directwork 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 empowermentand 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 valuesand ethics.

Attendance and presentation of field-work visits/viva

1. Every student has to attend Maximum concurrent fieldwork days including special fieldwork in each semester and 75 percent attendance is compulsory in fieldwork.
2. 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.
3. After completion of **24 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.

Internal assessment:

1. **Internal Evaluation:** The internal supervisor shall evaluate the report for a maximum of **Thirty (30) marks** based on parameters specified by BOS in Social work.

Viva Voce examination:

After completion of the field work BoE Chairman has to schedule viva-voce examination for concurrent field work as follows..

2. 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.
3. The students learning and applicability of theory into practice will be assessed.
4. Viva-voce examination will be conducted for **seventy marks (70)** at the PG-Department of Social work, VSKU, Bellary/P.G Centres each student is expected to give a presentation on field work.
5. 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 Visits (attended)	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=04	Dimensions to be considered while awarding marks	Criteria						
1	Maintenance of field work diary	2	Language, content, logical connection, etc.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Rating scale</td> <td style="width: 50%; text-align: right;">2</td> </tr> <tr> <td style="border-top: 1px solid black;"><1</td> <td style="border-top: 1px solid black; text-align: right;">2</td> </tr> <tr> <td>Satisfactory</td> <td style="text-align: right;">Very Good</td> </tr> </table>	Rating scale	2	<1	2	Satisfactory	Very Good
Rating scale	2									
<1	2									
Satisfactory	Very Good									
2	Field work report	3	Language, content, logical connection, submitted the reports in time, etc.,	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Rating scale</td> <td style="width: 50%; text-align: right;">3</td> </tr> <tr> <td style="border-top: 1px solid black;"><1</td> <td style="border-top: 1px solid black; text-align: right;">3</td> </tr> <tr> <td>Satisfactory</td> <td style="text-align: right;">Very Good</td> </tr> </table>	Rating scale	3	<1	3	Satisfactory	Very Good
Rating scale	3									
<1	3									
Satisfactory	Very Good									
Total		05								

2. Action plan and performance- Max Marks=10

Sl No	Area	Max marks -10	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	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Rating scale</td> <td style="width: 50%; text-align: right;">2</td> </tr> <tr> <td style="border-top: 1px solid black;"><1</td> <td style="border-top: 1px solid black; text-align: right;">2</td> </tr> <tr> <td>Satisfactory</td> <td style="text-align: right;">Very Good</td> </tr> </table>	Rating scale	2	<1	2	Satisfactory	Very Good
Rating scale	2									
<1	2									
Satisfactory	Very Good									
2	Participation in individual conference	2	Participation in individual conference	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Rating scale</td> <td style="width: 50%; text-align: right;">2</td> </tr> <tr> <td style="border-top: 1px solid black;"><1</td> <td style="border-top: 1px solid black; text-align: right;">2</td> </tr> <tr> <td>Satisfactory</td> <td style="text-align: right;">Very Good</td> </tr> </table>	Rating scale	2	<1	2	Satisfactory	Very Good
Rating scale	2									
<1	2									
Satisfactory	Very Good									
3	Administrative procedures	2	Understanding the knowledge of administrative procedures, programme management.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Rating scale</td> <td style="width: 50%; text-align: right;">2</td> </tr> <tr> <td style="border-top: 1px solid black;"><1</td> <td style="border-top: 1px solid black; text-align: right;">2</td> </tr> <tr> <td>Satisfactory</td> <td style="text-align: right;">Very Good</td> </tr> </table>	Rating scale	2	<1	2	Satisfactory	Very Good
Rating scale	2									
<1	2									
Satisfactory	Very Good									
4	Capacity to work in a team	2	Has adaptable skills in the agency	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Rating scale</td> <td style="width: 50%; text-align: right;">2</td> </tr> <tr> <td style="border-top: 1px solid black;"><1</td> <td style="border-top: 1px solid black; text-align: right;">2</td> </tr> <tr> <td>Satisfactory</td> <td style="text-align: right;">Very Good</td> </tr> </table>	Rating scale	2	<1	2	Satisfactory	Very Good
Rating scale	2									
<1	2									
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 Satisfactory Very Good
Total		10		

3. No. of Live Visits- Max Marks= 05

Sl. No.	Area	Max marks=05	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 second semester.	3	Practices case work and group work process, skills, etc in the second 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 Part B: Observational & Experiential learning <ul style="list-style-type: none"> • Personal learning 	Rating scale <1 2-3 4-5 Satisfactory Good Very Good

			<ul style="list-style-type: none"> • Professional learning • Social problems and the role of social work 	
	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.

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	

Category: DSCP3

24SOW2C3P: SOCIAL WORK CAMP

Course Title: Social Work Camp

Course Code: 24SOW2C3P

Teaching Hours/Week (L-T-P): 0 - 0 – 4

No. of Credits: 04

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

SOCIAL WORK CAMP

(ASSESSMENT SCHEME FOR 100 MARKS)

Social work camp with duration of maximum 7-10 days provides opportunities to experience Rural, Tribal and Urban life, analyze the dynamics, and observe the functioning of Government machinery (local self-government) and voluntary organizations. 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.

Course 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 handwritten.
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 **100 marks [consisting of 30 marks for Camp report evaluation by the internal guide and 70 marks by external guide for viva-voce examination]**.
2. **Internal Evaluation:** The internal guide shall evaluate the report for a maximum of **Thirty (30)** 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, Ballari/P.G. centres 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 **Seventy (70)** marks.

5. **Viva-voce/Presentation:** A viva-voce examination will be conducted for **Seventy (70)** marks at the PG-Department of Social work, VSKU, Bellary/P.G Centre student is expected to give presentation on rural, tribal and urban camp.
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.

Assessment Marks for Social Work Camp

Internal Assessment by the Social Work Camp Director for 15 Marks		
Sl. No	Aspects	Marks
1	Area Selection	6
2	Preparation	6
3	Participation with Community	6
4	Resource Mobilization skill	6
5	Practice of social work	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	Practice of social work	14
5	Report writing	14
	Total	70

Category- SEC2

24SOW2S2L: Participatory Rural Appraisal

Course Title: Participatory Rural Appraisal **Course Code:**24SOW2S2L

Total Contact hours: 28

No. of Credits: 02

Teaching Hours/Week (L-T-P): 2:0:2

Internal Assessment: 20 Marks

Semester End Examination: 30 Marks

Course Objectives:

1. Acquire understanding of a systematic approach to participatory programme planning.
2. Develop an understanding of the changing trends in participatory programme planning approach in government and NGOs.
3. Develop Analytical skills in preparation, administration, financial management, monitoring and evaluation of projects.
4. Provide practical experience on project preparation

Course Outcomes

1. Examine the changing approach in the participatory programme planning and management.
2. Critically appraise the skills required for preparation, administration, financial management, monitoring and evaluation of projects.
3. Construct suitable participatory method for planning and management of project.

Module I:

Introduction of PRA

12 Hours

Meaning and Definition of PRA, Principles of PRA, Philosophy behind PRA Components of PRA, Scope and Dimensions of PRA, Models, Paradigms and Theories Related to PRA, Ethics and PRA, Validity and Reliability issues in PRA Menu of PRA methods and tools - General PRA (vs) Thematic PRA - Three Pillars of PRA.

Origin of PRA, Sources of PRA (Activist Participatory Research, Argo-Ecosystem Analysis, Applied Anthropology, Field Research on Farming Systems, Rapid Rural

Appraisal, Comparison between PRA and Rapid Rural Appraisal (RRA) and PLA.

Module II:

Important Tools for PRA

10 Hours

Resource Mapping, Social Mapping, Timelines, Venn diagram, Transect Walk, Seasonal diagram, Matrix Scoring/ Ranking, Daily Schedule, Wealth and wellbeing Ranking, Pairwise Ranking, Flow Diagrams, Mobility Map, Force Field Analysis, SWOT Analysis, Pie Diagram, Body Mapping, Interviewing and dialogue Relevance of PRA Tools to Local Planning.

Module III:

Application of PRA and UBA Proposals

06 Hours

Semi Structured Interviewing (SSI) What is SSI? - How to Conduct SSI? - SSI Individual Errors - SSI Theme Errors.

What Does a Typical Proposal Contain? - Some Vital Information Reviewers Look for - Deliverables - Reporting and Documentation.

References:

1. Government of India, (2018) Guidelines for Preparation of Gram Panchayat Development Plan (GPDP). New Delhi: Ministry of Panchayati Raj.
2. Chambers Robert, (2015) Rural Development: Putting Last First. New Delhi: Routledge Publications.
3. Chambers Robert, (1997). Who's Reality Counts? Putting the First Last.UK: ITDG Publishing.
4. Chambers Robert, (2017) Can We know better? Reflections for Development. UK: PracticalAction Publishing.
5. Jules N Pretty, (1995). Regenerating Agriculture: Policies and Practices for Sustainability and Self-Reliance. New Delhi: Vikas Publishing House Pvt. Ltd.
6. Narayanasamy N, (2009). Participatory Rural Appraisal: Principles, Methods and Applications. New Delhi: Sage Publications.

Category - DSCL/T2
24SOW2C2T: Green Social Work

Course: Green Social Work

Course Code: 24SOW2C2T

Total Contact hours: 28

No. of Credits: 02

Teaching Hours/Week (L-T-P): 2:2:0

Internal Assessment: 20 Marks

Semester End Examination: 30 Marks

Course Objectives:

1. Understand the concept of green social work and its relevance to environmental sustainability and social justice and analyze the impact of environmental degradation on human well-being and social systems.
2. Apply ecological principles to social work practice, policy, and research.
3. Develop skills in assessing and addressing environmental justice issues in diverse communities.
4. Critique existing social work theories and models through an environmental lens and design and implement sustainable, environmentally conscious interventions.

Course Outcomes

1. Examine the changing approach in the participatory programme planning and management.
2. Critically appraise the skills required for preparation, administration, financial management, monitoring and evaluation of projects.
3. Construct suitable participatory method for planning and management of project.

Module I: Concepts and Perspectives:

08 Hours

The Concepts and Perspectives: Human relations to Ecology, Environment and Soci History of Man, Environment; Marxist, Techno-centrist and Functional, Indian thought Environment traditional and Gandhian perspectives on environment. Environmental Stu & Environmental Education. Concept of natural resources, resources and reserves, Various types of natural resources.

Module II: Development Processes and Environment and Ecological Movements:

12 Hours

Development Processes and Environment: Technology, Industrialization, Urbanization Globalization- their impact on Environment; Commercialization of Agriculture, changing use patterns and the rural society; Construction of Dams and its consequences- displacement relocation and rehabilitation; Deforestation and Ecological Imbalance.

Ecological Movements (Global level, People's initiatives to save their environment- Bhudan movement, Chipko Movement, save forests movement, Mitti Bachao Andolan, Save Ganga Movement, Anti- Coco-cola movement in Kerala, Women's Ecological Movement, Movements against big dams-Narmada and Tehri, Eco farming-natural farming efforts), Forestation programmes and policies. Role of environmental activists: Vangari Mathai, Vandana Shiva, Medha Patkar, Sunder Lal Bahuguna and Arundhaty

Roy.

Module III: Environmental Issues:

08 Hours

Environmental Issues: Pollution of Natural Resources- Air, Soil, Water, Population, Environment crisis and Rural Poverty; Environment Consciousness, Effects of environment on human culture, food habit, livelihood and health. Environmental awareness on conservation - role of youth, communities, NGOs and professionals, Environmental education at primary and secondary levels, Environmental education for students, Tribal, Rural and Urban people.

Environment Education and Action: Environmental Legislations, National Policy of Environment preservation, Rio Summit and its implications, Government Schemes and programmes, Women and Conservation of Environment; Panchayats and Environment; International and National organizations initiatives for Environment protection.

Reference

1. Gadgil Madhav, Ecology, Penguin Books, New Delhi.
2. Gadgil, Madhav and Ramchandra Guha, this fissured Land: An ecological History of India, Delhi, OUP, 1994.
3. Gadgil, Madhav and Ramchandra Guha, Ecology and Equity; the use and Abuse of Nature in Contemporary India, Penguin, Delhi, 1995.
4. Goldsmith, E. And Hildyard, N. (ed.) the Social and Environmental Effects of Large Dams; Vol. I-III (Overview, Case studies and Bibliography), Wadebridge Ecological Centre U.K.
5. Guha Ramchandra, The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, Delhi: OUP, 1991.
6. Hermath S.R. Krishnan B.J., All about Convention on Biological Diversity (CBD).
7. Kothari, Ashish, Meera, People and Protected Areas;
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10. Dominelli, L. 2002: Anti-Oppressive Social Work Theory and Practice. London: Palgrave Macmillan

THIRD SEMESTER SYLLABUS

Category: DSC9

24SOW3C9L: Social Policy, Planning and Development

Course Title: Social policy, Planning and development

Course Code: 24SOW3C9L

Total Contact hours: 56

No. of Credits: 04

Teaching Hours/Week (L-T-P): 4 - 0 – 0

Internal Assessment: 30 Marks

Semester End Examination:
70 Marks

Course objectives:

1. To gain knowledge of policy analysis and the policy formulation process
2. To study and acquire skills in critical analysis of social policies and development plans to be able to interpret, enforce and challenge them
3. To Critically understand the concept of, content and process of Social Development
4. To develop capacities to identify linkages between social needs, problems, development issues, policies

Course Outcomes:

1. Apply basic knowledge of social policy in the social development area
2. Understand the concepts of policies of the government
3. Understand concept, process, indicators and determinants of social Development
4. Analyze capacity to formulate strategies necessary for social development

Module I: Concept of Policy:

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, An 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: 12 Hours

Social Development: 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 V: Social Development in India: 14 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.

References:

1. Denny, David. (1998). Social Policy and Social Work. Oxford: Claredon Pres.
2. Edward Elgar Watson, S. And L. Doyle. (1999). Engendering Social Policy. Milton Keynes Open University Press. Foundation (web source <http://hungamaforchange.org/HungamaBKDec11LR.pdf>)
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5. Hungama For Change. (2012). the Hungama Survey Report– 2011. Hyderabad: Naandi
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9. Meena Acharya and Puspa Ghimre., (2005). Gender Indicators of Equality, Inclusion and Poverty Reduction: Measuring Programme/Project Effectiveness. Economic and Political Weekly. Vol 40, No. 44 and 45 October 29 – November04
10. Mishra, R. (1999). Globalization and the Welfare State. Chentham Press. Northampton:
11. P., A. Erskine and M. May (eds.). (1998). The Student’s Companion to Social Policy. Oxford: Blackwell/ Social Policy Association

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.

Module III: Introduction to Counselling:

12 Hours

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.

Module IV: Approaches to Counselling:

10 Hours

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

Module V: Couple and Family Counselling:

12 Hours

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, dedication 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. (Ed.) 1999 A Manual on Counselling for Lay- Counsellors, 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.

8. Fullmer, D. W. and Bernard, H. W. 1972 *Counselling: Content and Process*, New Delhi: Thomson Press India. Fuster, J. M. 2000 *Personal Counselling*, Eighth Updated Edition, Mumbai, Better Yourself Books.
9. Kennedy, E. 1977 *On Becoming a Counsellor - A Basic Guide for Non-professional Counsellors*, Delhi: Gill and Macmillan.
10. Lakshmipathi Raju, M (Ed.) 1999 *Family Counselling: Perspectives and Practices*, Tirupati, Sri Padmavati Mahila Visvavidyalayam.
11. Lewis, E. Patterson and Elizabeth, R. Welfel 2000 *The Counseling Process*, Stamford, Brooks /Cole Thomson Learning,
12. Melkote, Srinivas R. 1991 *Communication for Development in the Third World – Theory and Practice*, New Delhi: Sage Publications.
13. Mohan, Krishna and Banerji, Meera. 1990 *Developing Communication Skills*, Delhi: Macmillan India Ltd..
14. Robert D. 1977 *Mass Communication. and Human Interaction*, Boston: Houghton Mifflin Company.
15. Narang, Vaishna 1996 *Communicative Language Teaching*, New Delhi: Creative Books.
16. Narayana, Rao S. 1981 *Counselling Psychology*, New Delhi: Tata Mc Graw Hill Publishing Company Ltd.
17. Pollock, Thomas Clark; Sheridan, Marion C; Ledbetter, Frances and Doll,
18. 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.

Category: DSE1
24SOW3E1AL: Human Resource Management
(Specialization-I HRM)

Course Title: Human Resource Management **Course Code:** 24SOW3E1AL
Total Contact hours: 56 **No. of Credits:** 04
Teaching Hours/Week (L-T-P): 4 - 0 - 0
Internal Assessment: 30 Marks **Semester end Examination:** 70 Marks

Course Objectives:

1. To develop managerial skills in different functional areas of management with practical focus on HRM.
2. To develop the competence to evolve the problem-solving approaches by applying conceptual and behavioral skills.
3. To develop interpersonal skills/ competence and leadership qualities to work in a group with team building approach.

Course Outcomes

1. To understand basic knowledge Human Resource Management and its process
2. Apply the HRM roles and regulations in their practices
3. Student they acquire the skill and techniques of Human resource management

Module I:	Human Resource Management: Concept, Meaning, Nature, Objectives, Structure, Functions, Scope and Importance, its need in India. Distinction between Personnel Management and Human Resource Management Evolution of HRM, Qualities and Attributes of HR Manager, HR as a Business partner Recent Trends (Artificial Intelligence, Machine Learning, Industry 4.0), Contemporary issues in HRM. e HRM	10 Hours
Module II:	Functional Areas of HRM: Human Resource Planning: Meaning and Definition, Importance, Factors affecting HRP. The Planning Process Concepts of Job Analysis, Job Description, Job Specification, Job Design, Job Rotation, Job Enlargement, Job Enrichment, Job Analysis and Job Evaluation and	12 Hours
Module III:	Recruitment and Selection: Recruitment, Selection, Placement and Induction: a. Recruitment - Meaning, Concept, Objectives, Recruitment Process, Recruitment Policy, Methods and Techniques, Sources of Recruitment. Selection: Meaning, Concept, Objectives, Selection Process, Tools, Methods and Techniques of Selection, Induction and Placement: Orientation, Probation and Confirmation, Advantages of Induction Time Office: Functions, Compensation, Statutory Compliance, Employee Engagement and Employee Retention.	12 Hours

Module IV: Compensation Management and Performance Appraisal: 12 Hours
 Concept, Meaning, Definitions, Types, Objectives, Systems, Elements, Principles, Wage Theories, Salary Differentials-Factors and Functions.
 Factors affecting Employee Remuneration, incentive Systems- Financial and Non-Financial, Compensation benchmarking
 Components of Salary: Basic Pay plus Allowances, Pay Slip, HRA, Perks and Emoluments, Leave Travel Allowances, Fringe Benefits, Incentives, Bonus, etc., Performance Appraisal System: Meaning, Concept, Methods and Techniques, (Traditional and Modern Methods), Potential Appraisal, Performance Management System, Bell Curve, 360 Degree Feedback System, Immediate Feedback System. Career Progression and Succession Planning, Vendor Management/General Administration, Liasoning, and Public Relations.

Module V: Action Areas of HRM: 10 Hours
 Human Resource Information System (HRIS)
 HRM Action Areas: Total Employee Involvement (TEI), Quality Circles (7 QC tools), KAIZEN, Six Sigma, 5s (Sort, Set in order, Shine, Standardize, Sustain), POKE-YOKE Model, Knowledge Management.
 Retention Strategies, HR Audit, (HR & EHS). ISO, TS (Technical Specification).
 HR Outsourcing Benchmarking
 Corporate Social Responsibility (CSR), Budget and Auditing, Employee Exit Formalities.

Reference:

1. Abraham E (1983 Ed.) Alternative Approaches and Strategies of Human Resource Development (Jaipur Rawat Publisher)
2. Abraham E (1983Ed). Alternative approaches & strategies of human resource dev, Jaipur Rawat Publisher
3. Agarwal, R.D(Ed) 1973: Dynamics of Personnel Management in India. New Delhi: Tata McGraw-Hill Publishing Company.
4. Bhargava, P.P(1990), Issues in Personnel Management, Jaipur: Print well Publishers
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13. Moorthy, M.V(1992), Human Resource Management: Psycho-Sociological and Social Work Approach, Bangalore, R&M Associates
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22. Rao T.V & Abraham E A Survey of HRD Practice in Indian Industries (New Delhi; Oxford & IBH Publishing Company)
23. Rao T.V Strategies of developing resources; experiences from 14 organisations (working papers) (Indian Institute of Management, Ahmedabad)
24. Rao. T.V(1990), HRD Missionary, New Delhi: Oxford and IBH
25. Roa T.V. & Abraham E.A. *Survey of HRD Practice in Indian Industries*, New Delhi: Oxford& IBH Publishing Company
26. Rudra Basavaraj M.N (1980) Cases in Human Resources Management (Bombay: Himalaya Publishing House)
27. Rudra Basavaraj M.N (1984) Human Factors in Administration (Bombay; Himalaya Publishing House)
28. Rudra Basavaraj, M.N(1984), Human Factors in Administration, Mumbai: Himalaya Publishing House
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31. Singh, M.K. and Bhattacharya (Eds), 1990, Personnel Management, New Delhi: Discovery Publishing House.
32. Subba Rao, P (2020), Essentials of Human Resource Management and Industrial Relations, Mumbai: Himalaya Publishing House.
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Digital References:

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2. The International Journal of Human Resource Management
3. Journal of HRM, Faculty of Management, Comenius University in Bratislava, Slovakia. ISSN: 24537683
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 7. Insight Training Solutions (2014), Training Methodology, Available at <https://www.youtube.com/watch?v=NZiaLtG7xDE>
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 9. Lyre Artiaga (2015), Compare and contrast HRD and HRM, Available at <https://www.youtube.com/watch?v=KXBYvrtc1T0>
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 11. Sandy Joy Javier (2016), Training (HRM), Available at <https://www.youtube.com/watch?v=dyMckGTRZD0>.
 12. Shashi Aggarwal (2017), NATURE AND SCOPE OF HRM, Available at <https://www.youtube.com/watch?v=QbfKFVIWBYo>
 13. SS Video Walden (2017), What Is The Meaning Of HR Scorecard?,<https://www.youtube.com/watch?v=kxM9jFFpzbA>
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Category: DSE1
24SOW3E1BL: Social Work with Tribal and Rural Communities
(Specialization- II URCD)

Course Title: Social Work with Tribal and Rural Communities **Course Code:** 24SOW3E1BL

Total Contact hours: 56

No. of Credits: 04

Teaching Hours/Week (L-T-P): 4 - 0 – 0

Internal Assessment: 30 Marks

Semester End Examination:
70 Marks

Course Objectives:

1. Know about tribal community and role of tribal institutions
2. Understand the tribal problems and Social Work Practice in Tribal Development
3. Understand the rural community and its features
4. Learn rural development administration

Course Outcome:

1. Understand concepts of Rural and Tribal peoples of life styles
2. Understand Rural and tribal Communities Nature, society structures and life Spans
3. Understand the influence of Government and private sectors in communities' Development
4. Student acquire the Knowledge about the developmental programs of different communities

Module I: Tribal Community and their problems:

10 Hours

Tribe - Concept and characteristics - Tribes in India and ecological distribution Family and Kinship Systems, economic structure, political organizations of tribes Problems of tribes- Economic, Social, Political and Cultural Forests and tribaleconomy.

Module II: Programmes and Social Work Practice for Tribal Development:

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, gramsabha (including mahila gram sabha), its role and importance, Community participation in governance.

Module III: Rural Society and Poverty:**12 Hours**

Rural Society and Poverty – Concept and characteristics 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, Bonded labour, Low wages, Unemployment, Underemployment and other forms of exploitations.

Module IV: Current Rural Development Programmes:**10 Hours**

Participatory Development, Cooperative Movement and Rural Development, Current Rural Development Programmes in India: Council for the Advancement of People's Action and Rural Technology (CAPART), National Institute for Rural Development (NIRD) and other Rural Development Statutory Bodies, Role of social worker in tribal and rural development programmes.

Module V: Democratic Decentralization:**12 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

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Category: DSE1
24SOW3E1CL: Medical Social Work
(Specialization- III MPSW)

Course Title: Medical Social Work

Course Code: 24SOW3E1CL

Total Contact hours: 56

No. of Credits: 04

Teaching Hours/Week (L-T-P): 4 - 0 – 0

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

Course Objectives:

1. Understand historical development of medical social work and medico-social aspects of illnesses.
2. Assess the scope of medical social work in different settings.
3. To Acquire the intervention techniques and skills for medical social work practice.
4. Understand the role and functions of a medical social worker in various settings and study the various programmes and legislations related to health.

Course Outcome:

1. To understand the concept of Prevention and Social Medicine
2. Understand the classification of diseases and impact of human life
3. Understand concept, process, indicators and determinants of Prevention and social Medicine
4. Develop the Analyze capacity student about the government healthProgrammes and functions

Module-I: Introduction of Medical Social Work: 10 Hours

Medical Social Work - Meaning, Definitions Historical development in abroad and India. Limitations and challenges in practice. Scope of Medical Social Work The multidisciplinary team approach in health.

Module II: Medico-Social aspects of illness: 10 Hours

Illness as a social problem and its effects on the individual, family and community. Medico-social assessment and intervention Ethical considerations and protocols in health care, patient rights. Medico-social problems of individuals with chronic diseases, terminal diseases

Module III: Application of Social Work Methods in Medical Settings: 12 Hours

Methods of Social Work in medical settings: Case work, treatment groups, task groups, support groups, Administration in medical care and public relations. Staff training and development, Clinical research and ethical considerations. Role andFunctions of Medical Social Worker in general hospitals, government, corporate and private, specific disease hospitals and clinics. Role, Functions and Tasks of Medical Social Workers in varied departments of hospitals, blood & tissue banks, organ banks,

educational institutions, rehabilitation centres, residential institutions.

Module IV: Prevention, promotion and rehabilitation: 12 Hours
Health Education – meaning and importance, Communication in Health Education - Mass media, Audio Visual Aids, socialmedia, ICT.
Behaviour change communication as a strategy for Health and Education
Voluntary and Governmental Agencies for Health Education programmes.
Medical Social Work with families, rehabilitation centres, aged, pain and palliative care, institutions for mentally and physically challenged, community health centres.

Module V: Programmes and legislations: 12 Hours
Welfare of persons with an illness, Significance of public health programs and health legislations, National programmes for prevention and control of communicable & non communicable diseases, National programmes for children, women, differently abled, elderly. Transplantation of human organs act 1994, Food safety and standards act 2006, Tobacco control act 2003

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Category: DSE 2
24SOW3E2AL: Organizational Behaviour and Organizational Development
(Specialization- I HRM)

Course: Organizational Behavior and Organizational Development

Course Code: 24SOW3E2AL

Total Contact hours: 56

No. of Credits: 04

Teaching Hours/Week (L-T-P): 4 - 0 – 0

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

Course Objectives:

1. Enhance the knowledge regarding the social and individual behaviour in an organization
2. Understand the importance of learning OB for social workers
3. To understand the leadership and power structure in organizations
4. Develop an understanding on how the Knowledge of OB helps in organizational development

Course Outcome:

1. To understand, evaluate and resolve social and individual behavior in organizations.
2. To understand the leadership and power structure in organizations.
3. Empowered and trained to resolve problems arising from social and individual behavior in organizations.
4. It will help the learner to practice as a good HR officer in an organization by understanding the Organization Behaviour.

Module-I: Introduction to Organizational Behaviour: 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: Theoretical Applications: 12 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 and Group Dynamics: 10 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:**12 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: Conflict Resolutions in the Organizations:**10 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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Category: DSE2
24SOW3E2BL: Social Work with Urban Communities
(Specialization- II URCD)

Course: Social Work with Urban Communities **Course Code:** 24SOW3E2BL
Total Contact hours: 56 **No. of Credits:** 04
Teaching Hours/Week (L-T-P): 4 - 0 - 0
Internal Assessment: 30 Marks **Semester End Examination:** 70 Marks

Course Objectives:

1. Develop students' understanding on values and principles of urban community development
2. Orient them on the growth and development of urban areas, the problems and the challenges related to that
3. Enhance students' knowledge on the available government policies and programmes.
4. Educate the students on the role of VOs and government in addressing the urban challenges.

Course Outcomes:

1. Provide opportunity to the learners to deepen their knowledge and understanding of urban
2. Expand capacities of the working urban development professionals on various theoretic aspects of urban planning and development
3. Understand the professional knowledge and skills in formulation, implementation, evaluation of urban development programs.

Module-I:	Urbanization and Urban Life: Urban Community, Urbanism and Urbanization-Concepts and Characteristics. History of urbanization in India. Theories/models of urban development, Urban problems- causes and effects associated with urbanization, urban industrial syndrome.	10 Hours
Module II:	Urban Community: Concept and Theories: Delhi Pilot Project-Critical Analysis of a Planned Experiment, Urban Programmes in Five Year Plans, Historical Analysis of Government Programmes on Urban Community Development, NULM and recent urban infrastructure programme, Barriers to Urban Community Development. Urban development Institutions- Roles and Functions, Urban Renewal Missions in India	10 Hours
Module III:	Urban Governance and Policies: Urban local self-government: Urban Governance – 74th Constitutional Amendment – Scope and processes, Structure, functions and role of urban local bodies. Policies for urban governance- Housing, sanitation, and transport.	12 Hours
Module IV:	Social Work Intervention and Urban Community Development: Role of social workers in facilitating participatory change in urban area - Scope of Social Work profession in Urban Community Development.	12 Hours

Role of Social Worker in Displacement and Rehabilitation. Slum Clearance and Alternative Development.

Module V: Voluntary agencies and Urban Community Development: 12 Hours

Role of voluntary organization in urban development. Strategies used by voluntary organization for urban community development Corporate Social Responsibilities (CSR) for urban community development Role of civil society organizations for UCD- resident associations and citizen's clubs

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Category: DSE2
24SOW3E2CL: Public Health Education
(Specialization- III MPSW)

Course: Public Health Education

Course Code: 24SOW3E2CL

Total Contact hours: 56

No. of Credits: 04

Teaching Hours/Week (L-T-P): 4 - 0 – 0

Internal Assessment: 30 Marks

Semester End Examination: 70Marks

Course Objectives:

1. To understand the concept and various dimensions of health and to provide information about public health and its principles, and goals
2. Gain understanding regarding essential aspects of healthcare in institutional, semi-institutional and non-institutional set-up.
3. To know the public health policies and programmes, public health system and its management in India and to find out the social work interventions in public health
4. To understand about various aspects of management of healthcare in institutional, semi-institutional and non-institutional set-up.

Course Outcomes:

1. Understand the process implement projects for administration of effective healthcare.
2. Develop a broad base of foundational knowledge of health and health Administration
3. Gain knowledge of all relevant public health systems and institutions of public health importance and acquire administrative skills essential for smooth functioning of health establishments
4. Obtain the skills and competence to plan, implement & evaluate programmes related to health education and communication programmes in society.

Module-I Introduction to Public Health

10 Hours

Concept of Health and Community Health, Dimensions of Health, Indicators and Determinants of health; Public Health- Definition, Significance, Evolution of Public health in India, Models of Public health, Health Care delivery system in India- Central, State, District and Block/Village.

Module II Epidemiology and Diseases

12 Hours

Definition, aims and uses of epidemiology, Natural history of disease, Epidemiology, Prevention and Control of Communicable and Non- Communicable Disease (NCD): Communicable Disease: Leprosy, sexually transmitted diseases (STDs)-Human Immuno Deficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS), TB. Emerging disease and threats Non-Communicable Diseases- Cardiovascular disorders, Cancer, Diabetes, Hypertension, Obesity, Anemia, Injuries

Module III Health Systems Development**12 Hours**

Health System Models, Levels of Health Care- Primary, Secondary & Tertiary, Health care providers (Government, Private, Voluntary/NGO, Indigenous), Alternative systems of medicine (AYUSH), Integrated health care Delivery- Preventive, promotive, curative & rehabilitative, technology in Health, Relation between Nutrition, Health and Development, Health related Sustainable Development Goals.

Module IV Health Policy, Programmes and Legislation**12 Hours**

Health Policies – Bhore committee, Universal healthcare for all, National Health Policy; National Health programmes- National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), National Leprosy Eradication Programme, Revised National Tuberculosis Control Programme, Universal Immunization Programme, National AIDS Control Programme, National Cancer Control Programme, Family planning programme, Adolescent rep

Module V Social Work Approaches in Public Health**10 Hours**

Social determinants of health - Social Work strategies and approaches in public health; Role of Social worker in Public Health sector; Health education, Health awareness programme, Counseling, School Health.

Programme; Health System restructuring and reform; Strategies used Referral, Community mobilization and organization, Capacity building and training, Resource mobilization.

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Category: DSCP4
**24SOW3C4P: Practicum-IV (Concurrent Field Work- DSE1
and DSE2)**

Course Title: Practicum-IV (Concurrent Field Work **Course Code:** 24SOW3C4P
- DSE1 and DSE2)

Total Contact hours: 56

No. of Credits: 04

Teaching Hours/Week (L-T-P): 0 - 0 – 4

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

**PRACTICUM-IV CONCURRENT FIELD WORK
(ASSESSMENT SCHEME FOR 100 MARKS)**

In the third semester of MSW course students are given an option to take any one of the three specializations. Later each student will be engaged **Minimum Four Orientations visits based on their Specialization (on field work days)**. Student will be monitored by faculty members for this. This is mentoring the student to become professional. The orientation visits shall be conducted in the beginning of the semester classes.

Submission of the Orientation visits Report:

After completion of the Orientation visits, Coordinator of the Orientation visit has to collect the reports with following considerations;

1. The candidate has to submit the Orientation visit report to their respective supervisors
2. The report should be hand written only.
3. The report should not exceed 20 pages.
4. The report should be submitted within 3-4 Days after completion of the Orientation visit

Evaluation:

1. The orientation visit of a candidate shall be assessed for **maximum of 100 marks [consisting of 30 marks for Orientation report evaluation by the Coordinator of the Orientation visit and 70 marks by external Examiner for viva-voce examination]**.
2. **Internal Assessment:** The internal assessment (for 30 marks) is done by the coordinator of the orientation visit is a full-time faculty member working in Social Work department of the VSKU/PG Centres where Master Social Work program offered.
3. **External Evaluation:** An Assistant professor, associate professor or professor level faculty members of other university shall do external evaluation for maximum of Seventy (70) marks.
4. **Viva-voce/Presentation:** A viva-voce examination will be conducted for Seventy (70) marks at the PG-Department of Social work, VSKU, Bellary/P.G Centres and each student is expected to give a presentation on orientation visit.
5. The coordinator/faculty of the Department and an expert appointed by the BOE chairman shall

conduct the viva-voce examination.

6. 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

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.,	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: left;">Rating scale</td> <td style="text-align: right;">2</td> </tr> <tr> <td style="text-align: left;"><1</td> <td style="text-align: right;">Satisfactory</td> </tr> <tr> <td style="text-align: left;">2</td> <td style="text-align: right;">Very Good</td> </tr> </table>	Rating scale	2	<1	Satisfactory	2	Very Good
Rating scale	2									
<1	Satisfactory									
2	Very Good									
2	Field work report	3	Language, content, logical connection, submitted the reports in time, etc.,	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: left;">Rating scale</td> <td style="text-align: right;">3</td> </tr> <tr> <td style="text-align: left;"><1</td> <td style="text-align: right;">Satisfactory</td> </tr> <tr> <td style="text-align: left;">3</td> <td style="text-align: right;">Very Good</td> </tr> </table>	Rating scale	3	<1	Satisfactory	3	Very Good
Rating scale	3									
<1	Satisfactory									
3	Very Good									
Total		05								

3. 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	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: left;">Rating scale</td> <td style="text-align: right;">2</td> </tr> <tr> <td style="text-align: left;"><1</td> <td style="text-align: right;">Satisfactory</td> </tr> <tr> <td style="text-align: left;">2</td> <td style="text-align: right;">Very Good</td> </tr> </table>	Rating scale	2	<1	Satisfactory	2	Very Good
Rating scale	2									
<1	Satisfactory									
2	Very Good									
2	Participation in individual conference	2	Participation in individual conference	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: left;">Rating scale</td> <td style="text-align: right;">2</td> </tr> <tr> <td style="text-align: left;"><1</td> <td style="text-align: right;">Satisfactory</td> </tr> <tr> <td style="text-align: left;">2</td> <td style="text-align: right;">Very Good</td> </tr> </table>	Rating scale	2	<1	Satisfactory	2	Very Good
Rating scale	2									
<1	Satisfactory									
2	Very Good									
3	Administrative procedures	2	Understanding the knowledge of administrative procedures, programme management.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: left;">Rating scale</td> <td style="text-align: right;">2</td> </tr> <tr> <td style="text-align: left;"><1</td> <td style="text-align: right;">Satisfactory</td> </tr> <tr> <td style="text-align: left;">2</td> <td style="text-align: right;">Very Good</td> </tr> </table>	Rating scale	2	<1	Satisfactory	2	Very Good
Rating scale	2									
<1	Satisfactory									
2	Very Good									

4	Capacity to work in a team	2	Has adaptable skills in the agency	Rating scale <1 2 ----- 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 ----- 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 2-3 ----- 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		

3. 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 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 4-5 <hr/> 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.

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, targetgroup 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
			Satisfactory	Good	Very Good
Total		70			

Category: SEC3
24SOW3S3L: Research Methodology

Course Title: Research Methodology

Course Code: 24SOW3S3L

Total Contact hours: 28

No. of Credits: 02

Teaching Hours/Week (L-T-P): 2 - 0 – 1

Internal Assessment: 20 Marks

Semester End Examination: 30 Marks

Course Objectives:

1. Understand and appreciate the role of research in social work practice
2. Able to formulate research formulation and test the hypothesis
3. Develop an understanding of the different research designs in quantitative research, and apply different research instruments in the field.

Course Outcomes

1. The students understand the philosophical, ethical and methodological approaches of qualitative Research using scientific thinking and reasoning
2. The student gain knowledge how to plan, conduct and finish qualitative research with different methods
3. Students acquired and practiced skills sets for each phase of qualitative research

Module-I: Introduction to Research:

08 Hours

Research –Introduction to Social Work Research, Concept and theory, Induction and deduction; Objectives of research. Types of research – Descriptive vs. Analytical, applied vs. Fundamental, Quantitative vs. Qualitative, Conceptual vs. Empirical and case-based research. Ethical aspects in research. Research process, formulating the research problem - Selecting the problem - Necessity of defining the problem. Importance of literature review in defining problem – Literature review, Identify research gaps - Development of working hypothesis.

Module-II: Research Design, Sources and Methods of Data Collection:

12 Hours

Research Design: Meaning and importance; types of research design; exploratory, descriptive, experimental, evaluative, case study, participatory research and action research. Case study: Meaning, uses, steps.

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.

Secondary data: Sources, types of secondary data and problems in the use of secondary data.

Sampling: Universe, population, sample, rationale and characteristics of sampling; sample frame and sampling unit, methods of sampling, Determination of Sample size.

Module III: Data Analysis and Report Writing:**08 Hours**

Data Processing and Analysis strategies - Data Analysis with Frequency Distribution, Graphical Representation, Measures of Central Tendency, using SPSS, Excel – Hypothesis testing. Report: Types of report – Technical reports and thesis, Bibliography, referencing and footnotes.

References:

1. Ahuja, Ram (2001) Research Methods, Jaipur: Rawat Publication
2. Alston, M. Bocoles, W. (Indian Edition 2003) Research for Social Workers-An Introduction to Methods, Jaipur: Rawat Publication
3. Anderson, J. et al. 1970 Thesis and Assignment Writing, New Delhi: Wiley Eastern Limited.
4. Baker, Therese L. (1994) Doing Social Research, Singapore: Mc Graw Hill
5. Goode, W.J., Hatt, P.K. (1981) Methods in Social Research, Singapore: McGraw Hill
6. Grinell, Richard M. (Jr.) (1988) Social Work Research and Evaluation, Illinois F. E. Peacock Pub.Inc.
7. Jacob, K. K. (1965) Methods & Fields of Social Work in India, Bombay: Asia Publishing
8. Kothari, C. R. (2004 2nd edition reprint) Research Methodology: Methods & Techniques, New Delhi, New Age International
9. Krishnaswamy, O. R. (1993) Methodology for Research in Social Science, Himalaya, Bombay
10. Lal Das, D.K. (2000), Practice of Social Research: Social Work Perspective, Jaipur: Rawat Publications.
11. Lal Das, D.K. (2005), Designs of Social Research, Jaipur: Rawat Publications
12. Lal Das, D. K. (2000) Practice of Social Research, Jaipur: Rawat Publication
13. Mikkelsen, Britha (2005) Methods for Development Work and Research- A New Guide for Practitioners, New Delhi: Sage
14. Nachmias D and Nachmias C. (1981), Research Methods in the Social Sciences, New York St. Martin's press.
15. Rubin, Allen & Babbie Earl (4thEd.2001) Research Methods for Social Work, USA: Wadsworth, West, Brooks/Cole and Schirmer

Category: GEC1
24SOW3G1LA: Gerontological Social Work

Course: Gerontological Social Work

Course Code: 24SOW3G1LA

Total Contact hours: 28

No. of Credits: 02

Teaching Hours/Week (L-T-P): 2 - 0 – 1

Internal Assessment: 20 Marks

Semester End Examination: 30 Marks

Course Objectives:

1. To develop an understanding pertaining to the concept of aging.
2. To understand the various challenges related to aging, healthy aging and problems of the elderly in difficult situations.
3. To identify the organization working for elderly in different settings and gain an insight into process of working with elderly.
4. National Policy for elderly and the role of INGO and NGOs in improving the quality of life of the elderly.

Course Outcomes

1. To utilize the learned knowledge while working with elderly.
2. Able to develop empathy towards elderly
3. Able to train the care givers in various aspects of care and support to the elderly.
4. To develop the positive attitude towards elderly communities

Module-I: Introduction of Gerontology and Developmental tasks in elderly: 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.

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-II: Care settings for elderly: 06 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 III: Theories of Successful Aging: 06 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 Help Age India, INGO, NGO and other prominent Organisations working for elderly.

Module IV: Social work intervention: 06 Hours

Social work intervention: measures for senior citizens through methods of social work: Case work, group work, community organization, 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. 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.Gunjil 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.
8. Hurlock, Elizabeth. 1981: Developmental Psychology. 5th Edition. New Delhi, Tata McGraw Hill Publications.
9. Indira Jaiprakash. 1999: Aging in India, A report submitted to World Health Organisation, Geneva.
10. Khan M.Z. 1989: Voluntary Welfare Services for the Aged, Dept. of Social Work, New Delhi, Jamia Milia Islamia.
11. Kumar, Vinod (Ed.) 1996: Aging - Indian Perspective and Global Scenario, New Delhi, AIIMS.
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.

Category: GEC1
24SOW3G1BL: Community Participation and Development

Course: Community participation and development

Course Code: 24SOW3G1BL

Teaching Hours/Week (L-T-P): 2 - 0 – 0

No. of Credits: 02

Internal Assessment: 20 Marks

Semester End Examination: 30 Marks

Course Objectives:

1. Students can clearly articulate the meaning and importance
2. Learn participatory approaches and how to understand the needs of a community
3. Students can evaluate case studies and use lessons learned for effective design themselves

Course Outcomes:

1. Students can define and describe the different schools/fields of social work.
2. Students can clearly articulate the meaning and importance of “participatory approaches
3. Students can evaluate case studies and use lessons learned for effective design themselves

Module-I:	Community Participation:	06 Hours
	Participatory, bottom-up, engagement practices to gain knowledge and skills, Need and Importance of the community Participation in Programme planning, Implementation and evaluation process.	
Module II:	Marginalized Communities in India:	06 Hours
	Marginalized communities, especially women and rural groups. Vulnerable groups. Food and livelihood necessities in the community. Issues related to marginalized and vulnerable groups based on the caste system. Case studies on Marginalized groups.	
Module III:	Vulnerable Groups in India:	10 Hours
	Concept of Vulnerable/vulnerability groups, Cultural competence, Disparities, Social justice, identify vulnerable populations, Self-awareness related to vulnerability, Literacy and Health Vulnerability, challenges related to vulnerable Groups. Barriers to Effective Care of Vulnerable Groups Programme for Vulnerable Groups.	
Module IV:	Community Development in India:	06 Hours
	Meaning, Nature and scope of community Development in India. Rural, Urban and Tribal Community Development Programmes in India, Role of Social Workers in the Community Development.	

References;

1. Narayan, D., Chambers, R., Shah, M. K., & Petesch, P. (2000). Voices of the poor: Crying out for change. Oxford University Press for the World Bank.
2. Flora, C. & Arnold, N. (2012). State of the Science Report: Community Development.

University of Montana Rural Institute, Research and Training Center on Disability in Rural Communities.

3. Aziz, Abdul. 1984: Urban Poor and Urban Informal Sector, New Delhi, Ashish Publishing House.
4. Bharadwaj, R. K. 1962: Urban Development in India, New Delhi, National Book Trust

Category: GEC1
24SOW3G1CL: Mental Health

Course: Mental Health

Course Code: 24SOW3G1CL

Total Contact hours: 28

No. of Credits: 02

Teaching Hours/Week (L-T-P): 2 - 0 – 0

Internal Assessment:20 Marks

Semester End Examination: 30 Marks

Course Objectives:

1. To understand the basics of Mental Health
2. To understand the Psychiatric Disability, Mental Disorders
3. To know the Social Work impact of Mental Health Education in India

Course Outcomes:

1. Students understand the concept of Mental health, Neurosis and Psychosis
2. Understanding the mental health programs and health care activities in India
3. Student Improve the knowledge about social worker role in mental health

Module-I Introduction to Mental Health

08 Hours

Definition, Characteristics of Mental Health; Mental Disorders- Definition, Characteristics; Mental Distress. Myths related to mental disorders; 90 Models of mental disorders; Basic types of mental disorders – Neurosis and Psychosis; Difference between Mental Disorders

Module II Psychiatric Disability

04 Hours

Causes and Features of mental illness; Methods of treatment - Physical, Psychological and Alternative Medicine

Module III Mental Disorders

10 Hours

Common mental disorders (ICD 10 classification) – clinical signs and symptoms, organic mental disorders, mental and behavioral disorders due to psychoactive substance use, schizophrenia, mood disorders, psycho-physiological disorders, suicide, sexual disorders; disorders of adult personality and behavior, mental retardation and psychiatric disorders in childhood

Module IV Mental Health Organization and Programs in India.

06 Hours

National Mental Health Programme; District Mental Health Programme; Mental Health Interventions at Primary, Secondary and Tertiary Health Settings; Trans-Cultural Psychiatry. Social Worker's Role in Mental Health settings

References;

1. Ahuja, Niraj 1995 A Short Textbook of Psychiatry, Third Edition, New Delhi, Jaypee Brothers.
2. Anderson, David. 1982 Social Work with. Mental Handicap, London, Macmillan Press Ltd.
3. Dickerson, Martha Ufford. 1981 Social Work Practice with the Mentally Retarded, NY:Free Press.

4. Friedlander, W. A. 1967 Introduction to Social Welfare, (Chapter 12: Social Work in Medical and Psychiatric Settings), New Delhi: Prentice-Hall of India.

FOURTH SEMESTER

Category: DSC11

24SOW4C11L: Legal System and Social Legislation in India

Course Title: Legal System and Social Legislation **Course Code:** 24SOW4C11L
in India

Total Contact hours: 56

No. of Credits: 04

Teaching Hours/Week (L-T-P): 4 - 0 – 0

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

Course Objectives:

1. Understand the framework of the Indian legal system and familiarize themselves with key social legislation in India.
2. Identify the role of law in promoting social justice and equality.
3. Recognize the importance of constitutional provisions in shaping social policies.
4. Analyze Indian laws and policies related to social issues and apply legal principles to real-world scenarios.

Course outcomes

1. Learner can Explain the structure and functioning of the Indian judiciary.
2. Learner can Discuss key social legislation, such as labor laws, environmental laws, and consumer protection laws.
3. Learner can Analyze the impact of laws on marginalized communities.
4. Learner can Evaluate the effectiveness of laws in promoting social justice and to apply legal principles to case studies and real-world scenarios.

Module I: Law: 12 Hours
Law: Introduction, Definition, Meaning, Characteristics, Principles, Role. Types of Law: Substantive and Procedural, Civil and Criminal
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.

Module II: Rights: 12 Hours
Rights – Concept, Meaning, definitions and Nature. Legal Rights of People; Human Rights; Constitutional Rights; Rights of the Vulnerable viz., Children, Women and Weaker Sections. Rights of Scheduled Castes and Scheduled Tribes; Rights of accused and offender under, Indian Penal Code and Criminal Procedure Code.

Module III: Remedies for Violation of Rights: 10 Hours
i) Remedies under the Constitution – Art 32 and Art 226; ii) Remedies under Civil Law – Hierarchy of Civil Courts; iii) Remedies under Criminal Law – Hierarchy of Criminal Courts; iv) Remedies under Special Laws – Consumer Forum, Family Courts, Special Courts under Protection of Civil Rights Act 1976 with new Amended Act and the Scheduled Caste and the Scheduled Tribes (Prevention

of Atrocities) Act 1989. v) Human Rights Act 1993

Module IV: Criminal Justice System in India:

12 Hours

Enforcement Machineries – Police, Prosecution, Protection Officers, Probation Officers, Santwana, DCPU etc., under Women and Child Development Department; Human Rights enforcement Machinery – National and State Level; Machinery available under National and State Women’s Commissions.

Module V: Correction and Correctional Laws

10 Hours

73rd Amendment of the Constitution, 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 Workers at different levels of functioning of judicial system and the related agencies.

Reference:

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.
4. Desai, A. E. (Ed.) 1986 Violation of Democratic Rights in India, Vol. 1.
5. Fleming, M. 1978 Crimes and Rights, New York: W.W. Norton and Company.
6. Gandhi B.M. 2006. Indian Penal Code, Lucknow, Eastern Book Company.
7. Iyer, V. R. K 1980 Some Half Hidden Aspects of Indian Social Justice, Lucknow: Eastern Book Company.
8. Iyer, V. R. K 1984. Justice in Words and Justice in Deed for Depressed Classes, New Delhi: Indian Social Institute.
9. Iyer, V. R. K 1981.Law Versus Justice: Problems and Solutions, New Delhi: Deep and Deep.
10. Iyer, V. R. K 1980. Justice and Beyond, New Delhi: Deep and Deep.
11. Kelkar R. V. 2006. Lectures on Criminal Procedure, Lucknow, Eastern Book Company.
12. Khanna, H. R. 1980 The Judicial System, New Delhi: IIP A.
13. Mathew, P. D. IIP.A Legal Aid Series, Delhi: Indian Social Institute
14. McDonald. W. F. (Ed.) 1979 The Presentator, California: Berkeley: Hill
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 Organizations, 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.

19. Singh, L. M. (Ed.) 1973 Law and Poverty: Cases and Materials, Bombay: Tripathi.
20. Western, P. B. 1976 The Criminal Justice System: An Introduction and Guidelines, California: Good Year Publishers.
21. Government of India, 1973, Report of the Legal Aid Committee.

Category: DSE3

24SOW4E3LA: Labour legislation and Industrial Relation

Course Title: Labour legislation and Industrial Relation

Course Code: 24SOW4E3LA

Total Contact hours: 56

No. of Credits: 04

Teaching Hours/Week (L-T-P): 4 - 0 - 0

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

Course Objectives:

1. To help students learn the basic facts concerning Labour Law.
2. To assist the students to acquire attitudes that is apt in the practice of Labour Law.
3. To enable them to realize the need to have suitable skills for the practice of Labour Law.
4. To stimulate thinking on rationale behind the Laws and their enforcement

Course Outcomes:

1. Develop the knowledge on various statutory / legal aspects influencing the Organizations
2. Develop the skills of interpersonal relationship as per organizational requirement.
3. Develop the knowledge on various statutory / legal aspects influencing the organizations.
4. To stimulate thinking on rationale behind the Laws and their enforcement.

Module I: Introduction to Labour legislations 10 Hours

Need – objectives – principles - Constitutional provisions and contribution of Directive Principles of State Policy. Classification of labour laws:

Legislation related working conditions:

- The Factories Act, 1948
- The Karnataka shops and commercial Establishment Act, 1961
- The Contract Labour (Abolition & Regulation) Act, 1971

Module II: Wage Legislations and Industrial Relations legislations 12 Hours

The Payment of Wages Act – 1936; The Minimum Wages Act – 1948;

The Payment of Bonus Act – 1965; The Equal Remuneration Act, 1976

Industrial Relations Legislations:

The Industrial Employment (Standing Orders) Act, 1946; The Industrial Disputes Act, 1947; The Trade Union Act, 1926

Module III: Social Security Legislations: 10 Hours

The Employees' Compensation Act, 1923; The Employees State Insurance Act – 1948; The Provident Fund Act – 1952; The Maternity Benefit Act -1961; The Payment of Gratuity Act – 1972

Module IV: Industrial Relation: 12 Hours

Concept - philosophy and principles – Scope. Industrialization in India.

Organized and Unorganized sector in India. Collective, Bargaining - Workers Participation in Management.

Module V: Introduction to Trade Unions:**12 Hours**

Historical background – types – size – affiliations - various unions. The contemporary issues and challenges of Trade Unions. Industrial Communication -Domestic Enquiry and ways of dealing with Industrial Indiscipline.

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 Mamoria S. 2006 Dynamics of Industrial Relations, Mumbai, Himalaya Publishing House.
10. Mamoria, C. B; Mamoria Satish, Gankar, S. V. 2000 MDynamics of Industrial Relations in India, 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 Boo 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.

Category: DSE3
24SOW4E3BL: Corporate Social Responsibility and Social Entrepreneurship
(Specialization- II URCD)

Course Title: Corporate Social Responsibility and Social Entrepreneurship

Course Code: 24SOW4E3BL

Total Contact hours: 56

No. of Credits: 04

Teaching Hours/Week (L-T-P): 4 - 0 - 0

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

Course Objectives:

1. To provide Learner with a working knowledge of the concepts, opportunities and challenges of social entrepreneurship.
2. To demonstrate the role of social entrepreneurship in creating innovative responses to critical social needs (e.g., hunger, poverty, global warming, etc.).
3. To developing an understanding of CSR and its importance
4. To understand the CSR Strategy

Course Outcomes:

1. Learner can understand the development of understanding of CSR activities
2. Learner can understand the purpose and benefits of CSR.
3. Learner can engage in a collaborative learning process to develop a better understanding of the context and domain of social entrepreneurship.
4. Preparing Learner personally and professionally for meaningful employment by reflecting on the issues of social entrepreneurship.

Module I:	Corporate Social Responsibility:	12 Hours
	Meaning, definition and scope of CSR; Evolution of CSR; Rationale for CSR (moral, rational and economic arguments for CSR); strategic context of CSR; Carroll's Model of CSR (Pyramid of CSR); CSR rules under Companies Act, 2013.	
Module II:	CSR and Professional Social Work:	12 Hours
	CSR and Community Development; CSR and Environment Conservation. Stakeholders and perspectives; interest Groups Related to CSR; Tools of CSR; Business Benefits of CSR. CSR and Need-based Approaches. Designing a CSR policy; Factors influencing CSR policy; Managing CSR in an organization; Role of HR Professionals in CSR; Global Recognitions of CSR- ISO 14000, SA 8000; AA 1000; Codes formulated by UN Global Compact; UNDP, Global Reporting Initiative.	
Module III:	Implementing CSR:	10 Hours
	CSR in the marketplace, CSR in the workplace, CSR in the community; CSR in the ecological environment. Social Audit of CSR. CSR in India: Legal provisions and specifications on CSR; TCCI (Tata Council for Community Initiatives), Current CSR trends in Indian Industries. Awards in India; Role of social workers in CSR.	

Module IV: Introduction to Social Entrepreneurship: 12 Hours
Concept, Nature and scope. Management of Social Entrepreneurial Organizations. Key issues in Social Entrepreneurship. Entrepreneurial Characteristics. Entrepreneurial outcome, Current theories of Entrepreneurship, Models of Social Entrepreneurship. Creating Social Value: Meaning, concept, process and assessing social value.
Models: Micro-finance, micro-franchise, micro-consignment.

Module V: Business and Social Entrepreneurship: 10 Hours
Difference between a Business and Social Entrepreneurship. Perspectives on Social Entrepreneurship – Academic and practitioner ‘s view, Case Studies and Profile of social entrepreneurs. Funding social ventures: Strategies for success, Sustainable funding sources: Earned income Traditional funding sources, social investment funding sources, investing in a social venture, Relationship building with donors and investors.

References:

1. Benn & Bolton, (2011). Key concepts in corporate social responsibility. Australia: SagePublications Ltd.
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3. Brummer, J.J. (1991). Corporate Responsibility and Legitimacy: An interdisciplinary analysis. Westport, CT: Greenwood Press.
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5. Crane, A. et al., (2008). The Oxford handbook of corporate social responsibility. New York:Oxford University Press Inc.
6. Ellington. J. (1998). Cannibals with forks: The triple bottom line of 21st century business. New Society Publishers
7. Grace, D. and S. Cohen (2005). Business ethics: Australian problems and cases. Oxford: Oxford University Press.
8. Reddy, Sumati and Stefan Securing. (2004). Corporate Social Responsibility: SustainableSupply Chains. Hyderabad: ICFAI University Press.
9. Werther, W. B. & Chandler, D. (2011). Strategic corporate social responsibility. thousand Oaks, CA: Sage.
10. <http://www.tatapower.com/sustainability/environmental.aspx>
11. Bornstein & Davis (2016), Social Entrepreneurship (What Everyone Needs To Know), Oxford University Press
12. Filip M. Santos, 2009, A positive theory of social entrepreneurship, Social Innovation Center, France. Website:
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16. Alvord, S., Brown, D., and Letts, C. (2004), 'Social Entrepreneurship and Societal Transformation: An Exploratory Study', *Journal of Applied Behavioral Science*, 40.3,260-83.

Category: DSE2

**24SOW3E4CL: Psychiatric Social Work
(Specialization- III MPSW)**

Course: Psychiatric Social Work

Course Code: 24SOW3E4CL

Total Contact hours: 56

No. of Credits: 04

Teaching Hours/Week (L-T-P): 4 - 0 – 0

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

Course 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 organizations for the welfare of mentally ill.
4. Identify the issues related to psychiatric social work department in hospitals and community mental health settings.

Course Outcome:

1. Understanding the nature and work of psychiatric social work
2. Ability to develop knowledge and skills
3. To appreciate the values and ethics of professional psychiatric social worker
4. To develop persona of professional self

Module-I:	Psychiatric Social Work:	12 Hours
	History and scope of psychiatric social work; changing perspective of Psychiatric Social Work; Psychiatric Assessment: History Taking and Mental Status Examination; Severe-mental disorders, common mental disorders, organic mental disorders, substance use disorders, personality disorders, mental health problems among children; Psychological Treatments. Role of Psychiatric Social Worker in Psychiatric settings. Legislations related to practice of Psychiatric Social Work.	
Module II:	Organization of Psychiatric Social Work:	12 Hours
	Functions and collaboration with other Departments; Functions of Social Worker Psychiatric Social Worker in Hospitals; Role of Medical Social Worker in Hospital and Community; Difficulties and challenges faced by Medical and Psychiatric Social Workers	
Module III:	Psychotherapy in Psychiatric Social work:	12 Hours
	Psychiatric Assessment: History taking and mental status examination, psycho social and multidimensional assessment of mental disorders in psychiatric social work; Understanding Therapeutic applications: Cognitive Behavioral Therapy (CBT), Inter Personal Therapy, Psychotherapy, supportive therapy, and family therapy; Psychiatric Social work practice in de-addiction center, mental health care centers, and child care institutions.	

Module IV: Approaches in Treatment: 10 Hours

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 10 Hours

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 Dey. 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 Meredyth. 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 & Counselling, 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.

Category: DSE4
24SOW4E4AL: Human Resource Development and Employee Wellness
(Specialization- II HRM)

Course Title: Human Resource Development and Employee Wellness **Code:** 24SOW4E4AL

Total Contact hours: 56

No. of Credits: 04

Teaching Hours/Week (L-T-P): 4 - 0 – 0

Internal Assessment: 30 Marks

Semester End Examination: 70
Marks

Course Objectives:

1. To enhance personality development and self-confidence and to foster a spirit of continuous learning and innovation in HR practices.
2. To build competencies for managing diverse teams and solving HR-related issues.
3. To evaluate the strategic role of HR with a focus on measurable impact.
4. To gain hands-on experience with HR technologies, including HR analytics and AI.

Course Outcome:

1. Understand and evaluate various HRD frameworks, approaches, and interventions, including competency mapping, performance measurement, and strategic HR functions.
2. Utilize HR information systems, AI, and analytics tools to enhance HR functions, improve decision-making, and optimize employee performance.
3. Develop and assess training and learning programs using advanced instructional technologies and principles, considering individual and organizational needs.
4. Create comprehensive employee wellness programs that address physical, mental, and social well-being, and understand the role of CSR and wellness standards in workplace culture.

Module-I: Human Resource Development: 10 Hours

Concept and significance of HRD, HRD as a Total System: Approaches and Frameworks, Diversity and Inclusion in HRD, Role of Emotional Intelligence, Introduction to Behavioral Economics in HR practices.

Module II: HRD Interventions and Technology in HR: 12 Hours

Performance Measurement Systems: 180- and 360-degree appraisals, Key Result Area (KRA) and Key Performance Indicators (KPI) Coaching, Mentoring, Career Development, and Quality of Work Life, Employee Lifecycle Management: Onboarding, Development, and Retention Strategies, Advanced Performance Metrics and People Analytics, Introduction to AI and Machine Learning in HR, Overview of HR Information Systems (HRIS): Productivity and Cost-Benefit Analysis, Practical Skills: Case studies on digital HR transformations and workshops on Competency frameworks.

- Module III: Learning and Development in HRD: 10 Hours**
 Building a Learning Organization: Concepts and benefits, Knowledge Creation, Acquisition, and Intellectual Capital, Micro learning and Digital Learning Platforms, Personalized Learning Paths and Adaptive Learning Systems, Continuous Improvement and Learning ROI Assessment, Group and Individual Learning Models, Practical Skills: Simulations in organizational learning design and discussions on learning improvement practices.
- Module IV: Talent Development and Training Programs: 12 Hours**
 Training Needs Analysis (TNA) and the Training Design Process, Types of Training: On-the-job, off-the-job, and hybrid training methods, Reskilling and Upskilling in the Digital Era, Integration of Soft Skills Development, Virtual and Hybrid Training Program Design, Practical Skills: Role-playing sessions to build empathy, TNA workshops, and development of training programs using HR Analytics.
- Module V: Employee Wellness and Corporate Social Responsibility: 12 Hours**
 Concept, Importance, and Relevance of Employee Wellness Programs, Mental Health in the Workplace and Work-Life Integration, Role of Welfare Officers as per the Factories Act 1948, ISO Standards for Wellness: ISO 45001 (Occupational Health and Safety) and ISO 26000 (Social Responsibility), Corporate Social Responsibility (CSR) as a Business Strategy.

References:

1. Armstrong, M. (2021). *Armstrong's Handbook of Strategic Human Resource Management*. Kogan Page.
2. Cascio, W. F., & Boudreau, J. W. (2011). *Investing in People: Financial Impact of Human Resource Initiatives*. Pearson Education.
3. Kahnweiler, J. B. (2022). *The Introverted Leader: Building on Your Quiet Strength*. Berrett-Koehler Publishers.
4. Rao, T. V. (1991). *Readings in Human Resource Development*. Oxford and IBHPublishing.
5. Vroom, V. H., & Grant, L. (1969). *Organizational Behaviour and Human Performance*. Wiley.
6. Bhattacharyya, D. K. (1999). *Managing People*. Excel Books.
7. Fisher, C. D., Schoenfeldt, L. F., & Shaw, J. B. (1997). *Human Resource Management (3rd ed.)*. Houghton Mifflin.
8. Jayagopal, R. (1990). *Human Resource Development: Conceptual Analysis and Strategies*. Sterling Publishers Pvt. Ltd.
9. Moorthy, M. V. (1982). *Principles of Labour Welfare*. Oxford & IBH.
10. Prasad, L. M. (1996). *Organizational Behaviour*. S. Chand & Co.

Category: DSE4
24SOW4E4BL: Management of Non-Government Organization
(Specialization- II URCD)

Course Title: Management of Non-Government Organization

Course Code: 24SOW4E4BL

Total Contact hours: 56

No. of Credits: 04

Teaching Hours/Week (L-T-P): 4 - 0 – 0

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

Course 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.
4. To develop an understanding about the role of NGOs in social development.

Course Outcomes:

1. Understand policies and procedures involved in establishing and maintaining human services organizations.
2. Acquire skills to network and participate in the management of resources-human, material and environmental.
3. Acquire skills to participate in management and administrative process and program delivery
4. Development of the ability to see relationship between policy and programmes, analyses the process as applied in specific settings and specific programmes.

Module I: Non-Profits as Organizational Entities

12 Hours

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.

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 Organizational accountability, Transparency and Stakeholder Accountability - Knowledge generation and Management - Leadership styles suited for NGOs.

- 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** **10 Hours**
 Resource Mobilization for NGO - Non-financial resource, natural resources, physical resources in the form of common property - Human capital resources and socialcapital - 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 Organizations** **10 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.

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 Organization, New Delhi, Macmillan
3. Gangrade, K.D, 1988 Social Welfare and Social Development, New Delhi, Northern BookCentre
4. Garain S, 1998 Organizational Effectiveness of NGOs, Jaipur, University Book House.
5. Jackson, J 1989 Evaluation for Voluntary Organizations, Delhi, Information and News Network.
6. Kapoor, K.K, 1986 Directory of Funding Organizations, Delhi, Information and News Network.
7. PRIA, 1989 NGO – Government Relations, Delhi, PRIA
8. PRIA, 1991 NGOs in India: A Critical Study, Delhi, PRIA
9. Sachdeva, D.R, 1998 Social Welfare Administration in India, Allahabad, Kitab Mahal.
10. Weiner, M, 1982 Human Service Management, Illinois, the Dorsey Press.

Category: DSE2

**24SOW4E4CL: Therapeutic Counseling
(Specialization- IV MPSW)**

Course Title: Therapeutic Counseling

Course Code: 24SOW4E4CL

Total Contact hours: 56

No. of Credits: 04

Teaching Hours/Week (L-T-P): 4 - 0 – 0

Internal Assessment: 30 Marks

Semester End Examination: 70Marks

Course Objectives:

1. To understand the concept and various dimensions of health and to provide information about public health and its principles, and goals
2. To gain understanding regarding essential aspects of healthcare in institutional, semi-institutional and non-institutional set-up.
3. To know the public health policies and programmes, public health system and its management in India and to find out the social work interventions in public health
4. To understand the various aspects of management of healthcare in institutional, semi-institutional and non-institutional set-up.

Course Outcomes:

1. It will help the learner to understand the process implement projects for administration of effective healthcare.
2. To develop a broad base of foundational knowledge of health and health administration
3. To gain knowledge of all relevant public health systems and institutions of public health importance and acquire administrative skills essential for smooth functioning of health establishments
4. It will help the learner to obtain the skills and competence to plan, implement & evaluate Programmes related to health education and communication programmes in society.

Module-I:

Introduction to Counselling:

12 Hours

Counselling: Meaning and Definition, History and Development, Currents status of counseling, Goals of counseling, Stages of counseling, Types of counseling -individual, family and group.

Module II

Professional Issues:

10 Hours

Professional Issues: Training of Counsellors, Ethical issues in Counselling, Essential qualities of a Counsellor, Skills of Counselling, Burnout among Counsellors and its prevention.

Module III

Counselling Theories and Approaches:

12 Hours

Counselling Theories and Approaches: Client Centered Counselling-Carl Rogers, Psycho Analysis-Sigmund Freud, Cognitive Theory-Aaron Beck, Rational Emotive Behaviour Therapy- Albert Ellis, Behavioral Approach, Neuro-Linguistic Programming.

Module IV **Special Areas of Counselling:** **10 Hours**
Special Areas of Counselling: School Counselling, Career Counselling, Counselling in Workplace, Pre-marital and Marital Counselling, Family Counselling, Suicide prevention Counselling.

Module V **Emerging Areas in Counselling:** **12 Hours**
Emerging Areas in Counselling: Genetics and Reproductive Counselling, Crisis and grief Counselling, Victims of Child abuse Counselling, Online Counselling, Telephonic Counselling, LGBT Counselling (Lesbian, Gay, Bisexual, Transgender)

References:

1. Corey, G. (2020). *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Cengage Learning.
2. Egan, G. (2018). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping* (12th ed.). Cengage Learning.
3. Rogers, C. R. (1961). *On Becoming a Person: A Therapist's View of Psychotherapy*. Houghton Mifflin.
4. Beck, A. T., Rush, A. J., Shaw, B. F., & Emery, G. (1979). *Cognitive Therapy of Depression*. Guilford Press.
5. Burns, D. D. (1999). *Feeling Good: The New Mood Therapy*. Harper.
6. Freud, S. (1910/1957). *The Origin and Development of Psychoanalysis*.
7. Shedler, J. (2010). The Efficacy of Psychodynamic Psychotherapy. *American Psychologist*, 65(2), 98–109.
8. Yalom, I. D. (1980). *Existential Psychotherapy*. Basic Books.
9. Maslow, A. H. (1968). *Toward a Psychology of Being*. Van Nostrand.
10. Minuchin, S. (1974). *Families and Family Therapy*. Harvard University Press.
11. Bowen, M. (1978). *Family Therapy in Clinical Practice*. Jason Aronson.
12. Van der Kolk, B. A. (2015). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. Viking.
13. Herman, J. L. (1992). *Trauma and Recovery: The Aftermath of Violence—From Domestic Abuse to Political Terror*. Basic Books.
14. Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). *Counseling the Culturally Diverse: Theory and Practice* (8th ed.). Wiley.
15. Norcross, J. C., & Goldfried, M. R. (Eds.). (2019). *Handbook of Psychotherapy Integration* (3rd ed.). Oxford University Press.

Category: DSCP5
24SOW4C5P: Practicum-V (Concurrent Field Work DSE1 and DSE2)

Course: Practicum-V (Concurrent Field Work DSE1 and DSE2)

Course Code: 24SOW4C5P

Teaching Hours/Week (L-T-P): 0 - 0 - 4

No. of Credits: 04

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

PRACTICUM-III (CONCURRENT FIELD WORK DSE1 and DSE2)
(ASSESSMENT SCHEME FOR 100 MARKS)

As part of the MSW program, in third semester students will have the opportunity to specialize in one of three areas during their third semester. To enhance practical learning, each student will participate in a **minimum of five orientation visits** related to their chosen specialization. These visits will take place on designated field work days.

Submission of the Orientation visits Report:

After completion of the Orientation visits, Coordinator of the Orientation visit has to collect the reports with following considerations;

1. The candidate has to submit the Orientation visit report to their respective supervisors
2. The report should be hand written only.
3. The report should not exceed 20 pages.
4. The report should be submitted within 3-4 Days after completion of the Orientation visit

Evaluation:

1. The Field Work visit of a candidate shall be assessed for **maximum of 100 marks [consisting of 30 marks for Orientation report evaluation by the Coordinator of the Orientation visit and 70 marks by external Examiner for Viva-voce examination]**.
2. **Internal Assessment:** The internal assessment (for 30 marks) is done by the coordinator of the orientation visit is a full-time faculty member working in Social Work department of the VSKU/PG Centres where Master Social Work program offered.
3. **External Evaluation:** An Assistant Professor, Associate Professor or Professor level faculty members of other university shall do external evaluation for maximum of Seventy (70) marks.
4. **Viva-voce/Presentation:** A Viva-voce examination will be conducted for Seventy (70) marks at the PG-Department of Social work, VSKU, Bellary/P.G Centres each student is expected to give a presentation on orientation visit.
5. The coordinator/faculty of the Department and an expert appointed by the BOE chairman shall conduct the Viva-voce examination.
6. 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.

Guidelines for Allotment of Marks:

Internal Assessment by the Orientation visit Director for 30 Marks		
Sl. No.	Aspects	Marks
1.	Action Plan	6
2.	Preparation	6
3.	Performance in the visits	6
4.	Professional learning	6
5.	Report writing skill	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.	Professional learning	14
4.	Practice of social work	14
5.	Report writing skill	14
Total		70

ASSESSMENT/ EVALUATION GUIDELINES

Internal assessment Criteria- Field work

Concurrent Field Work

Max marks= 30

Sl. No	Criteria	Marks
1.	Field Work Diary and Report	06
2.	Action Plan Preparation and Performance	06
3.	No. of Visits (attended)	06
4.	Professional Learning	06
5.	Field Work Presentation	06
Total		30

***Note: Internal evaluation/ Assessment shall be done in two or three stages**

1. Field work Diary and report Max Marks - 06

Sl. No	Area	Max marks=04	Dimensions to be considered while awarding marks	Criteria
1.	Maintenance of field work dairy	3	Language, content, logical connection, etc.	Rating scale 1 _____ 3 Satisfactory Very Good
2.	Field work report	3	Language, content, logical connection, submitted the reports in time, etc.,	Rating scale 1 _____ 3 Satisfactory Very Good Good
	Total	06		

2. Action plan and performance- Max Marks - 06

Sl. No	Area	Max marks -06	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 2 _____ Satisfactory
2.	Participation in individual conference	2	Participation in individual conference	Rating scale 2 _____ Satisfactory
3.	Field work supervision/consultation with agency officials	2	Periodically meets the agency supervisor, regular in field work, etc.,	Rating scale 2 _____ Satisfactory
	Total	06		

3. No. of Live Visits- Max Marks - 06

Sl. No.	Area	Max marks -06	Dimensions to be considered while awarding Marks	Criteria
1.	Number of Live Visits	6	75% to 80% 81% to 85% 86% to 90% 91% to 95% 96% to 100%	2 Mark 3 Marks 4 Marks 5 Marks 6 Marks
	Total	06		

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.

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 Satisfactory Good Very Good
2.	Understanding about the community/ Organization/ industry: structure, target group and Programmes	14	Rating scale <4 5-9 10-14 Satisfactory Good Very Good
3.	Action plan (Preparation of action plan and implementation)	14	Rating scale <4 5-9 10-14 Satisfactory Good Very Good
4.	Learning outcome (Professional and personal)	14	Rating scale <4 5-9 10-14 Satisfactory Good Very Good
5.	Theoretical and conceptual knowledge (Social Work Practice linkage)	14	Rating scale <4 5-9 10-14 Satisfactory Good Very Good
Total = 70			

Category: DSCP6

24SOW4C6P: Block Placement

Course: Block Placement

Course Code: 24SOW4C6P

Teaching Hours/Week: Thirty Days

No. of Credits: 04

Internal Assessment: 20 Marks

Semester End Examination: 30 Marks

**PRACTICUM-VI (BLOCK PLACEMENT)
(ASSESSMENT SCHEME FOR 50 MARKS)**

Course Objectives:

HRM Specialization

1. To get orientation to the organization and its functioning.
2. To learn about the organizational culture and structure of the organization. It is an employability course.
3. To identify and appreciate the recent trends, strategies and methods used in human resource management.
4. To understand the leadership and power structure in the organization.
5. To study about employee and employer dynamics and identify conflicts if any

CD Specialization

1. To study the recent trends, strategies and methods used in community development.
2. To understand the utilization of community/government resources, networking, collaboration and advocacy efforts.
3. To identify issues at the community, prioritization of the issues, explore the appropriate methods to address the issues, preparing a plan of action and providing intervention.
4. To explore the role of a Community Development social worker in the setting.
5. To understand the developmental concerns of the community.

MPSW Specialization

1. To get orientation to the organization/hospital and its functioning/operations.
2. To critically examine the unique qualities of Medical & Psychiatric SW in the setting.
3. Use and importance of Behavior Change Communication and IECs.
4. To understand various methods and process of assessing the patients/clients.
5. To familiarize with the common mental health interventions.

Course Outcome:

- HR Specialization**
1. The learners will be able to understand the applicability of legal provisions in the settings.
 2. The learners will be able to assess the employee group dynamics in the workplace.
 3. The learners will develop a good sense of identifying the methods and strategies for human resource management.
- CD Specialization**
1. The learners will be able to prioritize the needs of the community and facilitate progressive changes.
 2. The learners will familiarize themselves with different methods of addressing the community level problems.
 3. The learners will develop higher cultural competency and ethical sensibility in carrying out their duties
- MPSW Specialization**
1. The learners will be able to enhance their understanding of different mental health interventions.
 2. The learners will be able to critically assess the significance of behaviour change modification in the setting.
 3. The learners will be able to prepare case management, case history taking and diagnose various mental illnesses

Block Placement shall be undertaken by the student after the fourth semester Theory examination, to the respective specialization agency opted by the student during the course. Students are encouraged to do the placement within and outside the state of domicile.

The decision of the department regarding the satisfactory completion of the Block Placement Training will be final and binding on the student. The duration of block placements shall be for a period of 4 weeks/30 days/200 hours.

The chairman 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.

Guidelines for Allotment of Marks:

Internal Assessment by the Orientation visit Director for 20 Marks		
Sl. No.	Aspects	Marks
01	Action Plan	5
02.	Preparation	5
03.	Performance in the visits	5

4.	Professional learning	5
5.	Report writing skill	5
Total		20

Viva-Voce examination by external examiner for 70 Marks		
Sl. No.	Aspects	Marks
1	Presentation skill	6
2	Communication skill	6
3	Professional learning	6
4	Practice of social work	6
5	Report writing skill	6
Total		30

Assessment/ Evaluation Guidelines:

Internal assessment Criteria- Block Placement:

Concurrent Block Placement

Max marks= 20

Sl. No	Criteria	Marks
1	Block Placement Diary and Report	04
2	Action Plan Preparation and Performance	04
3	No. of Visits (attended)	04
4	Professional Learning	04
5	Block Placement Presentation	04
Total		20

***Note: Internal evaluation/ Assessment shall be done in two or three stages**

1. Diary and report Max Marks – 04

Sl. No	Area	Max marks=04	Dimensions to be considered while awarding marks	Criteria
1	Maintenance of field work dairy	2	Language, content, logical connection, etc.	Rating scale 1 2-3 Satisfactory Very Good
2	Block Placement report	2	Language, content, logical connection, submitted the reports in time, etc.,	Rating scale 1 2- 3 Satisfactory Very Good
Total		04		

5.	Theoretical and conceptual knowledge (Social Work Practice linkage)	6	Rating scale <4 5-9 10-14		
			Satisfactory	Good	Very Good
Total = 30					

Category: GEC2

24SOW4G2AL: Social Work and Disaster Management

Course: Social work and Disaster Management

Course Code: 24SOW4G2AL

Total Contact hours: 28

No. of Credits: 02

Teaching Hours/Week (L-T-P): 2 - 0 – 1

Internal Assessment: 20 Marks

Semester End Examination: 30 Marks

Course Objectives:

1. Understand key concepts, theories and approaches of disaster management with specific reference to Indian context
2. Develop skills to analyze factors contributing to disaster and develop an understanding of the process of disaster management

Course Outcomes:

1. Develop an understanding of the social worker's role in the team for disaster management.
2. Develop skills so as to analyse factors contributing to disaster

Module-I: Disasters and Disaster Management:

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.

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. Disaster Management and Phases: Pre-disaster: Prevention, Preparation, education vulnerability and preparedness. Actual disaster: Contingency, short-term and long-term plans, search, relief, rescue, recovery and restoration. Post disaster: Rehabilitation and commemorations

Module I: Disaster and Social Work Intervention:

06 Hours

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.

Module III: Disaster Prevention and Preparedness and Institution Disaster Response

12 Hours

Vulnerability analysis, hazard mapping, community-based disaster preparedness Programmes, training for CBDRP, 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.

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:

1. IFRC, 2005 World Disaster Report
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7. Gangrade, K.D and Dhadde S, 1973 Challenge and Response, Delhi: Rachna Publication.
8. Grossman, L 1973 “Train Crash: Social Work and Disaster Services” Social Work Vol.18, No.5, 38-44
9. Hoff, A 1978 “People in Crisis”, Understanding and Helping, California: Addison Wesley Publishing Company.
10. Joint Assistant Centre 1980 Natural Disaster, New Delhi: Adhyatma Sadhana Kendra
11. Lindomann, E 1944 “Symptomology and Management of Acute Grief”, American Journal of Psychiatry, Vol. 101, pp.141-148
12. Shader, I and Schwartz A 1966 “Management of Reaction of Disaster”, Social Work, Vol. 11, No. 2.
13. Siporin, M 1966 “The Experience of Aiding the Victims of Hurricane “Betsy”, Social Service Review, Vol. 10
14. Wolfenstein, M 1977 Disaster: A Psychological Essay, New York: Arno Press.
15. Dwivedi, Kedar Nath (Ed). ‘Post-traumatic stress disorder in Children and Adolescents’. London: Whurr Publishers. 2000.
16. Kar, Nilamadhav et al. ‘Mental Health Consequences of the Trauma of Super – Cyclone 1999 in Orissa’. Indian Journal of Psychiatry.2004.
17. ‘Psychosocial Consequences of Disasters - Prevention and Management’. Geneva: World Health Organization publication.1992.
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19. Planning and management for disaster reduction, Moduleed Nations center for human settlements (habitat), Nairobi, 1990.
20. Indian journal of social development, an international journal, volume 4, no. 1, June 2004, serials publications, Delhi, India.
21. Helping Survivors in the Wake of Disaster 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.).
22. Disaster Management Report, Government of India- A status report Ministry of Home Affairs, Disaster Management Division.

Category: GEC2

24SOW4G2BL: Social Work and Environment

Course: Social work and Environment

Course Code: 24SOW4G2BL

Total Contact hours: 28

No. of Credits: 02

Teaching Hours/Week (L-T-P): 2 - 0 – 1

Internal Assessment: 20 Marks

Semester End Examination: 30 Marks

Course Objectives:

1. To enable an understanding of the scope and relevance of environment social work by integrating the interconnectedness between environment and climate with social justice
2. To stimulate an engagement with environmentalism by assimilating the diverse approaches to environmental action and the typologies of Indian environmental movements

Course Outcomes:

1. Develop analytical insight about the global and Indian environment issues, challenges and response
2. Integrate environmental philosophies and approaches, as also the diverse strains of Indian environmentalism, with the focus on role of indigenous/ traditional practices and civil society engagement.

Module-I: Environment and Social Work Intervention: 08 Hours

Environment definition and components. Environmental justice and climate justice: interconnectedness with social justice. Environmental social work: context; significance, attributes and scope

Module I: Environment Action and Management: 12 Hours

State and the Environment preservation, Rio Summit and its implications, Government Policies and Programmes, Environmental Legislation- needs and importance; Grassroots Organization, Women and Conservation of Environment; Panchayats and Environment; Environment Management: Role of Traditional, State controlled, people controlled and jointly managed systems; and Waste Management.

Module III: Disaster Prevention and Preparedness and Institution Disaster Response 08 Hours

Environment degradation and pollution of Natural Resources- Air, Soil, Water, Population, Sanitation, Housing, Encroachments over Common Property Resources, Energy crisis and Rural Poverty; Environment Consciousness- NGOs, Social Workers and Ecological Movements.

Reference:

1. Arnold, David and Ramchandra Guha (eds.), Nature, Culture, Imperialism; Essays on the Environmental History of South Asia, Delhi, OUP, 199. 9
2. Centre of Science and Environment, The State of India's Environment: the Citizens Reports Vol. I-IV, New Delhi.
3. Chopra Ravi, natural Bounty-Artificial scarcity, Peoples Science Institute (PSI), Dehradun.
4. Dansereau, Pierre, The Human Predicament 1. The Dimensions of Environmental quality in Human Ecology in the Common Wealth Proceedings of the First Common Wealth Conference on Development and Human Ecology, Malta 18-24, London, Charles Knight and Co. Ltd. P.1.
5. Dogra B, Forests and People, 1980.
6. Fukoka, One Straw Revolution.

Category: GEC2

24SOW4G2CL: Life Skill Education

Course: Life Skill Education

Course Code: 24SOW4G2CL

Teaching Hours/Week (L-T-P): 2 - 0 – 1

No. of Credits: 02

Internal Assessment: 20 Marks

Semester End Examination: 30 Marks

Course Objectives:

1. Understanding the basic concepts of life skills and its application
2. To learn the practice of life Skills for self enhancement and well-being.

Course Outcomes:

1. The learners will adopt the necessary Life Skills in their day-to-day life.
2. The learners will be able to impart life skills education to the various sections of the society.

Module I: Introduction to Life Skills

10 Hours

Skills, Livelihood Skills, Survival Skills and Life Skills; Definition and importance of Life Skills; Life Skills: Generic, Problem Specific and Area Specific Skills; Life Skills Approach in Education and Training Evolution of the Concept of Life Skills: Report of the Education Commissions of UNESCO: Faure Report and Delors' Report; UN Inter Agency Report; Hamburg Declaration; Dakar Framework: Quality Education and Life Skills; Development of Life Skills in a person: process

Module II: Core Life Skills: Social & Negotiation Skills

10 Hours

Self-Awareness: Understanding Self, Self-Concept, Body Image, Self Esteem; Techniques for Self-Exploration: Jo-Hari Window, SWOT Analysis, Self-talk, self-motivation Empathy: Sympathy, Perception, Empathy & Altruism, practicing empathy; Effective Communication: Types and elements of communication, Assertiveness, Effective Listening, Negotiation Techniques & Process, Barriers of Communication, Presentation Skills, Questioning skills. Interpersonal Relationship: Definition, Building, Sustaining and Ending Relationships, Factors Affecting Relationships.

Module III: Life Skills for Personality Development:

08 Hours

Life Skills for Personal Effectiveness- Values: Punctuality, Honesty, Loyalty, Dependability, Reliability; Building Self-confidence and Self-Motivation; Goal Setting: Types, Steps, Personal vision and goal; Time Management; Effective Learning: Study Skills and Memory Techniques; Manners and etiquettes.

References:

1. Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development, (2nd Edn.), Oxford& IBH Publishing Co. Pvt. Ltd. New Delhi.
2. Debra McGregor, (2007) Developing Thinking; Developing Learning - A guide to thinking skills in education, Open University Press, New York, USA.
3. Duffy Grover Karen, Atwater Eastwood, (2008). (8th Edn.), Psychology f or Living Adjustment, Growth and Behaviour Today, Pearson education Inc, New Delhi
4. Hockenbury (2010). Discovering Psychology, Worth Publishers. New Delhi.
5. Indian Journal of Life Skills Education, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
6. Jane S Halonen, John W. Santrock, (2009), Psychology.
7. Allen Newell and Herbert Simon. 1972. Human Problem solving.
8. De Bono Edward. 1996. Serious Creativity. London: Harper Collins.
9. E. H. McGrath. Basic Managerial Skills for All. New Delhi: Prentice HallIndia.
10. NCERT. 1993. Education for Creativity, a resource book. New Delhi.
11. Karnataka Jnana Aayoga (Karnataka Knowledge Commission). 2010. Vikas (Life Skill Manual) Bangalore: Govt of Karnataka Peter Senge. The Fifth Discipline

Category: Project
24SOW4CIR: Research Project

Course: Research Project

Course Code: 24SOW4CIR

Teaching Hours/Week (L-T-P): 2 - 0 – 4

No. of Credits: 04

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

RESEARCH PROJECT

The students are 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. 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 and outcomes of conducting Research Project during 4th semester of Master of Social Work program are:

1. Develop ability to conceptualize, formulate and conduct a simple research project to increase their employability.
2. Learn to make informal assessment and judicious use of research studies and findings on a particular subject/ area.
3. Develop skills for use of statistics, library (inclusive of ICT) and documentation services for research
4. Develop attitudes favorable to the judicious integration of practice, research & theory and develop ability for logical reasoning and critical analysis.

Outcomes:

1. Students will be able to conceptualize, formulate and conduct a simple research project.
2. Able to apply the required statistical methods and tool
3. Capable of presenting the research findings to the stakeholders to bring changes in the community and policy level.
4. Make use of library (inclusive of ICT) and documentation services for research and practice judicious integration of practice, research & theory. 6. Develop logical reasoning and critical analysis.

GENERAL GUIDELINES:

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 shall work on the same topic in the same organization.
2. Students can take field-based research in different sectors of the society.
3. Only of One [01] student of can work in the same organization with different topics.

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 fourth 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 reject for fresh synopsis.
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 c) approve, d) approve with modification or reject for fresh synopsis.
Approval status	9 th and 10 th week	The approval status is submitted to Chairman/coordinator, Post Graduate Department of Social Work who will Officially give concurrence for execution of the internship.

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 datacollection	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 Department before two weeks of the commencement of theory Examination

Format of the Research Project:

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.

GUIDELINES FOR PREPARATION OF DISSERTATION

Aspects that need to be considered in designing and conducting a research study:

1. Selection and formulation of a Research problem
2. Identifying and defining concepts, variables
3. Formulation of hypothesis and testing hypothesis
4. Preparation of a study proposal
5. Understanding Research Design patterns

Scope and Coverage:

1. Population/Universe of a study.
2. Need for studying a cross section of the Universe (Sample)
3. Study of the Available Sampling patterns (Probability/Non-Probability)
4. Deciding the sample size and assessing error
5. Problems and advantages of sample studies

Planning and Implementation of data collection:

1. Identification of data needs
2. Use of secondary data
3. Primary data collection schemes and choice of a scheme

-
4. Preparation of a tool of data collection
 5. Problems in data collection

Data processing methods:

1. Steps involved in data processing
2. Preparing a data processing scheme
3. Taking decision on how the data are to be organized and presented
4. Analysis of data and use of Statistics in data analysis
5. Use of computer in data processing and analysis

Application of Logical Reasoning and Statistics:

1. Use of logical reasoning
2. Application of Statistical modules
3. Study of available statistical programme and their application on research data
4. Understanding the uses and misuse of statistical procedures
5. Study Designs (A student can carry out research by using one of the following methods or combination of methods: Case study, Survey and Experimental study)

Format of the Research Report:

Each research shall consist of the following sections:

Section I	Preliminaries
Section II	Body of the Report
Section III	Annexures

Section I Preliminaries: It is a formal general section and shall have following details:

1. Title page
2. A Face sheet having details regarding the title of the study name of the researcher, name of the guide, Head of the department, institution through which the study has been undertaken university and year of the work
3. Forward/ Acknowledgement
4. Table of contents with page Nos
5. List of tables charts, graphs and Certification from the guide

Section II Body of the Report: It is a formal technical section which shall consist of following chapters.

1. Introduction
2. Review of Literature

1. Methodology
2. Data presentation and Analyses
3. Major Findings and conclusion

However, the number of Chapters appearing in the body of report can be more, if the student decides to increase chapters. The aim of each chapter shall be considered while preparing the chapter.

CHAPTER 1 Introduction: The purpose of this chapter is to introduce the problem/topic of research. Here the student has to discuss the problem under analysis in relation to its importance and highlight need for undertaking the study. The Concepts, Variables, Hypothesis used in the study have to be explained in this Chapter.

CHAPTER 2 Review of Literature: The purpose of this chapter is to gather information review literature and studies conducted earlier on the same topic based on which one can draw out the relevance of the present study.

CHAPTER 3 Methodology: In this chapter the student has to outline s clearly as possible the, procedure used by him/her in the project undertaking.

I.	The objectives of the research should be clearly stated following which the other issues are to be discussed
II.	Coverage i.e. Population and Sample.
III.	Data collection: Time duration; methods and tools used, difficulties faced in data collection.
IV.	Scheme involved in data processing and mode of data presentation. (Editing, classification, coding tabulation, graphs). If processed by the computers, a brief discussion on the scheme has to be explained
V.	Report Design: A brief discussion on the arrangement or chaptalization of the report could be included here.

CHAPTER 4 Data Presentation and Analysis: This chapter shall present the findings of research. Appropriate mode of data presentation such as charts, graphs and diagrams and descriptive analysis/ interpretations of data is undertaken here.

CHAPTER 5 Major Findings and Conclusion: This chapter shall present in a summarized form, the major findings as well as the conclusions arrived at, along with recommendations and suggestions if any for further research and intervention in the area of the study.

Section III Annexures: This section shall consist of all such additional information that are not disclosed in the body of the report a) A copy of the tool/tools of data collection. b) Additional statistical tables c) Bibliography d) Photographs etc.

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.

Evaluation:

1. The Research Project of a candidate shall be assessed for maximum of **100 marks [consisting of 30 marks for Research Project evaluation by the internal guide and 70 marks by external guide for viva-voce examination]**.
2. Internal Evaluation: The internal guide shall evaluate the report for a maximum of **Thirty (30)** marks based on parameters specified by BOS in Social work.
3. Guide: Internal guide of the project work is a full-time faculty member or guest faculty 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 (30)** marks.
5. Viva-voce/Presentation: A viva-voce examination will be conducted for **THIRTY (30)** marks at the PG-Department of Social work, VSKU, Bellary/P.G Centers 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 30 Marks		
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

CBCS Question Paper Pattern for PG Semester End Examination
with Effect from the AY 2024-25
Disciplines Specific Core (DSC) and Discipline Specific Elective (DSE)

First to Fourth Semester

Paper Code:

Paper Title:

Time: 3 Hours

Max. Marks: 70

Note: Answer any *FIVE* of the following questions with Question No. 1 (Q1) Compulsory, each question carries equal marks.

Q1. 14 Marks

Q2. 14 Marks

Q3. 14 Marks

Q4. 14 Marks

Q5. 14 Marks

Note: Question No.1 to 5, *one question from each unit* i.e. (Unit I, Unit II,). The Questions may be a whole or it may consist of sub questions such as a,b, c etc...

Q6. 14 Marks

Note: Question No.6, *shall be from Unit II and III*, the Question may be a whole or it may consist of sub questions such as a,b, c etc...

Q7. 14 Marks

Note: Question No.7, shall be from Unit IV and V, the Question may be a whole or it may consists of sub questions such as a,b, c etc...

Q8.

14 Marks

Note: Question No-8 shall be from Unit II, Unit III, Unit IV and Unit V. The question shall have the following sub questions and Weightage. i.e a – 05 marks, b – 05 marks, c – 04 marks.

Question Paper Pattern for Subjects with Skill Enhancement and GEC

For the subjects with GEC component, there is Internal Semester-End Examination (ISEE) to the component C3 at department level. The liberty of assessment of C3 is with the concerned faculty of GEC course. The faculty may present innovative method of evaluation of component C3 before the respective BoS for approval before the commencement of the course during the semester and the same must be submitted to the Registrar and Registrar (Evaluation) before the commencement of the academic year.

However, the BoS approved Internal Semester-End Examination of Multiple Choice Based Questions [MCQs] method for the duration of One hour (First Fifteen Minutes for the Preparation of OMR and remaining Forty-Five Minutes for Answering thirty Questions), in respective semester with 30 questions carrying one mark each in respective GEC course. The Answer Paper is of OMR (Optical Mark Reader) Sheet.

Note: The internal semester end examination of GEC course agenda approved as per the oral direction of the university authorities.

PG IA Question paper pattern - For all DSC and DSE papers

(Date:)

Semester – First to Fourth

Subject: -----

Section A

Write a Answer any 1 of the following

5x1=5

Q1.

Q2.

Section B

Q3. Answer any 2 of the following

2.5x2=5

a.

b.

c.

*Total formative Internal Assessment for Semester-I = 30 Marks

➤ C1 = 10

➤ C2 =10

➤ Seminar and Presentation = 05 Marks for

➤ Assignment/Fieldwork = 05 Marks

Total 10+10+5+5=30 marks

PG IA Question paper pattern - For all SEC Papers

(Date:)

Semester – First to Fourth

Subject: -----

Answer any 1 of the following

5x1=5

Q1.

Q2.

*Total formative Internal Assessment for Semester-I = 20 marks

- C1 = 05
- C2 =05
- Seminar and Presentation = 05 Marks for
- Assignment/Fieldwork = 05 Marks

Total 05+05+5+5=20marks

PG IA Question paper pattern - For all GEC papers

(Date:)

Semester – First to Fourth

Subject: -----

Answer any 1 of the following

5x1=5

Q1.

Q2.

*Total formative Internal Assessment for Semester-I = 20 marks

- C1 = 05
- C2 =05
- Seminar and Presentation = 05 Marks for
- Assignment/Fieldwork = 05 Marks

Total 05+05+5+5=20 Marks