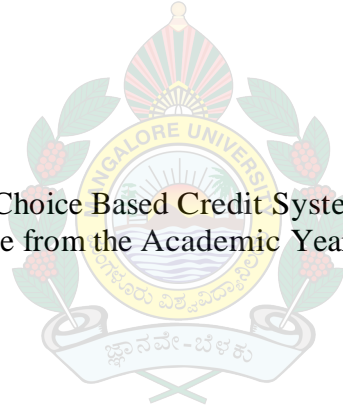**MANGALORE UNIVERSITY,**
(NAAC accredited 'A' Grade)

MANGALAGANGOTHRI

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

Under Choice Based Credit System
To be effective from the Academic Year 2016-17

Department of Post Graduate Studies and Research in Social
Work
MANGALORE UNIVERSITY,
MANGALAGANGOTHI

Regulations Governing the Choice Based Credit System for the Two Years Post Graduate Programme in Social Work (MSW)
(Framed under section 44(1)(c) of the KSU Act 2000)

Preamble:

The University Grants Commission, New Delhi, has directed all Universities in the country to implement the Choice based Credit system (CBCS, semester scheme) in both under –and post-graduate programme and has been issuing a series of guidelines with regard to this. The higher Educational Council, Government of Karnataka has considered the implementation of CBCS and has organized workshops in this regard. The Choice Based Credit System enables the degrees of Mangalore University to be on par with the global standards. Given the present trend of globalization, it is all but fitting that Mangalore University should adopt the CBCS so that the acceptability of the programmes and degrees offered by the University becomes comparable and readily acceptable. The University considered the feasibility of CBCS at several levels and through the meeting of several of its statutory bodies. In view of this the PG Board of Studies in MSW has prepared the syllabus and scheme of examination for CBCS.

Title and Commencement:
- These regulations shall be called "The Regulations Governing the Choice Based Credit System for the Two Years (four semesters) Post Graduate Degree Programmes in Social Work.
- The course shall be called ' **Master of Social work'** leading to **'MSW'** Degree.
- These regulations shall come in to force from the academic year 2016-2017.

Definitions:
1. **Programme:** An educational programme leading to MSW Degree.
2. **Semester:** Each semester will consist of minimum of 16 weeks of academic work equivalent to 90 days of actual teaching/instructions days. The odd semester is ordinarily scheduled from July to December and even semester from January to June.
3. **Credit:** A unit by which the course work is measured. It determines the number of hours of instructions required per week.
4. **Course:** A unit of study (earlier called a "paper")within a subject carrying a fixed number of credits.
5. **Core Course** is related to the discipline of programme. This is further divided in to :
- **Hard Core:** These Cores are compulsorily studied by a student as a core requirement to complete the requirement of a programme in a said discipline of study.
- **Soft Core:** These courses are electives and related to the discipline of the programme.
6. **Open Elective**: A course to be opted by the student from out of the choices offered by other departments.

Eligibility for Admission:
Master of Social work- MSW: Candidates who have passed any bachelor Degree examinations of Mangalore University or any other University considered as equivalent there to are eligible for the programme provided they have secured a minimum of 45% (40% for SC/ST/Category –I candidates) marks in optionals. Selection of candidates shall be on merit-cum reservation on the basis of 50:50 weightage of marks in the entrance and qualifying examinations.

Selection Procedure:

Candidates will be selected for admission as per the general guidelines of the Mangalore University from time to time. The University/ Department shall conduct objective type entrance examinations for all candidates seeking admission to the M.S.W. programme. While selecting the candidates 50% is considered for Academic performance at the Graduation level and 50% is for Entrance Examination (CET) will be considered.

Duration of the Course:

The duration of Master Degree Programmes shall extend over four semesters each of a minimum of 16 weeks (90 actual working days) of instruction and 2 to 4 weeks for preparations and examinations.

MAXIMUM PERIOD FOR COMPLETION OF THE PROGRAMME:

The candidate shall complete the master Degree Programme within 5 years from the date of admission to the programme or within the period as prescribed in the regulations governing maximum period for completing various degree/diploma programmes of Mangalore University.

Medium of instruction : The medium of instruction shall be English/Kannada.

ATTENDANCE:

Each course (theory, practical etc) shall be treated as an independent unit for the purpose of attendance. A student shall attend a minimum of 75% of the total instructions hours in a course including tutorials and seminars in each semester. There shall be no provision for condonation of shortage of attendance and a student who fails to secure 75% of attendance in a course shall be required to repeat that course to accrue the credit.

Programme Outcome:

The scale and the ability of a student and learner to create a bottom line that can coverage on the social realities and practice the profession driven by synergy, social costs and rationalization are the means of assessing programme specific outcomes. The success of a student in society is based on how sensitive they are to the realities of social work practice which is different in different settings. The success of social work practice will depend on how well the social worker can handle the sensitive aspects that come to the forefront with gender sensitivity, rural/ tribal sentiments and the application of Social and legal issues.

Programme specific outcomes:

- To impart education and training in Professional Social work to those desirous of making a career in the fields of Social work.
- To provide inter-disciplinary collaboration for better understanding of human problems services and issues related to human development.
- To provide opportunities through intensive field practicum to work with variety of people in their development and provide service to those who are in need of it.
- To provide inter-disciplinary collaboration for better understanding of human problems, services and issues related to human development
- To promote among students a sense of dedication and commitment for appropriate service to the cause of the poor, under privileged and disadvantaged sections of the society.
- To acquire knowledge and skills in undertaking practice-based research and to administer human service organizations

Course Pattern:

There are four theory paper and one field work practicum for 1st and 4th semester and Five theory paper and one field work practicum 2nd and 3rd semester. All the students have to compulsorily undertake the study of all the courses offered in each semester.

The students have to opt for one of the following three specializations:

CD	**–**	**Community Development**
MPSW	**–**	**Medical and Psychiatric Social Work**
HRM	**–**	**Human Resource Management**

The students recruited on the basis of their option for a specific specialization will undergo the course that come under that specialization.

1. Each Post Graduate programme will comprise "core" and "elective" courses. The "Core course" will further consist of "hard" and "soft" core courses. Hard Core course have 4 credits. Soft core course have 4 credits. Open Electives have 3 credits each. Total credit of the programme is 86 including open electives.
2. Core Course is related to the discipline of the programme. This is further divided into Hard core and Soft core. Hard core courses are compulsorily studied by a student as a core requirement to complete the requirement of a programme in a said discipline of study. Soft core course are elective but related to the discipline of the programme. Open elective is a course chosen from an unrelated to the discipline.
3. Out of the total 86 credits of the programme, the hard cores is 44 Credits(51.16%) of the total credits, soft core is 32 Credits (37.20%) the open electives have fixed 6 credits (3 credits*2 courses), Project Work has 4 Credits (4.65%).

Guidelines for choice of specialization in 2nd year MSW:

The Department/ College shall provide choice to the students to opt specialization in 3rd and 4th semester. There shall be 3 specialization offered by the department / college and equal number of students shall be allotted to each specialization from among the students admitted to third semester. While allotting students in different specializations, the department / college shall take into consideration the marks/ result of students in the first semester as criterion for making choices and offer specialization in case of greater demand for a particular specialization. The choices of the students may be obtained by end of the second semester in order of preference. The student list allotted for each specialization has to be communicated to the chairmen of the Department of Social Work Mangalore University within 10 days after the commencement of the third semester.

Concurrent Field Work Practicum

A distinctive feature of instructional programme in Social Work is the emphasis laid on Social Work Practicum. A student shall be placed in a community / Organization to gain experience of working with the people at individual, intra-group, community and organizational levels during the first two semesters and in a setting appropriate to their specialization during the last two semesters. Concurrent Field Work Practicum means two days in a week is set aside for field work practicum. Students are required to go specified field work agency assigned to them by the Department / college to do their field work practicum.

The agency / institution so allotted should be communicated to the chairman of the University department in every semester after the allocation in the beginning of semester.

Scheme of Examination and Evaluation
Theory Examination:

Each Theory course shall carry a maximum of 100 marks out of which 30 marks shall be for internal assessment. The remaining 70 marks shall be for University examination. University examination shall be conducted as per the rules and regulations prescribed by the University.

Question paper for the University examination is of three hours duration shall be set as per the model given below
It will consist of ten questions from all five units. The questions from all five units should be answered by selecting one question from each unit. (14 x 5 questions = 70 marks).

Internal Assessment (Theory): The internal assessment of 30 marks shall be based on two compulsory tests. Test papers shall be set and evaluated by the concerned teachers and shall carry 20 marks. Assignment will be conducted by the concerned teacher for 10 marks.

Assessment of Concurrent Field Work Practicum: The performance of the students in field work practicum shall be assessed in two ways. The internal faculty supervisor will assess the student out of 30 marks for field work. The Evaluation report should be submitted to the Chairman Department of Social Work Mangalore University along with the marks allotted to the student for the internal assessment of field work before the commencement of the University Semester Examination. The viva voce examination during every semester shall carry 70 marks each. It shall be conducted by a team of two examiners approved by the University. The viva voce examination will ordinarily be conducted in the University Department. The viva voce would cover Social Work Practicum and the social work theory during respective the semesters.

Compulsory Research Project:
1. The research project offers students an opportunity to plan a study, prepare research tools, collect data in the field, analyze the data, and write up the project under the guidance of the faculty.
2. The research project shall be based on quantitative research methods. However a mixed method approach, making use of both quantitative and qualitative data may also be permissible. The sample size for quantitative research shall not be less than 60 respondents. In qualitative research method the candidate has to take minimum 10 case studies in elaborative manner. Focused Group Discussion (FGD) tool can also be adopted concentrating on at least 10 groups.
3. A Student select the research topic in the second semester itself in consultation with the faculty in charge of each specialization and report the same to the head of the institution in writing. The tools of data collection should be finalized and data collection shall be completed during the summer holidays at the end of the 2nd semester MSW.
4. Two Bound copies of the research project duly signed by the Research Guide and certified by the Head of the Institution/ Chairman of the Department should be submitted to the University Department at least one week before the last working day of the IV semester.

Assessment of Research Project: Research Project will be assessed by the internal guide for 30 marks and by 2 external examiners for 70 marks during the viva voce examination held along with the field work viva voce examination of the IV semester.

Block Placement (Internship): The Block Placement (Internship) aims to provide an opportunity to experience day-to-day work in a social work setting. The learner gets involved with direct practice with the client system and with the ongoing management operations of the setting. It also enables learners to integrate learning and generate newer learning by participating in the intervention processes over a period of 4 weeks (one month) continuously, in a specific agency. Bock fieldwork is provided at the end of the two-year programme, after the end of the theory and practical examinations of the fourth semester. There is 10 marks set aside for in Concurrent field work practicum. After completion of the Block Placement, each student shall be required to submit a detailed report along with the attendance certificate issued by the agency to their concerned college/Department Head, and the same should be forwarded to the chairman, department of Social Work at least 3 days before the commencement of Social work Practicum IV (Concurrent field work and Block placement viva-voce Examination)

I Semester MSW

Note1: Internal assessment of Theory papers 30 mark is allocated as follows:-
- 20 marks for 2 internal assessment tests
- 10 marks for assignment.

Note2: Concurrent field work practicum:

The details of Institution/ community allotted for Concurrent field work practicum should be communicated to the Chairman, Department of Social Work Mangalore University in the beginning of each semester.

- Internal assessment of 30 marks is to be allocated by Faculty supervisor based on the performance of the student in the concurrent field work practicum and the Field Work evaluation report should be sent to the Chairman, Department of Post Graduate Studies and Research in Social Work through the guide and/ or Principal of the concerned college, atleast one week before the commencement of theory examination along with the internal marks allotted to the student.

- A distinctive feature of the social work programme is its strong emphasis on concurrent social work practicum including Case work, Group work and Community programme.

  The Field work diary has to be maintained in the following format:
  - The format has to be bound in a book form and the number of weeks with one page per day of field work.
  - The page should be signed by the agency supervisor with date and organization seal.

  The field work journal should have the following content:
  - Field work report index.
  - Log Report
  - Detail Report

Each field work report should be duly signed by the faculty supervisor in the weekly conferences held immediately after the field work days.

II Semester MSW

Note1: Internal assessment of theory paper 30 mark allocated is as follows:-
- 20 marks for 2 internal assessment testes
- 10 marks for assignment.

Note 2: For field work practicum:-

Internal assessment of 30 marks is to be allocated by Faculty supervisor on the following criteria.

- 20 Marks for fieldwork
- 10 Marks for Rural / Tribal exposure camp. (The details of place, duration along with list of student should be communicated to chairman Department of social work, Mangalore University within 10 days after the completion of the camp). Each student has to prepare a document report based on their camp experience. This report should be evaluated and sent to the chairman Department of Social Work Mangalore University along with the marks.
- In the second semester a student besides the Concurrent Field work practicum has to compulsorily attend the Rural/Tribal exposure camp for a period of 7days. Students who do not attend Rural/Tribal exposure camp are not eligible to attend the field work viva voce examination.
- Field Work evaluation report should be sent to the Chairman, Department of Post Graduate Studies and Research in Social work at least one week before the commencement of theory examination.

Field work Viva voce examination:
There will be Viva Voce examination for Concurrent Field Work Practicum for 70 Marks. The Examination will be conducted by any two examiners approved by Registrar (evaluation). The examiners should go through the records to ascertain 240 hours (30 days including days for rural/ tribal camp) of concurrent field work completed within the weeks of that semester; The Field Work Dairy should bear the signature and seal of the agency where the student has done his/ her concurrent field work. In case of semesters having rural/tribal camp/ study tour a certification by the head of the Department/ Principal of the College should be enclosed.

III Semester MSW
In the 3rd and 4th semester a student has to select agency appropriate to their specializations i.e. for HR specialization a student should select a middle or large Industry to do their field work practicum. Students who have opted for medical and psychiatric social work have to select a large hospital offering medical and psychiatric services. Students who have opted for Community Development specialization have to select an NGO working in development sector or in an open community affiliated to local Self Government.

Note1: Internal assessment of theory paper 30 mark allocated is as follows:-
- 20 marks for 2 internal assessment tests
- 10 marks for assignment.

Note 2: Concurrent field work practicum:-
- 20 Marks for fieldwork
- 10 Marks for study tour. (The details of place, duration along with list of student should be communicated to chairman Department of social work, Mangalore University within 10 days after the completion of the study tour). Each student has to prepare a document report based on their study tour experience. This report should be evaluated and sent to the chairman Department of Social Work Mangalore University along with the marks.
- In the Third semester a student besides the Concurrent Field work practicum has to compulsorily attend the study tour for a period of 7days. Students who do not attend study tour are not eligible to attend the field work viva voce examination.
- Field Work evaluation report should be sent to the Chairman, Department of Post Graduate Studies and Research in Social work at least one week before the commencement of theory examination.

IV Semester MSW

Note1: **Internal assessment of theory paper 30 mark allocated is as follows:-**

- 20 marks for 2 internal assessment tests
- 10 marks for assignment.

Note 2: Concurrent field work practicum:-

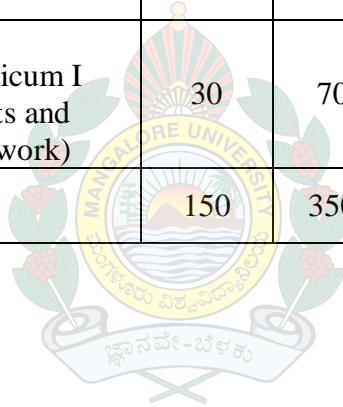- 20 Marks for fieldwork
- 10 Marks for Block Placement.

- Internal assessment of 30 marks is to be allocated by Faculty supervisor based on the performance of the student in the concurrent field work practicum and the Field Work evaluation report should be sent to the Chairman, Department of Post Graduate Studies and Research in Social Work through the Principal of the concerned college at least one week before the commencement of theory examination along with the internal marks allotted to the student.
- There is 10 marks set aside for Block Placement. After completion of the Block Placement, each student shall be required to submit a detailed report along with the attendance certificate issued by the agency to their concerned college/Department Head, and the same should be forwarded to the chairman, department of Social Work at least 3 days before the commencement of Social work Practicum IV (Concurrent field work and Block placement viva-voce Examination)

Research Project:

1. The research project offers students an opportunity to plan a study, prepare research tools, collect data in the field, analyze the data, and write up the project under the guidance of the faculty.
2. A Student select the research topic in the second semester itself in consultation with the faculty in charge of each specialization and report the same to the head of the institution in writing. The tools of data collection should be finalized and data collection shall be completed during the summer holidays at the end of the 2nd semester MSW.
3. Two Bound copies of the research project, duly signed by the Research Guide and principal or head of the institution should be submitted to the Chairman Department of Social Work Mangalore University on or before the last working day of the IV

I Semester MSW

Sl. No.	Type	Title of Paper	Max Marks		Total Marks	Hours per week	Credits
			IA	Sem Exam			
1	Hard core	SWH 401 Social Work Profession – History and Ideologies	30	70	100	4	4
2	Hard core	SWH 402 Working with Individuals and Families	30	70	100	4	4
3	Hard core	SWH 403 Working with Groups	30	70	100	4	4
4	Soft core	SWS 404 Dynamics of Human Behaviour OR SWS 405 Personal and Professional Development for Social Work Practice	30	70	100	4	4
5	Hard core	SWH 406 Social Work Practicum I (Orientation Visits and Concurrent Fieldwork)	30	70	100	16 field work hours	4
Total			150	350	500	32	20

II Semester MSW

Sl. No.	Type	Title of Paper	Max Marks		Total Marks	Hours per week	Credits
			IA	Sem Exam			
1	Hard core	SWH 451 Social Policy and Welfare Administration	30	70	100	4	4
2	Hard core	SWH 452 Community Organization and Social Action	30	70	100	4	4
3	Hard core	SWH 453 Social Work Research and Statistics	30	70	100	4	4
4	Soft core	SWS 454 Industrial psychology OR SWS 455 Social Work with Families	30	70	100	4	4
5	Open Elective	SWE 456 Contemporary Social work Perspectives and Concerns OR SWE 457 Development of Communication Skills and Professionalism	30	70	100	4	3
6	Hard core	SWH 458 Social Work Practicum II (Concurrent Fieldwork and Social Work Camp)	20+10= 30	70	100	16 field work hours	4
Total			180	420	600	36	23

III Semester MSW

Sl. No.	Type	Title of Paper	Marks		Total Marks	Hours per week	Credits
			IA	Sem Exam			
1	Hard core	SWH 501 Project Planning and Management	30	70	100	4	4
2	Soft core	**Specialization I (Community Development)** SWS 502 Rural and Tribal Community Development **Specialization II (Medical and Psychiatric Social Work)** SWS 503 Medical Social Work **Specialization III (Human Resource Management)** SWS 504 Management Concepts and Practices	30	70	100	4	4
3	Soft core	**Specialization I (Community Development)** SWS 505 Management of Non-profit Organizations for Sustainable Development **Specialization II (Medical and Psychiatric Social Work)** SWS 506 Perspectives of Psychiatric Social Work **Specialization III (Human Resource Management)** SWS 507 Human Resource Management and Development	30	70	100	4	4
4	Soft core	SWS 508 Correctional Social Work OR SWS 509 Human Resource Training and Development	30	70		4	4
5	Open Elective	SWE 510 Disaster Management OR SWE 511 Understanding Marginalities	30	70	100	4	3
6	Hard core	SWH 512 Social Work Practicum III (Concurrent Fieldwork and Study Tour)	20+10=30	70	100	16 field work hours	4
	Total		180	420	600	36	23

IV Semester MSW

Sl. No.	Type	Title of Paper	Marks		Total Marks	Hours per week	Credits
			IA	Sem exam			
1	Soft core	SWS 551 Communication Skills for Social Work Practice OR SWS 552 : Juvenile Justice System in India	30	70	100	4	4
2	Soft core	**Specialization I (Community Development)** SWS 553 Urban Community Development **Specialization II (Medical and Psychiatric Social Work)** SWS 554 Social Medicine and Medical Social Work **Specialization III (Human Resource Management)** SWS 555 Labour Welfare and Industrial Relations	30	70	100	4	4
3	Soft core	**Specialization I (Community Development)** SWS 556 Citizen Participation and Local self Governance **Specialization II (Medical and Psychiatric Social Work)** SWS 557 Therapeutic Counseling **Specialization III (Human Resource Management)** SWS 558 Labour Legislation	30	70	100	4	4
4	Project Work	SWP 559 Research Project	30	70	100	4	4
5	Hard core	SWH 560 Social Work Practicum IV (Concurrent Fieldwork and Block Placement)	20+10 =30	70	100	16 field work hours	4
Total			150	350	500	32	20

Proposed New CBCS Scheme of papers – Social Work (MSW)

Sem	Hard core			Soft core			Open electives			Project	Total
	Papers	Credits	Total	Papers	Credits	Total	Papers	Credits	Total		
I	4	4	16	1	4	4	--	--	--	--	20
II	4	4	16	1	4	4	1	3	3		23
III	2	4	08	3	4	12	1	3	3		23
IV	1	4	04	3	4	12				4	20
Total			**44**			**32**			**6**	**4**	**86**
			51.16%			**37.20%**			**7%**	**4.65%**	**100%**

Dr. Paul. G. Aquinas
Chairman PG BOS in Social Work
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Detailed Syllabus for the MSW degree programme

I SEMESTER
Paper SWH 401: SOCIAL WORK PROFESSION- HISTORY AND IDEOLOGIES

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

Course Content:

UNIT-I
Concept of Social Work: Concept, Definition**,** Objectives and Functions of Social Work; Social Work as a profession and its professional attributes; Brief introduction to Methods of Social Work.

UNIT-II
History and Development of Social Work in India and Abroad: History of social work in UK, USA, Elizabethan Poor Law 1601.History of Social Work in India-Ancient period, medieval and Modern period. Evolution of Social Work from Charity to Professionalism. Social reform movements, Remedial social work, Development-oriented social work, Social activism, Human Rights Perspective.

UNIT-III
Perspectives of Social Work Practice in India: Ideologies of major Religions (Hinduism-Vedic and Non-Vedic Ideologies, Christianity & Islam) Ideologies of Major Personalities Rajaram Mohan Roy, Jyothibha Pule, Gandhi, Ambedkar Mother Theresa and Medha Patkar; Current Ideologies - Liberalism, Neo-Liberalism, Socialism, Modernism, Post-modernism.

UNIT-IV
Values, Ethics and Professional Social Work Associations: Concept, Goals, Values, Principles, Models and Functions of Professional Social Work, International Code of Ethics, National Code of Ethics(1979), and Declaration of Ethics for social workers(1997), Role and Status of Professional Social Work Associations- ISPSW, NAPSWI, NASW, IFSW, IFSSW.

UNIT-V
Development of Social Work Education in India: Evolution of Social Work Education, Levels of Training in Social Work Education, Domains in Social Work Education (core domain, supportive domain, elective and interdisciplinary domain); Focus, Nature and Content of Social Work Education. Field work and importance of field work supervision.

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Murali Desai,2002   Ideologies and Social work Historical and contemporary analysis, Rawat Publication.

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Samta Pandya 2014   Theory and Perspectives in Social work Rawat Publication.

Paper SWH 402: WORK WITH INDIVIDUALS AND FAMILIES

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

Course Content:

UNIT-I

Historical Perspectives: History and Development of Social Casework in U.K., U.S.A and India; Influence of psychoanalysis on case work- Introduction of casework as a method of social work - Concepts of adjustment and maladjustment - Philosophical assumptions and casework values.

UNIT-II

Social Casework as a Method of Social Work, Its Principles and Models of Casework Practice: Concept and Definitions; Components of casework : Person- client; significant others and collaterals; Problem- need, impaired social functioning; Place- agency, objectives, functions, policies and resources; Process- casework intervention; Principles: Begin where the client is; Individualization; Purposeful expression of feelings; Controlled emotional involvement; Acceptance; Non-judgmental attitude; Client self determination; Confidentiality; Models : a. Social diagnostic (Richmond); b. Supportive and modificatory (Hamilton); c. Problem solving (Perlman); d. Crisis intervention (Rapport); e. Classified treatment method; f. Competence based approach

UNIT-III

Tools of Working with Individuals and Families: Intake-record/sheet and the intake interview (client engagement); Casework interview; Home visit- collateral contacts; Recording and its types – narrative, process, problem oriented record keeping (PORK), Subjective &objective assessment plan (SOAP), Use of case work records as a tool of intervention; Case worker –client relationship; Knowledge of resources (networking); Communication - verbal, non-verbal, eye contact, body language; Case presentation as tool of professional development.

UNIT-IV

The process of Intervention with Client System and Target System: Study; Continuous assessment and analysis; Psycho-social diagnosis; Intervention; Follow-up; Termination; Case presentation based on field work practice

UNIT-V

Application of Social Case Work in different settings and Clientele groups: Medical and Psychiatric settings- mentally retarded, Shelter homes; Mental Rehabilitation centre, De-addiction and detoxification centres Mental Health & Community Based Rehabilitation, tings, Family and child welfare settings: Family, child Role of social worker in Hospital set guidance clinic, Schools, Geriatric care and Aged and the Terminally ill people, Case Work in Disaster affected areas. Case Work practice in Community settings, Industries and Correctional Institutions; Problems and Limitations and role of Case Worker in various settings. Professional Self: Conflict and dilemmas in working with individuals and family.

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Paper SWH 403: WORKING WITH GROUPS

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

Course Content:

UNIT-I
Understanding Concepts of Social Group Work: Definition, Objectives, Scope, Purpose, Characteristics, History and Development of Social Group Work, Types of Groups in Group work Practice: Educational, Growth oriented, Remedial, Socialization, Task (committees, teams and councils), Therapeutic groups, Support groups- Stages of Group Development: Pre- affiliation, Power and Control, Intimacy, Differentiation, Separation.

UNIT-II
Distinctive Principles of Social Group Work: Process of Social Group work: Intake, study, analysis and assessment, negotiating contracts, treatment, evaluation, termination- Principles of social Group Work, Values in social group

UNIT-III
Factors of Group Formation: Selection of members, Goal formation, Contract for work, Dynamics of Group work: Bond, Subgroups, Role, Leadership, Isolates, Scapegoats, New comer, conflicts, decision making, group control, hostility, behavior contagion, Tools and Techniques of Group work, uses of relationships, conflict resolution, Verbal and nonverbal communication

UNIT-IV
Programme Planning: concept of programme, Importance of programme in group work practice, skills of group worker for group development, programme planning and implementation and programme evaluation, methods of group work: brainstorming, buzz group, role play, camps.

UNIT-V
Group work in various setting: role of group worker in various setting: schools, hospitals, industries, communities. Training volunteers in social group work, Group work Recording and Evaluation: principles, importance, types and techniques.

References:

Alissi, A.S 1980	Perspectives on Social Group Work Practice: A book of Readings, New York : The Free Press
Brandler. S & Roman C.P 1999	Intervention , New York : The Howonth Press Group Work skills & strategies
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Sanjay Roy 2102	Field work in social work , Rawat Publication
Catwright, Dorwin Alvin Zander 1970	Group Dynamics , Research & Theory London Tavistock Publications
D'Abreo, A.Desmond 1993	Group Discussion & Team Building Mumbai : Better yourself books
Robert Adams 2012	The short guide to social work, Rawat Publication
Davis Bernad 1975	The use of groups in Social Work practice. London & Boston : Routledge & Kegan Paul
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Hubert : Bonner, 1959	Group Dynamics, Principles & Application, New York : The Ronald Press Company
Kurtland , R. & Salmon, R.1998	Teaching Methods Course in Social Work with Groups, Alexandria: Council on Social Work with Groups.
Ribes, Peter S.J 1990	Build up your group, Mumbai: St. Paul Publications
David Capuzzi, Douglas R. Gross and Mark D. Stauffer 2010	Introduction to Group Work , Rawat Publication
Charles H. Zastrow , 2010 Rogers, Carl 1970	Social work with Groups , Rawat Publication Encounter Groups, New York, Evanston , San Francisco, London : Harper & Routledge & Kegan Paul
Sundel.M etal 1985	Individual Change Through Small Groups, New York: The Free Press
Toseland , W. Ronals Rivas, 1984	An Introduction to group work practice New York : Mac Milan Publishing Company
Trecker Harleigh B 1970	Social Group Work : Principles & Practice New York : Association Press

Paper SWS 404: DYNAMICS OF HUMAN BEHAVIOUR

Course Outcomes:
- Understand the fundamental components of human behavior.
- Gain insight into factors contributing to development of personality.
- Understand growth and development of individual at various stages in the life span.
- Understand the processes of adjustment and not-adjustment and its impact on human behavior

Course Contents:

UNIT-I

Nature and Scope of Human Behavior: Concept of Human Behavior; Various definitions of Psychology; motivation; Normal, abnormal, clinical, educational, industrial, experimental, developmental, child and adult psychology. Methods of Psychology, Application of psychology for social workers.

UNIT-II

Factors Influencing Human Behavior and Theories of Human Development: Heredity-concept, mechanism and influence of heredity on human behavior; Environment – concept and influence of social, physical and family environment; The self and the self concept; Freud's Psycho-Sexual theory; Erickson's psycho-social theory; Adler's theory.

UNIT-III

Psychological Processes in Behavior: Basic human needs: Physical, psychological and intellectual needs; Needs and Motives; Emotions; Perception; Intelligence; Learning and motivation; Theories of Motivation and their relevance in Social Work. Personality: Definition, nature, types and assessment of personality.

UNIT-IV

Social Biases of Behavior and Adjustment: Social perception –attitudes, prejudices, biases, stereotyping; Individuals in groups–group norms, group conformity vs. deviation; Propaganda, rumours and the social affects.

UNIT-V

Adjustment and maladjustment: Concept and factors of adjustment, Stress: concept, types of stress- frustration, conflict and pressure. Coping mechanism: task oriented and defence oriented mechanisms. Indigenous approaches: Yoga and meditation

References:

Aquinas P. G   2012   Organisational Behaviour – Concepts Realities and Challenges Excel Books New Delhi

Mishra , Braj Kumar 2008   Psychology- The study of human behavior PHI New Delhi

Afsaneh , Nahavandi 2015   Organisational Behaviour, Sage New Delhi

Berger C.R & Chaffee S.H 1987   Handbook of communication science Sage: New Delhi

Commer Ronald. J Worth2001   Abnormal Psychology , New York , Publications, 41Madison Avenue

Rapport , R & Rapport . R , 1980   Growing through life, Life cycle books, New York : Harper & Row , Publishers

Saraswathi T.S 1975   Developmental Psychology in India

Clifford Morgan Richard, King , John Weisz , John Schopler 2001   Introduction to Psychology, Mcgraw Hill Education

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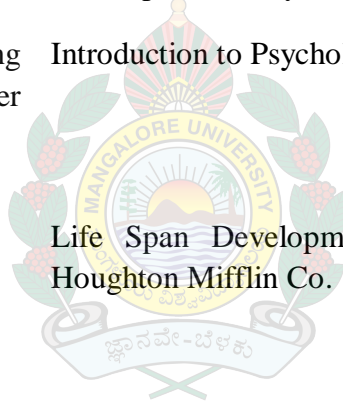
Paper SWS 405
PERSONAL AND PROFESSIONAL DEVELOPMENT FOR
SOCIAL WORK PRACTICE

Course Outcomes:
- Understanding the process of self-awareness and relevance of self-awareness for personal and professional development.
- Develop practice based skills and positive life skills for competence in personal life and professional practice.
- Understand and uphold professional values and ethics.

Course Content:

Unit-I
Self and Self Awareness: Meaning, concept, significance of understanding self and factors affecting self, and reaction of self to various life situations: achievements, frustration, failure and crisis

Unit-II
Techniques of understanding self: (Intra and interpersonal) and Self Development: SWOT analysis; Johari window; Mirror reflection techniques; six thinking Hats techniques. Self Development: meaning and Concept, Use of yoga and meditation for self development.

Unit-III
Communication: Concept, definition and principles of communication; Elements of communication; Types of communication; Barriers of communication, Public speaking: planning, preparation and presentation.

Unit-IV
Attributes of Professional Personality: Qualities and traits; Values and attitudes; Creativity; Habits; Skills. Development of professional self-concept, professional ethics and values.

Unit-V
Professional Integrity, Competence and Burnout in Professional Practice: professional knowledge, critical thinking, Acceptance of self and others, decision making, burnout- causes and impact, prevention and coping with burnout, stress management

Reference:

Beryl, Williams (1977)   :   Communicating   Effectively,   New Delhi: Sterling Publications

Swami Vivekananda 2009   Personality   Development,   Adwaita Ashrama 2nd edition

Chopra, BS. KS. (1987)   :   Leadership   for   Indian   Manager,   Pune: Times Research Foundation.

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Crispin Cross P. (1974)   :   Interviewing and Communication, Bostan Routledge and Kegen Paul

Heun, Linda R., Heun, Richard E. (2001)   Developing Skills for Human Interaction, London : Charles E. Merrill Co.

Joyce, Lishman (1994)   :   Communication in Social Work, New York: Palgrave.

Kuppuswamy B (1961)   :   An Introduction to social Psychology, Bombay Asia Publishing House

Mark, Doel and Shardlow, (2005)   :   Modern Social Work Practice, England : Ashgate Publishing Ltd.

Patil, Jayant (2002)   :   Mind, Body and Soul Management Handbook, 21st Century Life style, Pune: International Institute of Mangement research and applied Techniques

Mishra , Braj Kumar 2008   The study of Human Behavior , PHI publisher

Philip Priestley, Jasmes McGuire (1983) :   Learning to Help, London : Tavistock Publication Ltd.

Allan Pease. (Author), Barbara 2004   The Definitive book of body Language Manjul Publishing House Pvt. Ltd.; 1st Edition (12th impression) edition
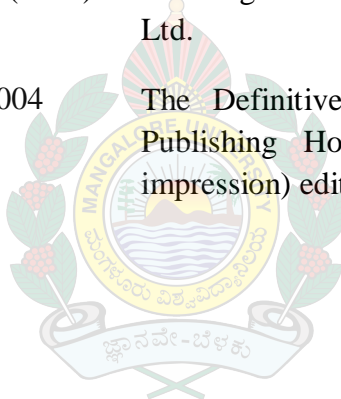
Paper SWH 406: SOCIAL WORK PRACTICUM – I

(Concurrent Field Work)
Orientation: Two types of orientation activities shall be organized in the first semester

(I)Orientation to Social Work Practice: (a) This orientation is given in the class room to share and discuss the concept of 'place of practice learning' as an integral part of the curriculum. (b) Code, norms, and expectations of this teaching-learning opportunity. (c) Requirements of working, like: days, hours, agency timings and other such details of practice learning. (d) Nature and tasks of initial phase and involvement of learner and instructor in this process. (e) Learner responsibility in the agency or the institution of learning. (f) Details regarding documentation of field practicum, types of records and their submission. (g) Practice learning instruction: concept of individual conference, duration of individual conference - one hour per week, concept of group conference, frequency of group conference - once a fortnight. (h) Orientation on Field work Record and work Diary

(II) Orientation to Field Work Setting / Agency of Field Work Placement: (a) Nature of field work setting / agency – its objectives, structure, services, and programmes. (b) Contact-person in the setting / agency, role of that individual, and his/ her professional background. (c) Methods of documentation, Reports and Information Brochures of the agency. (d) Introduction to setting / agency management, staff details and the on-going activities. (e) General introduction to its programmes and beneficiaries and information of other similar services. (f) Governmental policies and legislation in the context of the agency, both at local and national level.

(III) Social Work Orientation Visits: The aim of Orientation Visits is to provide an exposure to and understanding of the type of services provided by different social work agencies and development projects in response to the needs of their client system.

Learner Objectives: (a) Develop a spirit of inquiry and acquire skills of systematic and objective observation. (b) Understand social work agencies' response to social problems through various services. (c) Understand, appreciate and develop ability to critically evaluate voluntary and governmental programmes. (d) Develop an appreciation of social work intervention initiated by these programmes by recording: (i) relevant factual information about the client system and the problems/ concerns (ii) the selection of programmes/ strategies for solving the problems and their relevance to the client system and the problems / concerns or the issues (iii) the role of the social worker and its relevance to the clients' needs and the problem (iv) the relationship between the micro problems observed and the macro/ macro situation, the appropriation of the organization's resources and nature of intervention (v) the gaps identified and suggestions to improve the situation.

Requirements of Orientation Visits: A minimum of five visits should be organized in the first week of the first semester file work practicum : (A) **Health setting:** Hospitals, Community health extension projects, Primary health centres, Psychiatric Departments, Clinics, HIV Guidance Centres, De-addiction centres etc. (B) **Educational setting:** Formal schools, non-formal/adult education centres, income generating skill development centres, vocational training facilities, etc. (C) **Community services centres:** Skill development programme centres, environment improvement centres, family service centres, community development projects in urban and rural settings, etc. (D) **Institutional and non-institutional services for special groups**: like; the Differently abled Mentally challenged,

Destitute, Migrants, Women, Street children, Elderly, and other vulnerable groups; Adoption agencies, Child rights protection facilities, Labour Welfare Centres etc.

Tasks for the Faculty Member for arranging institutional visits: (a) Select the agencies to provide an understanding of various settings for social development. (b) Make efforts for getting permission for observational visits. (c) Correspondence and coordination with the selected agencies regarding such visits. (d) Involve students in such tasks, with suitable guidance. (e) Provide pre-visit orientation to the students, including information about position of the agency in the overall service system, and guidelines for observation and report writing. (f) Escort the student group during such visits and facilitate the visits. (g) Arrange class room presentations based on the visits, so as to reinforce learning. (h) Assess the reports written by students after observational visits. (i) Provide feedback to the students and dispel doubts about the agencies, if any. (j) Send thanks letters to the agencies. (k) Students should be given a brief orientation regarding the position of the agency in the overall service system. Guidelines for observation and reporting of the visit need to be provided.

(IV) Concurrent Field Work Practicum: 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 to 16 clock hours) each week of the semester and for 30 days (240 clock hours) in the semester including the days/hours spent for orientation visits, Individual/Group Conference and Skill laboratory work shops.

The first semester students are placed in villages/open community or hospitals or schools or NGOs or government offices or counseling centres or welfare organizations or service organization for two consecutive semesters (first and second semester). The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

Syllabus coverage: During the placement they have to practice all the methods of social work which they studied in the classroom structure. One has to complete 2 cases in casework, 2 home visits, and one group work following all the stages of group work practice with at least 4 sessions, and minimum 2 issue/need-based programmes in the first semester. Every week the students write a report of their activities and submit to the concerned faculty supervisor.

The supervisor conducts individual and group conference regularly. Evaluates records with signatory, and supervise the field work organization timely .Monitoring the stipulated hours in field work for the students before recommending for the Final field work viva voce.

Criteria for Evaluation of Social Work Practicum in I semester:

1. **Adjustment in the agency:** student's adjustment in the agency to physical setting, adjustment to authority or agency staff and head, understanding the agency structure and functions, responsible behaviour, punctuality, sincerity in dealing with the clients.

2. **Home visit skills:** Understanding the significance of home visit, observation of physical and social environment, relationship of the client with family and vice -versa, family interaction and concerns, ability to develop rationale for future action. Each student shall be required to undertake minimum **five home visits** related to their cases.

3. **Case Work initiatives:** Each student shall be required to undertake minimum 2 **case studies** in this semester and develop the skills such as interviewing, observation, listening, Questionnaire, communication skills, practicing and applying the case work principles as studied in the theory paper „work with individuals and families

3. **Group work initiatives :** Each student shall be required to from at least one new group in this semester for group work practice and practice the skills such as use of group work

principles, ability to use supportive techniques, skills in identifying group dynamics, skills in enabling group participation, skills in identifying individual and group needs, skills in planning programmes, creative use of programme media, recording skills as they studied in the theory paper entitled "work with groups".

5. **Use of system approach:** Identifying target system, use of family system, use of school system, use of neighborhood.

Paper SWH 451: SOCIAL POLICY AND WELFARE ADMINISTRATION

Course Outcomes:
- Develop an understanding of Social policy for effective social work practice.
- Develop the capacity to develop personnel financial administration of human welfare organization.
- Understanding procedures and policies involved in establishing and maintaining social welfare organizations.

Course Content:

Unit-I
Social Policy: Definition, meaning of Social policy and social welfare policy: Trends and prospects, National policies on children. Health and education.

Unit-II
Establishment of voluntary organizations: Registration, different types of registration. Society, trust and co-operative society. The Society's Registration Act. 1860. Constitution and Bye laws. Rules and Procedures of registration

Unit- III
Management of human service organization: Human resources – executive boards committees. Professional and other staff relationship. Communication, team work, supervision. Financial resources- organizational budget. Source of finance fund raising, zero based budget. Records, audit accountability, physical resources, all activity related to acquiring, hiring and maintaining a building. Daily cleanliness and maintenance of furniture and equipment.

Unit-IV
Social Planning – Contents and Stages : Programme management –Planning overall needs, Specific needs, project formulation, eligibility criteria, evaluations procedures and records. Public relations – role of all working for the organization need for public relations accountability.

Unit-V
Administrative structure - Administrative structure and functions of government departments in the field of public welfare, The Office of Director General for weaker sections: Department of women and child welfare, Department of Social Welfare. Practical sessions in administrative functions: Seminars on field practice agencies, administrative functions and problems.

References:

Snehalathchandra (2003)   NGO Management in India Kanishka Publishers

Ali, A.F. Iman (1992)   :   Social Stratification Among Muslim-Hindu Community, New Delhi : Commonwealth Publishers

M.K Singh 2015   Social Policy and Social welfare Administration , Vayu Education Of India; First edition

Anoop Kumar Bhartiya 2009   Social Policy in India , New Royal Book Company

Bhatnagar, Ved (1998)   :   Challenges to India's Integrity: Terrorism, Casteism, Communalism ,New Delhi: Rawat Publication.

Sachdeva, D. R. (2000)   :   An Introduction to Sociology, Allahabad: Kitab Mahal

Desai, A. R. (1994)   :   Rural Sociology in India, Bombay: Popular Prakashan.

Madan, G.R. (2002)   :   Indian Social Problems, Mumbai : Allied Publishers Pvt. Ltd

Mohanty, Manoranjan (2004) :   Class, Caste, Gender – Readings in Indian Government and Politics, New Delhi : Sage Publication

Puniyani, Ram (2003)   :   Communal Politics : Facts Versus Myths, New Delhi : Sage Publication.

Anil Taneja (2009)   Social welfare Administration in India Neha Publishers & Distributors

Paper SWH 452: COMMUNITY ORGANISATION AND SOCIAL ACTION

Course Outcomes:

- Develop competence to undertake critical and holistic analysis of social issues & community dynamics.
- Understand the principles and elements of Community Work process with focus on subaltern groups.
- Enhance understanding of the models and strategies of Community Work Practice.
- Develop an attitude of concern and Commitment to work among the subaltern groups and communities.
- Develop attitudes and skills required to facilitate the process of people's participation in changing their situation.

Course Content:

Unit-I

Understanding Community: Concept of community: Sociological, cultural and social work perspective of community – geographical and functional community; Functions of community; deconstructing concept of communities: Understanding of Marginalized, underprivileged, Dalit, communities, community and identity; the process of community integration and disintegration.

Unit-II

Community Organization as Practice Method and as a Para-political Process:
Concepts : Definitions of community organization : a critique, community mobilization, community participation, outreach, working with groups; community welfare, community development, community centres and services; Principles of community organization; Processes in community organization- steps and processes; Approaches and Models: directive vs. non-directive, external agent and internal resource; Community organization as a Para-political process: Concept of power, sources of power, Understanding community power structure, Powerlessness and empowerment, Cycle of empowerment; Challenges in participation.

Unit-III

Strategies in Community Organization Practice and Role of Community Organization Practitioner: Role of community organization practitioner in community centres (the guide, enabler, expert and social therapist) and in Rothman's models; Strategies and techniques in community organization: Participatory Rural Appraisal and related techniques, formation and capacity building of CBOs, capacity building of community level institutions, strategies for capacity building of the marginalized groups, Skills required in community organization practice: interaction skills, information gathering and assimilation skills, observation skills, analytical skills, skills in listening and responding skills; organizing skills, resource mobilization (external and internal) skills, conflict resolution skills; Planning, monitoring an evaluation in community work; Recording: community profiling, recording (administrative and process records; POR, SOAP, data banks, monitoring report, evaluation reports) and documentation of the community organization processes (documentation of the best practices, case studies).

Unit-IV

Community Organization Practice in the Context of Various Settings : Health, Education, Residential institutions, Livelihood and work, Natural resource management, Sustainable development, working with tribal population, working with rural and urban vulnerable Communities, Displaced population and rehabilitation, Community organization in risk education and disaster response, Peace and peace building.

Unit-V

Social Action and Advocacy : Concepts, Principles and Process of Social Action; Social work and social action; History of social action in India, Radical or emancipatory social work; Rights based approach, Different forms of protest, various contributions to the theory of social action (Paulo Friere, Mahatma Gandhi (Sarvodaya); Strategies for social action from various social movements; Concept of advocacy as a tool; Strategies for Advocacy, Campaigning, and Lobbying; Use of media and public opinion building in advocacy; and Coalition and Network building; Linking up protest movements with development work.

References:

Mosley Paul & Hume David 1998	" Micro enterprise Finance : Is there a Conflict Between Growth & Poverty Alleviation? ; World Development .
Shashi Ranjan Pandey 2006	Community action for Social justice : Grass root organization in India, SAGE Publications Pvt. Ltd
Murthy, S.Ranjan (ed)2001	Building women's capacities : Intervention in gender Transformations , New Delhi : Sage
Nagaraj D.R 1993	The flaming Feet : A study of the Dalit Movement , South Forum Press, Bangalore
Nair , K.S & Ascroft . J (eds) 1994	Participatory Communication : Working for change & development , New Delhi : Sage Publications
Polson & Sanderson 1979	Rural Community Organization , New York : John Willey & Sons
PRIA 2000	Doing research with people , New Delhi : Society for participatory Research in Asia
Rappaport . J Swift. C Hess. R	Structures in Empowerment : Steps Towards understanding & action , New York : Haworth Press
Ross , Murray . G 1967	Community Organization : Theory , principles & practice , New York : Harper & Row
Roy , Indrajit 2002	"Community , organization & representation Implications for development"
Siddiqui , H.Y (ed) 1984	Social work & social action , New Delhi : Harnam Publications
Saroj Pachauri 1994	Reaching India's Poor- Non Governmental Approach to community Health SAGE Publications Pvt. Ltd

Paper SWH 453: SOCIAL WORK RESEARCH AND STATISTICS

Course Outcomes:
- Understand role of research as a method of social work profession.
- Acquire research knowledge and skills to be able to undertake independent research projects.
- Become familiar with some of the basic statistical technique and their application in field of social work research and social work practice.

Course Content:

Unit-I

Social Work Research: Meaning, Definition, Scope and Uses of Social Work Research, Difference between social research and social work research. Basic elements of social work research- Concepts, construct, variables, hypothesis and operational definition Types of social work research: need assessment studies, situational analysis, monitoring and evaluation, impact assessment, policy research. Steps in social work research: identification of the problem, need assessment, selection of social work design, base line studies, intervention, assessment of intervention.

Unit II

Preparation of social work research proposals steps and format Pilot study: purpose and uses Research designs: meaning and definition Research design: Descriptive, diagnostic, experimental, explorative and evaluation Uses of Research design

Unit III

Methods and tools of data collection:
Sampling: concepts related to sampling, population, universe, sampling frame and sampling unit, Types of sampling: probability method: simple random sample, systematic random sample, systematic random sample, stratified random sample, cluster random sample Non-probability method: accidental, judgmental, purposive, snowball and quota sampling
Data collection: primary and secondary Tools of data collection: observation, interview and questionnaire, FGD and Case Study.
Data Processing, Classification Statistical applications and Analyses Plan: Editing; Coding; master sheet preparation; tabulation plan. Uni-variate, Bi-variate, Tri-variate and multivariate analyses of data; Methods of Analysis of data: Quantitative analysis and Qualitative analysis, Content analysis and Case analysis and Statistical analysis; Use of computer in data analysis

Unit IV

Reporting Research: Meaning, purpose Principles and types of reporting; Structure of reports for differing readership, planning outline of report, editing for accuracy and neatness, standard formats for referencing, footnotes and bibliographies, preparing research abstract; Dissemination of research findings.

Unit V

Use of Statistics: Measures of central tendency (mean, median, mode) and dispersion; Inferential Analyses: measures of association, tests of significance (chi square, t-test,)analysis of variance (ANOVA); Introduction to Statistical Package for Social Sciences (SPSS); basic steps, defining data, data entry, data transformation, data analysis, graphical (diagrammatic) presentation, statistical application using SPSS.

References:

Asthana , B.N 1976   :   Elements of Statistics , Allahabad : Chaitanya Publishing House

Earl Babbie 2015   The basics of social research, Rawat Publication

Allene Rubin 2010   Method of social work research ,Thomson Press , India.

Bajpai 1992   :   Methods of social survey & Research , Kanpur , Kitab House

Blalock , Hubert , M 1972   :   Social statistics Tokyo : McGraw Hill Kogakusha Ltd

Britha , Mikkelsen 1995   :   Methods for Development Work & Research , New Delhi : sage Publications

Bruce . A . Chadwick , Howard . M Bahr , stan L Albrecht 1984   :   Social Science Research Methods , New Jersey: Prentice Hall Inc

Devendra , Thakur 1993   :   Research Methodology in Social Sciences , New Delhi : Deep & Deep Publications

Feldman , Martha. S 1995   :   Strategies for interpreting qualitative Date, New Delhi: sage Publications.

Swartz Omar 1997   :   Conducting socially responsible research , New Delhi : sage Publications

Young , Pauline . V 1946   :   Scientific Social Surveys & Research , New York Prentice Hall

Paper SWS 454: INDUSTRIAL PSYCHOLOGY

Course Outcomes:
- Understand role of Industrial Psychology as a tool of the social work profession.
- Acquire Psychological knowledge and skills.
- Become familiar with some of the basic Psychological technique and their application in field of social work as applicable to the Organizational / Industrial setting

Course Content

Unit – 1

Introduction to Industrial Psychology

Meaning and Definition of Organizational Psychology – objectives of industrial psychology Major problems of industrial psychology – Role of an Industrial Psychologist – scope and importance of Industrial Psychologist's work

Unit – 2

The historical background of industrial / organizational psychology

The Early Years(1900 – 1916)- World War I(1917 – 1918)- Between the World Wars (1919 – 1940)- World War II (1941 – 1945) - After World War II (1946 – 1960)- 1960s and Beyond

Unit – 3

Personality

Define Personality - Understand the major determinants of Personality - Explain five theories of Personality - Intrapsychic Theory - Type Theories - Trait Theories - Self Theory - Social Learning Theory Identify several personality characteristics and their influences on Industrial Psychology - personality measurement - Match personalities and job - Personality dimensions in Industrial and organizational psychology

Unit – 4

Emotions and Emotional Intelligence

What are emotions - the characteristics of Emotions - Understand the interlinking of emotions and moods- the role of emotions - type of emotions - the categories of positive and negative emotions- the sources of emotions and moods - the relation between emotions and performance - Emotional Intelligence (EI) - the importance of Emotional intelligence - the domains of EI - the interrelationship between EI and leadership - the interrelationship between EI and conflict management - the interrelationship between EI and career success - the case for and against Emotional Intelligence as a concept.

Unit – 5

Stress and well-being at work

The concept of stress - the fight-or-flight response to stress - the General Adaptation Syndrome (GAS) - The approaches to stress: The Homeostatic/ Medical Approach - Cognitive Appraisal Approach- the Person-Environment Fit Approach- The Psycho-analytic Approach. The causes and consequences of stress. Individual response to stress - the consequence of stress - the Impact of stress on Performance.- "Burnout" - the factors resulting in Burnout- Impact of Job Burnout - The methods of managing stress - framework for preventive stress management - the various organizational techniques for stress prevention - Understand managerial implications of stress

Reference

Bandura A(1977   "Social Learning Theory" Prentice Hall Englewood Cliff N.J

Cattell R. B (1946)   Description and Measurement of Personality" World, New York.

Eysenck H. J and Eysenck S.B.J (1969)   "Personality Structure and Measurement" Rutledge, London

Eysenck M.W (1994)   "Individual Differences" Erlbaum Hillsdale NJ.

Michael G. Aamodt 2013   Industrail psychology , Cengage; 7 edition

Ekman P and Davidson R. J (Eds) (1994)   "The Nature of Emotions: Fundamental Questions" Oxford University Press, Oxford UK

Goleman, Daniel (1995)   "Emotional Intelligence: Why It Can matte More than IQ" Bantam Books, New York.

Luft Joseph (1973)   "On Human Interaction" Mayfield Publishing Company New York.

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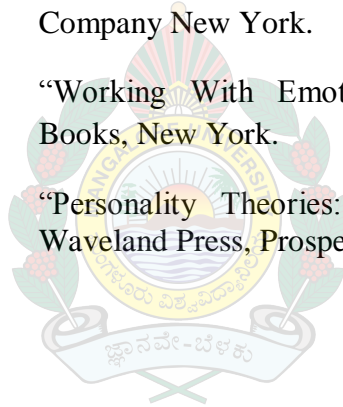
Paper SWS 455: SOCIAL WORK WITH FAMILIES

Course Outcomes:
- To understand the family as a social institution.
- To understand the impact of globalization on family & social system.
- To sharpen the skills, techniques & interventions required for working with family.
- To understand the governmental efforts for strengthening the families.

Course Content:

UNIT-I

Family as a social institution : Concept of family; Types of family; Functions of family; Family dynamics; power, myths, role and patriarchy in family; Concept of Marriage; Review of changing situations in marriages and marital relationship; Family and gender, equity and equality. - Displacement and disaster generated changes in the family (war, conflict, riots and natural calamities) and its implications; Vulnerability of families, marginalized families due to poverty, caste, cultural inequalities.

UNIT-II

Life span approach in understanding family: Characteristics, goals, needs, tasks and problems of each stage in the family life cycle (Evelyn Duwall and Eric Ericsson). Alternative Family and Marriage Patterns and Structures: Dual earner / career families, Single parent families, Female headed households, Childless families, Reconstituted / step families, Consensual unions, Homosexual families.

UNIT-III

The Family in the context of Social Change: Concept and characteristics of social change; Impact of migration, industrialization, urbanization, liberalization, privatization and globalization on family –changing functions, values, relationship, communication.

Quality of Life and Family: Concept of quality of life; Indicators of quality of life; Family and Millennium Goals. Family problems: causes, types; Family Assessment and family problem assessment; Methods and its implications.

UNIT-IV

Family Life Education: Concept, philosophy, goals and significance of FLE in the context of quality of life; Value education as part of FLE programme, objectives of family life education for various age groups (family life cycle and developmental stages).

Areas of family life education: Premarital preparation, marriage and married life, planned parenthood, family relationships; Communication in family; home management; Aging and retirement, special focus on adolescent life skill training.

UNIT-V

Working With Families - interventions, techniques and skills: a) Family centred social work – problem solving approach; b) Life enrichment programmes – developmental approach; c) Programmes for family empowerment and protection of human rights; d) Efforts of government in strengthening families – Policy, Legislation and programmes; A brief review of ICDS, Micro-credit, component plan, Schemes for families, Public Distribution System, Health – Family Welfare Programme, Health Insurance.

References:

C.P. Singh 2015 — Alcoholism, family and social work practice, Rawat publication.

Malladt, Subbamma(1992) — Hinduism and Women, Delhi: Ajanta Publications.

Mehta,VeraYayas,Frances(1990) — Exploring Feminist Vision – Case Studie on Social Justice, Pune: Stree Vani/ Ishwar

Mishra, Prachi(2006) — Domestic Violence against Women Legal. Control and Judicial Response, New Delhi: Deep & Deep Publication, Pvt.Ltd.

Narsimhan Sakuntala(1999) — Empowering Women– An alternative Strategy from Rural India, New Delhi: Sage Publications.

Naomi Neft & AnnD. Levine(1998) — Where Women Stand–An International Report on the status of women in 140 Countries, New York: Random House.

Sebasti, Raj L.(1991) — Quest for Gender Justice, Madras: T.R. Publications.

Sen, Ilina(1990) — A space within the struggle women's participation in people's movement, Kali for Women, New Delhi.

Donald Collins 1999 — Introduction to family social work, F E Peacock Publishers,

CHOICE BASED PAPER (FOR THE STUDENTS OF OTHER DISCIPLINE)

Paper SWE 456: CONTEMPORARY SOCIAL WORK PERSPECTIVES AND CONCERNS

Course Outcomes:
- To understand the basic concepts of Social work
- To understand the various methods of social work
- To Know about various avenues of social work
- To study the emerging areas of social work practices

Course Content:

UNIT-I

Introduction to social work: History, evolution, concept, meaning, definition, attributes Scope; Principles of social work; Difference between social work, social service and Social welfare, Social work as a Profession.

UNIT-II

Methods of social work: Social case work- concept, meaning and principles, process, Techniques, components; **Social group work** – concept, meaning, principles, types of Groups, group dynamics, programme planning; Community organization- concept, Meaning, principles, process, scope of community work.

Social Welfare Administration: Concept, scope, principle, POSDCORB, importance of social work administration;

Social work research- concept, meaning, scope, research process, uses of social work research; Social action- concepts, principles, and application

UNIT-III

Understanding Social Problems and Social Work response: Poverty, Illiteracy, Unemployment, Malnutrition, Problems of Destitute, Aged, Widows, Orphans; civic response to social problems. Domestic violence and dowry harassment, eve teasing, sexual harassment, gender and health related issues of women, immoral trafficking of women and children, commercial sex work; child labour, Street children, School dropouts, juvenile delinquency, Street children; youth , terrorism, substance abuse and addiction, rape, sexual behaviour (HIV and AIDS, STD); policies and programmes for women, children and youth in India; Social Work response to vulnerable group (sexual minorities, lesbians, gays)

UNIT-IV

Social work in various settings: Educational institution, Industries and corporate sector, Government and Non-government organization, Health and Community setting. Social work and human rights, RTI

UNIT-V

Emerging area of social work practice: Disaster Management; children- in conflict with-Law, domestic violence, child abuse, geriatric, suicide prevention, Emerging issues related to environment: Water Conversation, Rain Water Harvesting, Watershed Management,
Resettlement and Rehabilitation: People living with HIV/AIDS, war victims (refugees), displaced of natural and man-made disasters, working with differently abled.

References:

Bandhu Desh, Singh, Harjith and Maitra A.K(1990)	:	Environmental Education and Sustainable Development, Indian Environmental Society, New Delhi.
Chand Attar (1985);	:	Environmental Challenges, A Global Survey, UDH Publishers, New Delhi.
Chandu Subba Rao (2000)	:	Development of Weaker Sections, Rawat Publications, Jaipur
Chaturvedi T.N. (1981)	:	Administration for the Disabled; Policy and organizational Issues, Indian Institute of Public Administration, New Delhi.
CN Shankar Rao(2005)	:	Sociology of Indian Society, S Chand Publications, New Delhi
Cowan , Philip A Cowan (2005)	:	The Family Context of Parenting in Children's Adaptation to Elementary School
D Paul Chowdhry, (2006)	:	Social Welfare Administration, Atma Ram & Sons, Delhi
D.R. Sachdeva, (2008)	:	Social Welfare Administration in India, Kitab Mahal Publishers
GR Madan (2003)	:	Indian Social Problems, Sixth Ed. Allied Publishers, New Delhi
Jayapalan N (2001);	:	Indian Society and Social Institutions, Atlantic Publishers and Distributors, New Delhi
Kambla. M.D (1986)	:	Deprived castes and their struggle for Equality, Ashish Publishing House, New Delhi.
Kogi Naidoo, Fay Patel (2009)	:	Working women, Sage Publications
Kuppuswamy B (1989)	:	Social Change in India, Vikas Publishing House Delhi
Philip A Cowan , Cowan (1999)	:	When Partners Become Parents: The Big Life Change for Couples
Preethi Mishra(2006)	:	Domestic violence against women, Deep & Deep Publications, New Delhi

Ram Ahuja (1995)   :   Social Problems in India, Rawat Publications
                                                 Jaipur

Ram Ahuja (2002)   :   Society in India - Concepts theories & Recent
                                                 trends –Rawat Publications, Jaipur

Shankar Jogan, (1992)   :   Social Problems and Welfare in India, Ashish
                                                 Publishing House, New Delhi

Shyam   Sundar   Shrimali,   :   Child Development, Rawat Publications, Jaipur
(2008)

Srinivas M.N (1962)   :   Caste in Modern India and other Essays, Asia
                                                 Publishing House, Bombay.

Vidya   Bhushan,   D.R.   :   Introduction to Sociology, Kitab Mahal Publishers
Sachdeva (2005)

Paper SWE 457
DEVELOPMENT OF COMMUNICATION SKILLS AND PROFESSIONALISM

Course Outcomes:
- Acquire understanding of various methods of communication and concepts and skills and competence to use the same.
- Understanding the process of self-awareness and relevance of self-awareness for personal and professional development.
- Develop practice based skills and positive life skills for competence in personal life and professional practice.
- Understand and uphold professional values and ethics.

Course Content:

Unit-I

Communication: Concept, scope and Process of Communication. Barriers to effective communication . Verbal and non - verbal communication.

Types of Communication: Inter-personal methods of communication - workshop, demonstration, meeting, panel discussion, simulation games, role play and street theatre. Audio, visual and audio - Visual Aids in communication: Audio Aids - Folk songs, music audio cassettes. Visual Aids - Posters, slides, photographs, paper clippings, exhibition, flash cards, flannel graphs, use of notice boards, chalk boards, puppets, and overhead projector, LCD projector , Audio-Visual Aids - video cassettes,

Unit II

Communication skills : Effective speaking, principles of effective oral communication, Public speaking skills speech preparation, technique of effective speech, Effective writing skills, what is draft, meaning and objectives of written communication, essential of written communication, reports , letters and News reporting, essay writing, hand bill, pamphlets, newsletters, Role of Information, education in effective communication.

Unit-III

Self and Self Awareness: Techniques of understanding self: (Intra and interpersonal) and Self Development: Meaning, concept, significance of understanding self and factors affecting self, reaction of self to various life situation: achievements, frustration, failure and crisis, SWOT analysis; Johari window; Mirror reflection techniques; Six thinking Hats techniques. Self-Development: meaning and Concept, Use of yoga and meditation for self-development.

Unit-IV

Attributes of Professional Personality: Qualities and traits; Values and attitudes; Creativity; Habits; Skills. Pleasing personality, Developing a Pleasing Personality , Time Management , Etiquette and Manners , Presentation Skills. Development of professional self-concept, professional ethics and values.

Unit-V

Professional Integrity, Competence and Burnout in Professional Practice: professional knowledge, critical thinking, Acceptance of self and others, decision making, burnout- causes and impact, prevention and coping with burnout, stress management

Reference :

Abhinarayana S P (1964) : Social Psychology, Bombay Allied Publishers Pvt Ltd

Alvia A Goldberg, Carl Lason (1975) : Group Communication: Discussion Process and Application, New Jersey : Prentice Hall, Inc, Eaglewood Cliffs.

Beryl, Williams (1977) : Communicating Effectively, New Delhi: Sterling Publications

Chopra, BS. KS. (1987) : Leadership for Indian Manager, Pune: Times Research Foundation.

Crispin Cross P. (1974) : Interviewing and Communication, Bostan Routledge and Kegen Paul

Davas, Rustam (1993) : Creative Leadership, New Delhi: UBS Publishers.

Davis, Martin (Ed.) (2002) : Companion to Social Work, USA: Blackwell Publishers Ltd.

Heun, Linda R., Heun, Richard E. (2001) : Developing Skills for Human Interaction, London : Charles E. Merrill Co.

Joyce, Lishman (1994) : Communication in Social Work, New York: Palgrave.

Kuppuswamy B (1961) : An Introduction to social Psychology, Bombay Asia Publishing House

Mark, Doel and Shardlow, (2005) : Modern Social Work Practice, England : Ashgate Publishing Ltd.

Paper SWH 458: SOCIAL WORK PRACTICUM – II
(Concurrent Field Work and Social Work Camp)

Concurrent Field Work Practicum: In this semester the Concurrent Field Work Practicum shall be conducted during two days a week (16 hours in a week), for 30 days (240 clock hours) in this semester including the days/hours spent for individual conference, Group Conference, and Rural/Tribal camp.

In the second semester the students shall continue the Social Work Practicum/Field Work in the same agency where the Social Work Practicum/Field Work in the first semester is been practiced. But the learning objectives and skills of the candidates in this semester would be different. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with the agency supervisors. The students are expected to practice the methods of social work such as; community organization, social action and social work research which they are studying in the classroom sessions. One has to complete at least 2 community related programmes which are /need based and solve an issue of the community following the principles of community organization and social action. Apart from that the students are expected to create an environment in the agency setting where all the social work skills and methods are to be practiced. Every week the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group conference regularly.

Criteria for Evaluation of Social Work Practicum in II semester:
1. **Adjustment in the agency:** student's adjustment in the agency to physical setting, adjustment to authority or agency staff, understanding the agency policies and programmes.
2. **Development of professional self:** such as punctuality, regularity, sincerity, overtime work, team work with co-workers, respect for people, dress and etiquette, self discipline and responsible behaviour etc.
3. **Community work:** developing the community work related skills such as understanding of community, knowledge of the dynamics of the community, identifying problems, establishing priorities, planning a strategy of work and establishing contract, efforts at involving the community in participation of meeting, use of various interviewing techniques and skills and use of community resources/collateral contacts, skills employed in identifying the community felt needs and resources and skills applied in establishing link between community needs and resources. One has to organize at least two community related programme by involving the people in the community.
4. **Social work Camp:** In the second semester a Rural/Tribal residential camp of 7 days duration shall be organized by the Department/College in any suitable location which is possessing possibilities of understanding and applying social work concepts and that must provide an opportunity to students to experience community life, make first hand observations about community realities, analyze community dynamics, and observe the functioning of local self-government and voluntary organizations in the community. Different need-based committees shall be constituted by the faculty in-charge of the camp with consists of students and assign whole responsibility of the camp on such committees. It shall be mandatory for each student to attend the camp to become eligible for appearing viva-voce examination of concurrent field Work Practicum in that semester.

Each student require to form a detailed report on the activities carried out and experience gained in the camp and present it before the Viva-voce examination Board constituted for conducting viva-voce exam for concurrent field Work Practicum. However there is separate allotted marks earmarked for the mentioned camp but, performance of the student in such activity may be considered in assigning marks for concurrent field Work Practicum.

Specific Objectives of Camp: (a) Understand the community as a social system. (b) Analyze the approaches, culture, and livelihood patterns of the community. (c) To observe living conditions, housing, water supply and other amenities in the community. (d) Understand the nature of governmental intervention in relation community development and popular participation. (e) Develop the capacity to critique the interventions of both the voluntary organizations and the governmental agencies for rural development. (f) To get familiar with positive local initiatives in the area. (g) Through experience in group-living, appreciate its value in terms of self-development, interpersonal relationships, sense of organization, time management and taking on Responsibilities. (h) Acquire skills in planning, organizing, implementing the camp(For example :conscious use of time, communication skills, team spirit, handling relationships, conflicts and differences of opinion, decision making, evaluation, appreciation, sharing of resources, sharing of tasks, coping skills in problem situations, and cooperation. (i) Develop skills for objective analysis of one's own work and presenting their experiences in a class room situation. (j) To engage them in micro-level planning exercises, mini research projects in the community context during the camp, and in concrete tasks towards meeting basic/civic needs of the people in that area.

SWH 501: PROJECT PLANNING AND MANAGEMENT

Course Outcomes:
- To gain the knowledge about concept, components and various types of Project Planning.
- To understand the process of Project Planning.
- To acquire the knowledge of designing Project /proposal.

Course content:

Unit-I
Project Planning: Concepts, features and components. Classification of Project. Project Cycle and Programme Spiral. Project planning and Project Management, Participatory Project Planning. Non Participatory Project Planning.

Unit-II
Process of Project Formulation: Participatory study, assessment of situation, Problem identification and Problem analysis. Cause and effect analysis, Problem statement, Stake holder analysis, General and measurable objectives. Analysis of alternative way of achieving objectives and choice of alternatives. Force field Analysis.

Unit-III
Detailed operational plan: Activities time and duration. Gantt chart. Personnel plan. Budgeting – costing and financial plan. Cost volume analysis (Break even analysis). Monitoring and participatory monitoring. Evaluation- criteria and means of evaluation. Programme Evaluation Review Techniques (PERT). PERT as a tool for monitoring and controlling projects.

Unit-IV
Logical Frame work or Project Matrix- a synthesis of project plan: Vertical logic - input, outputs, purpose and goal. Horizontal logic- narrative summary, verifiable indicators, means of verification, assumption and risk factors.

Unit-V
Designing project proposal: NGO Formation and management. Production oriented micro enterprises, Case studies of projects on education, training, entrepreneurship development, empowerment of marginalized, health, disaster rehabilitation and human rights. Project planning formats and requirements of funding organization.

References:

Fields G.S	:	Poverty , Inequality & development , Cambridge : Cambridge University Press
Prasaanna Chandra 2014	:	Projects - Planning, Analysis, Selection, Financing, Implementation and Review (English) 8th Edition
B.C.punimia 2002	:	Project planning and control PERT and CPM Laxmi Publications-New Delhi
Friberg M & Hettne B 1985	:	Development as Social Transformation , London : Holder & Stoughton
HAQ Mahbub UL 1995	:	Reflections on Human development : New Delhi : Oxford University Press
Judge I S & Little IMD (eds) 1997	:	India's Economic Reforms & Development , New Delhi : Oxford University Press
Leonard , P 1997 Emancipatory	:	Postmodern Welfare : Reconstructing an Project , London : Sage
Linda S (eds) 2002	:	State of the World 2002, New York : World watch Institute: & W W . Norton & Co
Mies M & Shiva Vandana 1993	:	Eco feminism , New Delhi : Kali for women
Nagendra , S.P 1994	:	Development & change , New Delhi : Concept Publishing Company
Rajat Acaryya & Moitra B (eds) 2001	:	Effects of Globalization on Industry & Environment, New Delhi : Lancer's Books
Rao D.B (Ed) 1998	:	World summit for Social development
Sachs , W 1997	:	Development Dictionary
Schuurman Frans J (ed) 2002	:	Globalization & Development studies : Challenges for the 21st century ; New Delhi : Ventura
Sen, Amartya 2000	:	Development as freedom : New Delhi : Oxford University Press
Seitz J.L 1988	:	The Politics of Development : An Introduction to Global issues Oxford : Basil Blackwell
Shurnur , Smith .P 2002	:	India – Globalization & change , New Delhi : Oxford University Press
Singh R.R (Ed) 1995	:	Whither Social Development ? New Delhi : ASSWI
Subramanian S (ed) 2001	:	India's Development Experience : selected writings of S. Guhan , New Delhi : Oxford University Press

III SEMESTER– (SPECIALISATION– I)-(COMMUNITY DEVELOPMENT)

Paper SWS 502: RURAL AND TRIBAL COMMUNITY DEVELOPMENT

Course Outcomes:
- Develop ability to study and analyze the historical and emerging trends in rural societies
- Acquire competence to critically examine the varied agencies involved and their approaches to develop and change in rural communities.
- Develop sensitivity and commitment to work among the disadvantaged rural communities.
- Acquire understanding of the strategies, skill and techniques required to facilitate participatory, sustainable and integrated development of rural community.

Course Content:

UNIT - I

Historical and current Analysis of Rural community: Rural Community concepts:
Definition & Characteristics. Historical & Current analysis of Rural Community - Ancient, Medieval, Colonial & Post independence. Need for the study & blocks to understand the rural Communities. Major problems & Issues affecting rural population-Inequality, Discrimination, Human Rights violation, unemployment, lack of basic amenities, ecological degradation, land alienation, bondage, exploitation, Rural Displacement. Globalization, Structural Adjustment Policies (SAP) –Its impact on Rural Communities

UNIT – II

Approaches & Strategies in Rural Development:
The role of Ministries, Departments (central & State), panchayath bodies in ruraldevelopment.NGO interventions & its impact on rural development. Role of CBOs in rural development-A critical appraisal. Concepts, history, Ideologies of rural development. Government Policies and Programmes for sectoral development -A critical Appraisal; Sectoral development and target groups-The rural poor, farmers, Artisans, laborers, women, Children, SCs, unemployed, youth including Mahatma Gandhi National Rural Employment Guarantee Programme (MGNREGS) - Swarnajayanthi Gram Swarojgar Yojana / National Rural Livelihood Mission (NRLM) - Indira Awaas Yojana (IAY) - National Rural Health Mission (NRHM) - Total Sanitation Programme (TSP) - Swajaldhara - Provisions of Urban Amenities in Rural Areas (PURA) - Backward Region Grant Fund (BRGF), Case study of NIRD, CAPART, SKDRDP

UNIT – III

Concepts and Historical Analysis of Tribal community: Tribal Community Concepts: Primitive tribal groups (PTGs); Definition and characteristics Major Tribes in India. Need for the study and blocks to understand the tribal's in India. Historical and current analysis and its impact on tribal community- (Ancient, Medieval, Pre- independence & Post Independence Period) Major Problems & Issues effecting tribal Groups-Land alienation, inequality, discrimination, Forest policy, Human rights violation, Tribal dislocation, Ecological degradation, Exploitation. Tribal unrest & Tribal movements- Historical and current trends. Impact of Globalization on Tribal community.

UNIT – IV

Strategy & Approaches for Tribal development: Concepts, ideologies of tribal development, Structure & functions of tribal development mechanisms at Central, State, District, Levels and scheme and programme for tribal development. Tribal sub plan: constitutional provisions, five year plans, legislations for tribal development, Reasons for Achievements & failure of Tribal Development Schemes. NGO intervention in tribal empowerment. Case study of VGKK Mysore

UNIT – V

Social work approaches in Rural and tribal development : Community work process-PRA, RRA approaches, Social action, concept, models and strategies. Scope of Social work profession in Rural and Tribal community development. The role of Social workers in Sustainable Rural and Tribal Development. Rural and Tribal movements on Social change.

References:

Appu P.S 1996	:	Land Reforms in India : A survey of policy Legislation & Implementation Vikas Publishing House : New Delhi
Bhalla G.S , Gurmail Singh 2001	:	Indian Agriculture : Four Decades of Development Sage : New Delhi
Bokil Milind 2002	:	Denotifical & Nomadic Tribes – a Perspective , L.P.W Jan 12 2002
Bremen J et al (eds) 1997	:	The village in Asia – Revisited Oxford University Press : Delhi
B K Sahu 2003	:	Rural Development in India Anmol Publications New Delhi
Desai A.R	:	Rural Sociology , Popular Press
Desai A. R (Ed)1979	:	Peasant struggles in India New Delhi : Oxford University Press
Desai , Vasanth	:	Rural Development , Vol .I & II Himalayan Publishing House , New Delhi
Deshpande .R 2002	:	Farmers Distress in Karnataka :Research Report , Institute for Social & Economic change , Bangalore
Dhanagre D.N 1983	:	Peasant Movements in India 1920 – 1950 Delhi : Oxford University Press
Govind ChandraRath		Tribal Development Sage New Delhi

Harriss white et al 1997	:	From Green Revolution to Rural Industrial Revolution in South India , E.P.W , June 21
Hazell et al (eds) 1993	:	The Green Revolution Reconsidered: The Impact of High Yielding varieties in South India OUP, New Delhi.
Herring , Ronald J.Y 1983	:	Land to the Liller : The Political Economy of Agrarian reform in South Asia , Delhi : Oxford University Press
Jain L.C 1985	:	Grass without Roots : Rural Development Under Govt. Auspices
Joshi B.K (ed)	:	Alternative Development strategies & the Indian Experience. Bombay : Himalayan Publishing House
Kosarnbi D.D 1975	:	An Introduction to the study of History. Bombay : Popular Prakashan
Lourdusamy , Stan 1985	:	People's Liberation: characteristics Parties, Movements & People's struggles in India. New Delhi : Indian Social Institute
Nadkarni , M.V 1987	:	Farmers movements in India , New Delhi : Allied publishers
Pandian M.S 1990	:	The Political Economy of Agrarian change Nanchilnadu 1980-1939 New Delhi : Sage Publications
Radhakrishna , Meena 2001	:	Dishonoured by History : Criminal tribes & British Colonial Policy , Hyderabad Orient Longmen
Rajapurohit A.R (eds) 1984	:	Land Reforms in India , New Delhi : Ashish Publishing House
S.L Joshi and P C Jain 1999		Rural Psychology Rawath Publications New Delhi
M.K Raha		Tribal INDIA –Problem, Development Prospects, Gyan Publishing House

IIISEMESTER-(SPECIALISATION-II)- (MPSW)
Paper SWS 503: MEDICAL SOCIAL WORK

Course Outcomes:
- Trace the Historical Development of Medical Social Work India and Abroad.
- Understand the Nature of Medical Social Work Services.
- Understand the development of Medical Social Work Profession.
- Gain clarity about the Role and Functions of Medical Social Worker.

Course Content:

UNIT-I

The beginnings of Medical Social Work: Concept and Meaning of health, hygiene, illness and handicap: medicine through the ages; changing concept of health: Historical development in medical social work in the west, in India; Trends in medical social work practice in Karnataka; Nature and Scope of medical social work.

UNIT-II

Hospital setting and Medical Social Worker: Concept and types of hospitals - Historical development of hospitals as agencies of health care delivery - System of hospital - Goals, Structure and Functions - Organization and Management of Medical Social Work department in Hospitals. **Medical Social Worker:** Emergence, Role, Functions and Tasks of Medical Social Worker in different departments of Hospital, Limitations, difficulties and challenges faced by Medical Social Worker - Role of Social Worker in Treatment and Rehabilitation of patients and their families.

UNIT-III

Medical Information for Social Worker and understanding Patient as a Person: Anatomy and Physiology of the human body; Advanced Medical Information for Medical & Psychiatric Social Workers. Understanding the patient as a person: Illness behaviour and treatment - Impact of illness on the patient and family. Multiple factors like social, emotional, cultural, economic and political influencing the patient - Hospitalization process - Legal provisions in hospitalization and treatment.

UNIT-IV

Legal aspects of health: Relevance and scope of medico-legal information for social workers - Forensic medicine - Procedures in medico-legal practices: Courts of enquiry, witness, evidence, oral examinations, certificates, professional secrecy - Dying declaration - Medico-legal offences: Assault, harassment, accident, homicide, suicide, sexual offences - Relevant provisions of health legislations: MTP Act, Sex determination, Food and drug adulteration Act. **Emerging Concerns in Healthcare:** Public-private participation and collaboration in health care: Role of NGO and private sector in health care; Health Activism, Social mobilization at the grassroots: Case study of People's Health Movement; RCH: Concept, components, strategies, and emphasis on reproductive rights.

UNIT-V

Medical Social Work in Various Settings: Functions of medical and psychiatric social workers: a) General Hospitals, Government, Corporate and private, specific disease hospitals, Specialized Clinics, community health centers, blood banks, eye banks, health camps; b) Schools for the physically and mentally challenged, sheltered workshops, residential institutions for physically and mentally challenged. **Practice of medical and psychiatric social work in facilitative settings:** a) Social Work in Schools; b) Social Work in Industry;

c) Supportive services and networking for practice of medical and psychiatric Social Work; d) Teamwork in Medical and Psychiatric settings; e) Skills and techniques used in medical and psychiatric social work practice.

References:

Bajpai, P.K. (Ed.) 1998	Social Work Perspectives on Health, Jaipur, Rawat Publications
Brody, Elaine M. And	A Social Work Guide for Long Term Care Facilities,
Butrym, Zofia and Horder 1983	Health, Doctors and Social Workers, London: Routledge and Kegan Paul.
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Pathak, S. H. 1968	: Medical Social Work, Chapter.25, In Wadia, A R (Ed.)
Sphry, L., Carlson, J. & Diane Jose. 2003 :	Becoming an effective therapist, New York: Allyn & Bacon
Seligman, L. 2004	: Technical and conceptual skills for mental health professionals, New Jersey: Herrill Prentice Hall

IIISEMESTER-(SPECIALISATION-III)-(HRM)
Paper SWS 504: MANAGEMENT CONCEPTS &PRACTICES

Course Outcomes:
- Develop an understanding about individual behavior interpersonal behavior and Group dynamics within the organization.
- To Gain knowledge in managing human behavior in organizations.
- To develop a better understanding of the "self" and professional behaviour in relation to others.
- To develop understanding about CSR/social responsibility of managers and its various dimensions in an industrial organization.

Course Content:

UNIT-I
Management: Concept ,meaning**,** definition**,** characteristics, importance and scope, process of management, management as an art as well as science, management as profession, roles, skills, qualities and problems of a manager

UNIT-II
Evolution of management thought: Early contributions- Robert Owen, Charles Babbage, and James Watt Junior. Scientific management: contributions of F W Taylor: Principles
Administrative management: contributions of Henry Fayol: Principles
Bureaucracy: contributions of Max Weber, Contributions of Chester Barnard, Herbert A Simon, Peter F Drecker, Henry L Gantt and Elton Mayo. System Approach and Contingency approach to management

UNIT-III

Functions of Management: Planning and forecasting: meaning, nature, importance, steps and types, organizing: meaning and importance, staffing: meaning and importance, directing: meaning and factors (leadership, communication, motivation and supervision) and importance, coordinating: meaning, nature, types, techniques and importance, controlling: meaning, steps, types, areas, benefits, and essentials of effective control system, recording and reporting: meaning types and importance, budgeting: meaning, types and importance, decision making: meaning, process, and guidelines for effective decision making.

UNIT-IV
Essentials of management: power: meaning sources, and types, authority: meaning, sources, and limitations, delegation and decentralization of authority: meaning and measures for effective delegation and decentralization, responsibility, accountability and transparency: meaning and significance, departmentation: meaning, objectives, and methods.

UNIT-V
Trends and challenges in management: management by objectives, total quality management, total productivity maintenance, innovation, quality circles, material management and inventory control, management information system, social audit and social obligation

References:

Aquinas P. G	:	Principles of Management Anmol Publishing House New Delhi
Chopra. S 1989	:	Management of Human Resources V.K Publishing House
Drucker , Peter 1993	:	Managing the non – profit organization Delhi : Macmillan
Fernandes , W 1989	:	Voluntary Action & Government Control New Delhi: Indian Social institute.
Harnold Kootz & Heiz Wehrich 1998	:	Essentials of Management , Tata McGraw Hill
Jackson J 1989	:	Evaluation for Voluntary organizations , Delhi : Information & News Network
Keith , Davis	:	Organizational Behaviour
Mabey C & Sealama G 1995	:	Strategic Human Resource Management , Oxford ; Blackbell
Monappa Arun & Saiyadain Mirza. S	:	Personnel Management , Tata Mc Graw Hill Publishing Company Ltd
Mukherjee , Mukherjee. S 1989	:	Guidebook for strengthening Voluntary Organizations , Ghaziabad : Kendra
Powell , Gaery 1988	:	Women & Men in Management , Beverley Hills , California : sage Publications
Rao V.S.P & Narayana P.S	:	Organization theory & behaviour , Konark Publishers Pvt.Ltd
Rao T.V	:	Human Resource Development – experiences , Interventions & strategies : Sage Publications India Pvt.Ltd
Rao V.S.P	:	Human Resource Management
Richard H.Hall	:	Organizations – Prentice hall of India Pvt.Ltd
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Sherlekar S.A	:	Management , Himalaya Publishing House

Singh B.P & Singh A.K : Essentials of Management , Excel Books

Stephen . P.Robbins : Organization theory , Structure , Design & Application : Prentice hall of India pvt.ltd

Stephen .P.Robbins : Organizational behaviour

Tripathi P.C & Reddy P.N : Principles of Management, Tata MsGraw Hill Publishing Co.Ltd

Vishwanat 1993 : NGOS & Women Development in Rural South India A Comparitive Analysis : New Delhi : Visthar

Warham Joyce , 1975 : Introduction to Administration for social workers , London : Routledge & Kegan Paul

Weiner M : Human Service Management Illinois : The Dorsey Press

Paper SWS 505: MANAGEMENT OF NON-PROFIT ORGANIZATIONS FOR SUSTAINABLE DEVELOPEMNT

Course Outcomes:
- To develop understanding of the evolution of administration as a science and as a method;
- To develop understanding and appreciate the utility of the administrative structures, processes and procedures in an organization;
- To acquire knowledge and skills in the use of different management techniques in human service organizations; and
- To understand policies and procedures involved in establishing and maintaining human service organizations.
- To understand theoretical understanding of development;
- To acquire knowledge of different theories, barriers and forms of development and their use in the process of social change;

Course content:

UNIT-I

Administration of Voluntary Organizations: Basic concepts-Administration, Organization, Management, Business Administration, Public Administration, Social Welfare Administration; NGOs as non-profit organizations involved in development work - Common denominators and overlaps in Business, Public and Non-profit managements Legal - rational structure of Non-profits -Trusts, Special reference to Trust Act, Societies Registration Act

UNIT-II

Approaches to Organizational Management:
Vision, Mission and Goals in NGOs – Matching intervention paradigms with mission and vision - Translating vision and mission into action Management process: Vision, Planning, Organizing, Directing, Staffing, Coordination, Reporting and Budgeting. Executive boards, committees; Professionals and other staff-relationship, communication, team work, and facilitating team building, training and supervision; Organizational climate, Human resource planning and training. Organizational Budget, Sources of finance, Fundraising, Records, Audit.

UNIT-III

Functioning of voluntary organizations: Coordinating, reporting , Public Relations, Networking, Administrative Skills; writing letters, reports and minutes; Fundraising and conducting meetings; Marketing of Social Services-Relevance of social services in developing economy; Applications of marketing in social services, e.g. health and family welfare, environment protection, social forestry, etc. Leadership styles suited for NGOs , Interfacing with community and community based organizations, NGO Capacity Building : Building the competencies in NGOs - Identification and Procurement of right competencies, Training and Development and Performance Appraisal

UNIT-IV

Development Paradigm : -Concept on development, Basic Elements of Development- , Objectives of Development, Dimension of development, sustainable development Concept & strategies to achieve sustainable development. Globalization and development , Emerging Challenges in Development – Development Debate – Development vs. Displacement – Development Ethics – Inclusive Development– Development as Freedom – Changing paradigms of Development , Sustainable development .

UNIT-V

Development Approach And strategies : Right to Development - UNDP Initiatives - Development Strategy: Poverty Reduction, Employment, Health - Models of Development: Quantitative Growth Approaches - Planning and Growth Strategies in India: Priorities, Target Groups, Approaches and Methods - Liberalization, Privatization and Globalization in India-Shift in Developmental Policies and Strategies- Transition from Quantitative to Qualitative Approaches: Basic Needs Approach, Sustainable Human Development Approach, Gender Development Approach

References:

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Peter F. Drucker 2005   Managing the Nonprofit Organization, HarperBusiness; Reprint edition

Goel S.L., 1988.   Social WelfareAdministration VOL.2: Theory andPractice. Deep &Deep Publications.

Goel S.L., &Jain R.K., 1998   Social Welfare Administration Vol.1: Theory and Practice. Deep &Deep Publications

Garain, S. 1998.   Organizational Effectiveness of NGOs. Jaipur: University Book House.

Kohli A.S., &Sharma S.R., 1996.   Encyclopedia of Social Welfare and Administration Vol. 1-7. Anmol Pub. Pvt. Ltd., New Delhi.

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Lewis Judith A1991   Management of Human Services, Programs. Broke Cole Publishing Co..

Rao Vidya, 1987   Social Welfare Administration. Tata Institute of Social Sciences, Mumbai..

Sachdeva, 1998   D. R., Social Welfare Administration in India. Allahabad, Kitab Mahal..

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Garain, S.,   Towards a Measure of Perceived Organizational Effectiveness in Nongovernment Organization. Mumbai: Indian Journal of Social Work, 54 (2).

Paper SWS 506: PERSPECTIVE OF PSYCHIATRIC SOCIAL WORK

Course Outcomes:

- To gain knowledge about the concept of Mental Health as an important attribute of life.
- To develop an understanding of minor & major psychiatric disorders, their causes, symptoms, diagnosis, manifestations and management.
- To develop skills to function as psychiatric social workers in child & adult psychiatric set ups.
- Understand the relevance, nature and types of social work interventions in mental health.
- Develop appropriate skills and attitudes required for the practice of mental health social work.

Course Content:

UNIT-I

Concepts of Mental Health and Illness: Relationship between social sciences and psychiatry; Understanding normal and abnormal behavior; Definitions and perspectives of mental health; Mental health as a positive concept, components of mental health; Sociological approaches to mental Illness; Classification of mental and behavioural disorders; Etiology of mental and behavioural disorders: socio cultural factors specific to India; Relationship between psychology and psychiatry

UNIT-II

Psychiatric Disorders : Causes, Symptoms, Investigations, Treatment and Management : A) Major (Psychotic) psychiatric disorders :Schizophrenia and its types; Other psychotic disorders: Mood Disorders; B) Minor (Neurotic) Psychiatric disorders : i) Anxiety disorder; ii) Panic disorder; iii) Phobias; iv) Obsessive compulsive disorder; v) Post traumatic stress disorder; vi) Generalized Anxiety disorder; C) Somatoform Disorders: i) Somatization disorder; ii) Conversion disorder; iii) Hypochondriasis; iv) Panic disorder; D) Dissociative disorder; E) Normal Sexuality; Types of sexual behaviours; Sexual Dysfunction; Gender Identity disorders

UNIT-III

Personality Disorders: Causes, Symptoms, Investigations, Treatment Management: a) Personality of disorders; b) Sleep disorders; c) Psychosomatic disorders; d) Suicide; e) Substance related disorders; f) Eating disorders. **Psychosocial Interventions:** Family Interventions: Psycho-educational and supportive interventions; Social skills training: Activities of daily living and vocational skills training; Therapeutic community; Psychiatric rehabilitation

UNIT-IV

Medical Conditions Requiring Intervention: 1) Cancers**:** Types, presentation, treatment (including side effects) Cancers of reproductive organs, breast cancer, cancers of the mouth, abdomen, Bone cancer etc.; 2). Conditions of the geneto urinary tract: Prostate related benign and malignant conditions, urinary incontinence, renal failure; 3) Conditions of the Gastro Intestinal tract - Acidity, Ulcers, irritable bowel syndrome Piles, fissures; 4) Other Medical conditions: Burns, Poisoning including snake bite Psoriasis, Pellagra Jaundice (conceptual +

alcohol + neonatal). **Childhood Psychiatric Disorders:** Causes, Symptoms, investigations, treatment and Management

UNIT-V

Treatment Methods in Psychiatry : a) Pharmacological treatment; b) ECT; c) Psychotherapy short term, long term; d) Behaviour modification; e) Bio-feed back; 8. Use of classification and its importance. Psycho therapeutic and psycho analytic approaches : a. Rational Emotive therapy; b. Client centered therapy; c. Behaviour therapy; d. Transactional analysis; e. Family therapy f. Play therapy and child guidance.

References:

Faulk, Malcom (1988)   Basic Forensic Psychiatry, London :Blackwell Scientific publications

Hillard, James Randolph, (1992) :   Manual of Clinical Emergency Psychiatry, New Delhi : Jaypee Brothers.

Coleman, James & Broen, William (1970):   Abnormal Psychology and Modern Life. Bombay: D.B. Tarporewala Sons & Co

Gelder, Michaelll Gath, et al (1996) :Oxford Textbook of Psychiatry, Delhi, Oxford University Press.

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Priest, Robert & Woolfson, Gerald (1986)   :Handbook of Psychiatry. Delhi:CBS.

Sarason, Irwin & Sarason, (1998) :Barbara Abnormal Psychology, New Delhi : Prentice Hall of India Pvt.Ltd.

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Stafford, David, Clark (1964)   Psychiatry for Students, London : George Allen & Unwin Ltd.

Verma, Ratna (1991)   Psychiatric Social Work in India, New Delhi : Sage Publications

Paper SWS 507: HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT

Course Outcomes:
- Develop an understanding about human resource development policies and practices for organization effectiveness.
- Developskillsofprofessionalsinperformancemanagementandemployeestraining
- Knowledge of human resource management in relation to and its intervention strategies.
- Develop knowledge of various certifications and Quality Management systems in productivity.

Course Content:

UNIT-I
Human Resource Management: Meaning, Concept, definition ,objectives and scope.
Human Resource Department and its functions. Manpower Planning: meaning, definitions, objectives, benefits and process. Job analysis: need, process and methods. Job description: characteristics, contents and steps. Job specification

UNIT-II
Functions of Human Resource Management: Recruitment: meaning, objectives, methods, sources and process. Selection: meaning, methods and process. Placement: meaning and process .Induction: meaning and process. Promotion: meaning, objectives, principles and bases. Transfer: meaning, objectives, principles and bases. Separation: Retirement (VRS), Superannuation & Resignation. Exit interview. Terminal benefits

UNIT-III
Wage and Salary Administration: Meaning, concept, types (Minimum Fair and Living) and methods (Piece and Time rate)of Wage payments. Factors influencing in Wage determination and components of wage. Job evaluation programme. Financial and nonfinancial incentives

UNIT-IV
Human Resource Development: Concept, meaning, definition; Performance appraisal meaning, purpose, methods and tools; training- meaning, objectives, types, methods and procedure (SWOT); management techniques- 5S, Kaizen, six sigma; ISO standards-procedure for certification

UNIT-V
Employee's engagement programmes: job enrichment, job enlargement, job rotation; employees motivation and morale, employees job satisfaction; organizational culture and climate; International human resource management- concept, definition and importance.

References:

Abraham E 1988	:	Alternative approaches & strategies of Human Resource Development , Rawat Publications, Jaipur
Agarwal R.D 1973	:	Dynamics of Personnel Management in India Tata MacGraw Hill , Delhi
Bhargava P.P , 1990	:	Issues in Personnel Management , Printwell Publishers
Dr. P.G. Aquinas 2005		Principles of Management Anmal publication PVT. LTD. New Delhi
Dr. P.G. Aquinas 2012		Human Resource Management Vikas Publishing house PVT LTD.
Cole , G.A	:	Personnel Management Theory & Practice, D.P Publishers , London
Cushway & lodge 2001	:	Organizational Behaviour & design , Inst Publishing house: New Delhi
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Dyer W.G 1987	:	Team Building , Addison Wisley London
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Mamoria C.B , 1989	:	Personnel Management , Himalaya Publishing House , Bombay
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Mornsey G.L ,1972	:	Appraisal & development , the objectives & results Addission Wilsey , London
Paul Hersey & Ken Blanchand 1999	:	Management of organizational Behaviour , Prentice Hall of India Pvt.Ltd
Rao T.V	:	Strategies of Developing Human Resources : Experiences from 14 organizations. Ahmedabad :

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Blachard Nick P and Thacker W James   :   2007 Effective Training Systems strategies and practices Prentice Hall of India New Delhi

Bukley Roger and Caple Jim   2007 The theory and Practice of Training Kongan Page Ltd London

Noe Raymond A   2008 Employee Training and Development – Tata McGraw Hill New Delhi

Paper SWS 508: CORRECTIONAL SOCIAL WORK

Course Outcomes:
- Develop understanding of the concept and philosophy of correctional social work and correctional facilities in India.
- To study the institutional and non-institutional services available in the correctional context.
- Develop practice skills in prevention, correction, aftercare and rehabilitation work in criminal justice.

Course Content:

UNIT-1

Basic concepts of correctional social work: Theories of punishment; Correctional services: concept, philosophy and changing perspectives; UN Standard Minimum Rules for Treatment of Prisoners; An overview of the development of correctional policies and laws in India.

UNIT-II

Institutional and Non-institutional Correctional Services: Origin of Prison, Prison reform movement and penal reforms in India; Structures, functions and limitations; Prisons, Open institutions, Beggar homes, Rescue homes, Short-stay homes, Protective homes, Half-way homes, De-addiction centers etc.; Health facilities in institutions; Concept and principles of Probation, Furlough and Parole; Community correction programmes: Role of police, judiciary and voluntary organizations; Role of social worker in prisons; Neighbourhood and mutual-help groups.

UNIT-III

Aftercare : Defining concepts – aftercare, rehabilitation and reintegration; Principles of aftercare; Structures and services – aftercare hostels, state homes, vocational training services and schemes for rehabilitation; Reintegration and follow up; Critique of aftercare and rehabilitation services – problems and gaps; Post-release problems and issues faced by persons in custody in relation to shelter, vocational training, livelihoods, counselling, family and community support and negative influences in society; Role of Social Worker in aftercare; Emergence of the voluntary sector – current trends in aftercare and rehabilitation.

UNIT-IV

Social Work Intervention in Correctional Setting: Application of appropriate social work methods in correctional institutions; Lack of correctional personnel; Role of social worker in probation, parole and after care; Preparation of home study reports; Community legal aid programme; Social exclusion, crime and rehabilitation; HIV/AIDS and Drug Abuse in Prisons; Social work intervention in prevention of crime and rehabilitation of prisoners; Rights based approach to rehabilitation.

UNIT-V

Social Work at Police Stations and Courts: Application of appropriate social work strategies for safeguarding the rights of under trial prisoners; Right to bail and Legal aid; Social Work with Drug Habitués; Working with children of prisoners; Prisoners' Vs. Victims' Rights; Rights of groups with Special Needs - Mentally Disturbed, Challenged or Geriatric Prisoners.

References:

Neshla(1997)   Atrocities Against Women. New Delhi:
                                      Harman Publishing House.

Strang,H.,&Braithwaite,J.(2001)   Restorative Justice and Civil Society.
                                      Cambridge University Press

Prayas(2002)   Forced Separation: Children of Imprisoned
                                      Mothers. Mumbai: Prayas

Rao, V.(1989)   Victims of Crime, Allied Publishers Ltd.,
                                      New Delhi

Tandon, S.L.(1990)   Probation: A New Perspective. New Delhi:
                                      Reliance Publishing

Valier,C.(2001)   Theories of Crime and Punishment. Essex:

Paper SWS 509:
HUMAN RESOURCE TRAINING AND DEVELOPMENT

Course Outcomes:
- Develop an understanding about Training and development and Group dynamics within the organization.
- To Gain knowledge in managing Training and development in organizations.
- To develop a better understanding of the "self" and professional behaviour in relation to Training and development
- To develop understanding about need and responsibility of managers to impart training and development in organizations

Course Content:

Unit – 1
Training and Development
Introduction to Training: Need for Training and Development – Importance of Training and Development in Organization – A systematic Approach to Training and Development – Assessment phase, training and development phase, evaluation phase, Training administration effective usage of instructions in Training.

Unit – II
Training Need Assessment and Analysis
Need Assessment and Analysis: Organizational support for need assessment, operational analysis/ organizational analysis, requirement analysis, individual analysis, motivational aspects of HED: Development Cycle; Reinforcement for behaviour – Modification, Learning Theories, Stages of Learning, Learning Principles, challenges to become learning organization, trainee readiness, trainee motivation to learn, motivational theories – McGregor's Theory X and Theory Y – Maslow's Model – ERG Theory – McClelland's Theory of needs – Herzberg's two-factory theory –

Unit III
Instructional Approach
An overview of Instructional Approach – Traditional instructional approaches, - Modern Instructional approaches – Internal Training – External Training – Training Methods – on the Job, Apprenticeship working – Mentoring. Off the job – case studies – lectures, Vestibule – sensitivity – in-basket – Role Plays, Audiovisual and other Contemporary methods – Role of Trainers – Qualities of a Good Trainers – Internal trainer vs. external Training.

Unit – IV
Training Evaluation and Measurement
Introduction to evaluation process – Introduction to Criteria Development – choosing criteria measures. The evaluation of Criteria, Evaluation, Experimental Designs, Quasi experimental design other methods of evaluation – External Training Validity – Models of Evaluation, ROI on training.

Unit – V
Career Planning and Development
Concept of career – career stages – career planning and development – need – steps in career planning – methods of career planning and development – career development actions and programs – career problems and solutions- guidelines for career management – concept and

management development – need and importance of management development, Management development process –Leader cantered techniques of management development.

Reference:

Aquinas. P.G.		Human resource Mangement , Text and Cases, Vikas Publsishing house, New delhi 2010
Blachard Nick P and Thacker W James 2007		Effective Training Systems strategies and practices Prentice Hall of India New Delhi
Bukley Roger and Caple Jim 2007		The theory and Practice of Training Kongan Page Ltd London
Noe Raymond A 2008		Employee Training and Development – Tata McGraw Hill New Delhi
Drucker, Peter F 1999		Management, Harper and Collin, London
Abraham E 1988	:	Alternative approaches & strategies of Human Resource Development , Rawat Publications, Jaipur
Agarwal R.D 1973	:	Dynamics of Personnel Management in India Tata MacGraw Hill , Delhi
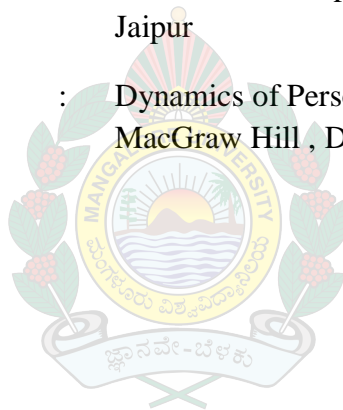
CHOICE BASED PAPER (FOR THE STUDENTS OF OTHER DISCIPLINE)

Paper SWE 510: DISASTER MANAGEMENT

Course Outcomes:
- Understand key concepts, theories and approaches of disaster management with specific reference to Indian context
- Develop skills to analyze factors contributing to disaster
- Develop an understanding of the process of disaster management
- Develop an understanding of the social worker's role in the team for disaster management.

Course Content

UNIT-I

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

UNIT-II

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

UNIT-III

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

UNIT-IV

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

UNIT-V

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

Reference:

Birnabaum, F, Coplon 1973	Crisis Intervention after Natural Disaster Social Case work Volume 54 No 9 545,551
Das Veena (ed) 1990	Mirrors of Violence, Communities, Riots and Survivors in South Asia, Delhi: Oxford University Press
Grossmann L 1973	"Train Crash: Social work and Disaster Services" Social work Volume 18 No. 5 3844
Vasta Krishna S 2001	The Bhuj Earthquake 2001, Identification of priority Issues: world Institute of Disaster Risk Management U.S.A
Blaufard . h & Levine .J 1972	: " Crisis intervention in an Earthquake" social work , Vol. 17 , No. 4, 16-19.
Grossman. L, 1973	: " Train Crash : Social work & Disaster services". Social work , Vol. 18 , No. 5, 38-44
Hoff .A. 1978	: "People in Crisis" , understanding and helping California ; Addison Wesley . Publishing company.
Joint Assistant Center , 1980	: Natural Disaster , New Delhi : Adyatma Sadhana Kendra.
Lindomann .E. 1944	: "Symptomology and management of acute Grief". American Journal of psychiatry Vol. 101. 141-148.
Maharatna. A , 1996	: The Demography of families: An India Historical perspective OUP : Delhi.

PAPER SWE 511:
UNDERSTANDING MARGINALITIES

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

Course Content:

Unit 1: Introduction

Marginalization in Indian Context · Marginalization- Concept, Definitions , Types of marginalization- Social, Political, Economic, Educational, Psychological · Marginalization vs. Social Exclusion · Marginalization, Discrimination and Disadvantage · Individual Exclusion vs. Community/Group Exclusion · Reasons of Marginalization- Disadvantage, Deprivation, Economic, Political and Importance of Studying Marginalization ,types of marginally marginalised communities in India (SCs, STs, nomadic castes and tribes and de-notified tribes, OBCs, Minorities) , Demographic composition of marginalised communities in India.

Unit-2: Marginality and Social Structure in India
Identification of Marginalized Groups- Scheduled Castes, Scheduled Tribes, OBCs, Primitive Groups, Religious and Linguistic Minorities, Women and Children, Economically Weaker Sections. caste system; Untouchability: historical and social roots; A process of identity formation among Dalits;

Unit-3
Movements to promote Marginalities: Perspectives on marginalisation-role of ideology in marginalisation; the views of Jotibarao Phule, Periyar, Babasaheb Ambedkar, Ram Manohar Lohia. Perspectives on social movements-protest, reform, sub-nationalism, nativism, millenarianism.

Unit-4 State intervention and the development of marginalised communities
Marginalisation and affirmative action- Constitutional provisions against any kind of Discrimination, Government Programmes, Schemes and Voluntary efforts to curb Discrimination. · Five year Plans and progress made towards education of marginalized groups in India-Inclusive growth and Development of all, Empowerment of marginalized communities in India. · RTE Act 2009, RMSA and RUSA and Provisions of the 12th Five Year Plan for education of the marginalized groups.

Unit-5.Marginalities in the current context
Equal rights to work · Human rights issues related with equity and equality · Coping strategies and interventions required for resolution of the consequences of Marginalisation. Future Perspectives and Policy directives in India, Role of NGOs in the development of Dalits and other marginalised communities. Recent Trends in the Movement for Development of Marginalized Groups Social Mobility among Marginalized Groups: Education, Employment, Political Participation, Conversion, Migration and Social

Legislation, Current challenges of marginalised communities and the task of their emancipation.

References:

Jaffrelot, Christophe (2003):   India's Silent Revolution: The Rise of The Low Castes in North Indian Politics. Delhi: Permanent Black.

Beteille, Andre (1981   Backward classes and the new social order. Delhi: Oxford University Press

Beteille, Andre (1992):   The Backward Classes in Contemporary India. Delhi: Oxford University Press

Chaudhuri, S.N. (1988):   Changing status of depressed castes in contemporary India. Delhi: Daya Publishing House.

Gore, M.S. (1993):   The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar. New Delhi: Sage.

Omvedt, Gail (1995):   Dalit Visions: The anti-caste movement and the construction of an Indian Identity. New Delhi: Orient Longman

Singh, K.S. (1995)   The Scheduled Tribes. Delhi: Oxford University Press.

Zelliot, Eleanor (1995)   From Untouchable to Dalit: Essays on the Ambedkar Movement. New Delhi: Manohar.
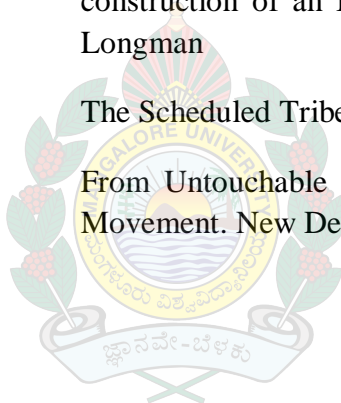
Paper SWH 512: SOCIAL WORK PRACTICUM – III
(CONCURRENT FIELDWORK AND STUDY TOUR)

Before placing the student's in different agencies in third semester, the faculties have to arrange observational visits based on the specialization of the students.

Requirements of Observational Visits: A minimum of three visits should be organized in this semester to settings like those listed below:

A. Health setting: Hospitals-Medical &Psychiatric Units, Clinics-de-addiction Center, Palliative care Center, HIV/AIDS Centre, Counselling Center, Mental Health Institutions, Community Health Centre, Counsellors in Corporate Sectors, Correctional Institutions, Rehabilitation Center, Half Way Homes, Career Guidance/School Counselling, Working in Institutions for Women & Children, Geriatric Counselling- Institutions for Elderly, Adoption, Public Health programmes and teaching, Research and training, National and International funding organizations as Project Co- ordinators or Research officers, Opportunities for higher studies and job prospects in the Western Countries.

B. Educational setting: Formal schools, non-formal/adult education centers, income generating skill development centers, vocational training facilities, etc.

C. Community services centers: Skill development programme centers, environment improvement centers, family service centers, community development projects in urban and rural settings, etc.

D. Institutional and non-institutional services for special groups: like; the Differently abled, Mentally challenged, Destitute, Migrants, Women, Street children, Elderly, and other vulnerable groups; Adoption agencies, Child rights protection facilities, Labour Welfare Centres etc

E. Criminal justice system: Jails, Courts, Police stations, and agencies under the Juvenile Justice Act.

F. Civic administration centers: Municipal Corporation, Ward offices, Zilla Panchayats, Taluk Panchayat, Block Development Office, etc.

G. Corporate Industry Sectors: Industries, companies, Factories, shops established under statutory laws where HR activities can carried out, consultancy agencies etc.

Concurrent Field Work Practicum: In this semester the Concurrent Field Work Practicum shall be conducted during two days a week (16 clock hours in a week), for 30 days (240 clock hours) in this semester including the days/hours spent for observational visits, individual conference, Group Conference, and Study tour. In this semester, the learners may be placed in specialization related agencies or in communities to initiate and participate in direct service deliver. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work. The faculty supervisors would assist students to prepare a plan of action (field work syllabus) for the respective semester fieldwork activities in consultation with agency supervisors. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with

agency/development organizations. The Industry/community/Hospital/ correctional/ NGO setting shall continue for practice of field work in next semester too. The students are expected to practice the primary and secondary methods of social work in their specialized field work agencies and they also need to practice all the theories and principles, skills, professional knowledge which they studied in the classroom sessions. During the placement the students are expected to learn about the vision, mission, philosophy, administration, strategies, programmes, activities, achievements and also involve with the activities of the organization to whatever extent possible. The students also undertake any assignments given to them by the agency and they may also undertake any research for the organization. Every week the students write are port of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group conference regularly. At the end of the semester Viva-Voce is conducted by for 100 marks as mentioned in the scheme of examinations.

Criteria for Evaluation of Social Work Practicum in III semester:

1. **Adjustment in the agency:** student's adjustment in the agency to physical setting, adjustment to authority or agency staff, understanding the agency policies and programmes.

2. **Development of professional self:** such as punctuality, regularity, sincerity, overtime work, team work with co-workers, respect for people, dress and etiquette, self-discipline and responsible behavior etc.

Paper SWS 551: COMMUNICATION SKILLS FOR SOCIAL WORK PRACTICE

Course Outcomes:
- Acquire understanding of various methods of communication and concepts and skills of management and competence to use the same.
- Understand and appreciate the role of communication in development
- Acquire knowledge of different forms of communication, skills of management and their use in the process of development and social change.
- Development an ability to assess critically the utilization of communication media by the government and non – government sectors in the process of development.

Course Content:
Unit I
Communication: Concept, scope and Process of Communication. Barriers to effective communication . Verbal and non - verbal communication.

UNIT-II
Types of Communication: Inter-personal methods of communication -   workshop, demonstration, meeting, panel discussion, simulation games, case studies, role play and street theatre. Mass media- Concept, characteristics and Relevance.

Unit III
Audio, visual and audio - Visual Aids in communication:
Audio Aids - Folk songs, music audio cassettes.
Visual Aids - Posters, slides, photographs, paper clippings, exhibition, flash cards, flannel graphs, use of notice boards, chalk boards, puppets, and overhead projector, LCD projector
Audio-Visual Aids - video cassettes,
Written communication - News reporting, essay writing, hand bill, pamphlets, newsletters -

Unit – IV
Development communication – concept and scope – need for development communication – mass media and development communication – development communication and social work

Unit V
Information technology and social networking – search engines – video conferencing – intra net and internet – blogging - impact of information technology on social work practice and Role of social worker.

References:

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Colwell C.C & Knox J.H 1974	:	The Complete Term Paper Reston : Reston Publishing Company
Condon John. C 1977	:	Interpersonal Communication New York : Macmillan Publishing Co/ Inc
Coombs , Charles I 1965	:	T.V. Window on the world
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Elihukatz & Szecsko , T (eds) 1981	:	Mass Media & Social Change London : Sage Publications
Eriksen , Karin 1979	:	Communication skills for the human services Reston : Reston Publishing Company
Evans D.R et Al 1979	:	Essential Interviewing , A programmed Approach to Effective Communication California : Brooks Publishing Company
Fiske , John 1982	:	Introduction to Communication studies London Methuen : London & New York
Flynn , Elizabeth Fabo . J.F 1972	:	Group Discussion as Learning Process : A source book , New York : Paulist Press
Halliday MAK 1978	:	Language as social semiotics The Social Interpretation of Language & Meaning Victoria : Edward
Hiebert R.E et al 1979	:	Mass media II An Introduction to Modern Communication
Hill Evan Brin John I 1977	:	Reporting & writing the News Boston : Little Brow & Company
Hudson R.A 1985	:	Sociolinguistics Cambridge University Press
McGrath E.H 1973	:	Basic Leadership skills for supervisors , Teachers & Trainers Ranchi : Xavier Labour Relation Inst
Mchunhar Marshall 1975	:	Understanding Media: Extn. Of Man London : Routledge & Kegan Paul
Miller , George 1974	:	The Psychology of Communication Harmondsworth : Penguin Books
O' Sullivan Tim et. Al 1983	:	Key concepts in Communication London : Methuen : London & New York
Pace , Peterson & Bumett 1979	:	Techniques for effective communication Sydney : Wesley Publishing Co.

Perkins D. C 1979	:	Aids to Essay Writing Middlese : Celtic Revision Aids
Schramm Wilburs 1973	:	Men , Messages & Media : A book at human communication
Schmid , P . Alex & De Graff Janny 1982	:	Violence in Communication London : Sage Publications
Srampickal , Jacob 1981	:	Understanding Communication Media . Bangalore . Asian Trading Corporation
Srampickal , Jacob 1998	:	Voice to the Vioceless New Delhi : Manohar
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Keith , Davis	:	Organizational Behaviour
Rao V.S.P & Narayana P.S	:	Organization theory & behaviour , Konark Publishers Pvt. Ltd
Singh B.P & Singh A.K	:	Essentials of Management , Excel Books
Tripathi P.C & Reddy P.N	:	Principles of Management, Tata McGraw Hill Publishing Co. Ltd

Paper SWS 552:
JUVENILE JUSTICE SYSTEM IN INDIA

Course Outcomes:
- To gain insights into child rights and the situation of children in difficult circumstances in India.
- To study the etiology of juvenile deviance in the Indian context.
- To understand the services available for children under relevant children's legislation.
- To learn the necessary intervention skills for working with juveniles.

Course content:
UNIT-I
The Situation Analysis of children in India: Demographic characteristics-Needs and Problems of children in difficult circumstances in India-Street child, destitute, deviant child, abandoned, orphaned, sexually abused, child labour, trafficked children, calamity/Conflict affected children, **Missing children,** HIV-AIDS affected and infected children, tribal child, child beggar, child prostitute, children from poverty groups.

UNIT-II
Juvenile Deviance: Children in conflict with law; Over view of the Juvenile Justice Act; Etiology of juvenile deviance; various etiological factors–social, family, school, psychological, economic; Institutional and non-institutional care of children; Juvenile gangs; juvenile counselling facilities; Programme for control and prevention of juvenile deviance; Street and working children.

UNIT-III
Social Work Intervention in Juvenile Justice: Working with children: from welfare to a rights perspective; Application of appropriate social work methods in working with children in conflict with law; Working with Special Juvenile Police Units; Role of Community & Voluntary Agencies in the implementation of Juvenile Justice Act; Social investigation report;

UNIT-IV
Residential and Non-Institutional Services for Juveniles: Concept of Juvenile Justice Board; Observation Home, Special Home, Children's Home; Shelter Home; Orphanages and destitute homes; Concept of fit persons and fit institutions; Community based programmes :Adoption, foster-care, sponsorship; Child guidance ; Family counselling, Community service; Concept of group counseling ; Crisis intervention centres; Child Helplines; Repatriation and restoration;

UNIT-V
Child Rights: UN Declaration on the Rights of the Child and other international initiatives; Constitutional Provisions, National Policy for Children, National Charter for Children, National Action Plan for Children, Commissions for Protection of Child Rights and Karnataka State policy for children

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                                          NIPCCD,

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                                          CalughPublications.

Paper SWS 553: URBAN COMMUNITY DEVELOPMENT

Course Outcomes:
- Develop understanding of factors associated with urbanization and its consequences.
- Develop a critical understanding of urban problems.
- Develop sensitivity and commitment for working with the urban poor.
- Enhance understanding of urban development and competence to handle urban problems.

Course Content:

UNIT - I

Concept and theories: Urban community, Urbanism and Urbanization-concepts and characteristic. History of urbanization in India. Theories of Urbanization. Urban problems, causes and effects associated with urbanization- urban industrial syndrome, environmental pollution.

UNIT - II

Slum: Concept, nature, characteristics. Sub-culture of slums, Social change And Slums, problems of slum areas, Profile of Slums in India. Theories of slums-Stokes, Burgess, Hoyt. Slums and social Problems.

UNIT - III

Urban development & urban community development: Concepts & Programmes Delhi pilot project- critical analysis of a planned experiment. Urban Programmes in five year plans, Historical analysis of Government programmes on Urban community Development ,NRLM,NURM and SMART Cities, NGO initiative in urban community development. Barriers to urban community development.

UNIT – IV

Strategy and services for urban development:

Strategies - Infrastructure development, Service provisions, Group building and mobilization, Advocacy, campaigning, pressure groups and lobbying, networking, participatory Community appraisal techniques. Urban basic services : Housing, education, urban transport, water and sanitation solid liquid & hazardous waste management. Target group Programmes- for Urban Community development (Urban poor, Slum dwellers, Unemployed, Youth, Women ,Children, Elderly)

UNIT – V

Urban local self governance and social work intervention:

Urban local governance structure: municipality/city corporation - structure & functions. Town Planning- Zoning regulation. Urban Legislations & urban development : 74th amendment ,environmental laws, Legislations regarding Slum clearance & development Role of social worker in facilitating participatory change in urban area-Scope of social work profession in Urban community Development.

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Mohan I 1988	:	Environmental awareness & Urban Development , New Delhi : Indian Institute of Public administration
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Ramachandra , R 1989	:	Urbanization & Urban system in India Delhi : Oxford University Press
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Thudipara . Z.Jacob 1993	:	Urban Community Development , Jaipur : Rawat Publications
Tiwari R.S 1997	:	Role of informal sector in urban communities , Mumbai Himalaya publishing House
Verma H.S 1985	:	Bombay , New Bombay & Metre Politan region – growth process & planning lessons
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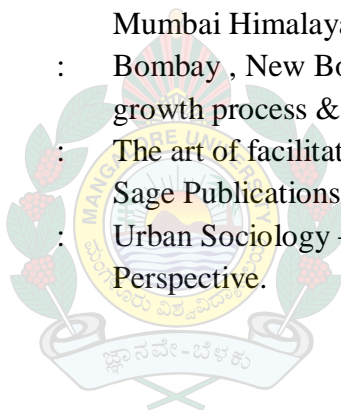
IVSEMESTER-(SPECIALISATION-II)-(MPSW)

Paper SWS 554: SOCIAL MEDICINE AND MEDICAL SOCIAL WORK

Course Outcomes:
- To equip students with basic knowledge of human anatomy and physiology
- To orient them to advanced medical information
- To equip the students for their role as Medical Social Workers

Course Content

UNIT-I

Concept of prevention in medicine: Level of prevention, health promotion, early diagnosis and prompt treatment; Concept of social medicine and socialized medicine; role of medical social worker in preventive and social medicine; Modern concept of rehabilitation treatment plan; Critical review of various national health programmes.

UNIT-II

Various methods of treatment: Psycho-analysis, psychotherapy, biological therapy, crisis intervention; Social Case Work, group therapy, community organization. Psychiatry and significant legislation: Indian Lunacy Act, The Narcotic Drugs and Psychotropic substances (Amendment) Act, 2001; The Medical Health Act, 1986. Perspective on prevention: need and scope of preventive psychiatry; primary, secondary and tertiary prevention; Role of Psychiatric Social Worker in prevention, treatment, promotion and rehabilitation of mentally ill persons.

UNIT-III

Infectious and Cardio Vascular Diseases: Tuberculosis, Leprosy, Sexually Transmitted Diseases (bacterial and viral) HIV, AIDS, Hepatitis, Poliomyelitis, Amoebiasis, Dysentery and Worm infection, Rabies; Myocardial infarction, Ischemic Heart disease, Hypertension, Stroke/paralysis, Diabetes, Congenital heart disease, Coma.

UNIT-IV

Genetic disorders: Epilepsy, Asthma, Mental deficiency, Minimal brain damage: Social Work intervention for management of genetic disorders; Importance of genetic counseling. Pre-Natal and Neo-natal conditions, trauma at birth leading to: Spasticity, Retarded intellectual development and other traumatic neuropathies. **Degenerative Diseases and Geriatric Medicine:** Management of Arthritis, Parkinson's disease, Cataract, Glaucoma, Retinal detachment, Senile dementia, Alzheimer's diseases.

UNIT-V

Disease Conditions related to the reproductive system: Pregnancy, Child Birth – normal and complications, Gynecological conditions – Prolapsed uterus, Ectopic pregnancy, Molar pregnancy etc., Infertility – causes and Treatment, Menopause – symptoms, treatment, implications. **Psychiatric Social Work in Various Clinical Settings:** Mental health Institutions, psychiatric departments in general hospitals, private psychiatric clinics, half way homes, day care centers, sheltered workshops , child guidance clinics, Departments of Teaching Hospitals including Dept. of Preventive and Social Medicine in Medical Colleges.

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Reejh singhavi Aroona (1989)	Handbook of Baby & Child Care, Bombay: Jaico Publishing House.
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Swaminathan M. (1974)	Food & Nutrition Vol. I, II, Bappco, Banglore : Pub. Co. Ltd.
Yesudian, C. A. K. (1991)	Primary health Care, Mumbai : TISS.

IVSEMESTER-(SPECIALISATION-III)-(HRM)
Paper SWS 555: LABOUR WELFARE AND INDUSTRIAL RELATIONS

Course Outcomes:
- To gain the knowledge about concept, philosophy and evolution of labor welfare
- To understand the components of labor welfare and their management in the overall context of human resource development
- To Acquire the knowledge of modern trend in labor welfare
- To understand the dynamics of employee/ union/management
- relationships in the industry

Course Content:

Unit- I
Concepts of industry and labor welfare: industry- meaning and types, labor and characteristics, industrial labor, types and problems; labor welfare- concept, definition, scope and objectives, theories and principles of labour welfare; development of labour welfare

UNIT-II
Areas of labour welfare: industrial housing, industrial safety, industrial health, industrial hygiene, workers education programme- central board for workers education, international labour organization, labour welfare functions.

UNIT-III
Statutory and non-statutory welfare facilities: meaning, importance, and types- facilities for washing, storing and drying clothes, shelters, restrooms, lunch rooms, canteen, crèche, first aid and appointment of welfare officer- role, function, limitation; Non-statutory welfare facilities-meaning, importance and types: education facilities, medical facilities, recreation facilities, consumer co-operative societies and employee counseling .Social security and social insurance- meaning and significance New trends-flex time, moon lighting, family gathering, family tours, leave travel allowance, celebration of birthdays, marriage anniversary etc. New Labour Policies: sexual harassment at workplace- meaning, consequences, policy, preventive steps, and guidelines

UNIT-IV
Industrial relations- concept, meaning, objectives; growth and development of industrial relations in India; discipline and disciplinary actions- meaning, principles, acts of misconduct, hot stove rule, types of punishments and enquiry procedures; grievance and grievance handling procedure**.**

UNIT-V
Trade union: Trade union- meaning and functions, development of trade union in India, collective bargaining- meaning, process, charter of demands, negotiation and settlement; workers participation in management- meaning, definition, objectives and forms. Need of Industrial social worker.

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IV SEMESTER–(SPECIALISATION – I)-(CD)
Paper SWS 556: CITIZEN PARTICIPATION & LOCAL SELF GOVERNANCE

Course Outcomes:
- Recognize the key concept of citizenship, participation and government institutions.
- Develop critical understanding of the functioning of local government institutions.
- Acquire understanding of the role of social work in promoting citizen participation in governance and effective functioning of local self government institutions.

Course Content:

UNIT - I
Concept of citizenship, rights and duties of citizens and citizen leadership, Concept of people" participation; principles and significance of people's participation, Definition of the term governance and local self governance.

UNIT - II
Local self Government institutions: Concept and History, 73rd and 74th constitutional amendment bill. Rural local self governments : Concept, Structure, and Function. Urban Local Self Government : Concept, Structure, and Function.

UNIT – III
Panchayat Raj Institutions in Karnataka(1993) and 2015 Amendment –Structure, functions andfinances. Participation of women, S.C"s, S.T"s, O.B.C"s, in Panchayat Raj Institutions. Significanceof Grama Sabha.Critique of Panchayat Raj system.

UNIT – IV
Role of civic society organizations, N.G.O"s, media, people based community organizations in good governance. Factors promoting and hindering civil society participation in governance. Importance of training for PRIs, Case study of ANSSIRD Mysore.

UNIT – V
Role of Social workers in promoting participatory good governance: Direct intervention- In Rural and Urban Local self Government. Mobilization and organization- roles in relation to ward committees, Grama Sabha, Children Grama Sabha, Women Grama Sabha. Use of RTI Act (2005) and Consumer forum as a tool for empowerment.

References:

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Chathukulam , JOS Thomas Jose T 1997	:	1997, Power to the people: Peoples campaign for ninth plan in Kerala, Kurukshetra , June.
Chopra, Kanchan , 2002	:	Social capital & Development processes: Role of formal & non – formal institutions, E.P.W July 13.
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Paper SWS 557: THERAPEUTIC COUNSELLING

Course Outcomes:

- Develop knowledge and skills of different psycho – therapeutic theories and to help the students to selectively utilize different theories in relation to individuals, families and groups.
- Develop competence to select and integrate therapeutic counseling skills when working with different client groups in different settings.

Course Content:

UNIT-I

Counseling: Meaning and definition, need and development, evolution of counseling, Skills of counseling, qualities of a counselor and ethics of counseling, Process and physical requisites for the Counseling atmosphere; Introduction to the terms: Guidance, Counseling, psychotherapy, psychiatry.

UNIT-II

Approaches to Counseling: client centered therapy, gestalt therapy, psycho – analytical therapy, behaviour therapy, rational emotive behaviour therapy, Reality Therapy, neuro – linguistic programming, Existentialist Approach. Theories of Personality and their significance in counseling: Erikson, Maslow, Freud, Adler.

UNIT-III

Counseling in different contexts: Counseling in sexual problems; Personal Problems; Inter-personal problems; drug addiction and alcoholism; Chronic Absenteeism; Accident Proneness; Life Situations: Stress management; Crisis Management – Accident, Disaster, Loss of employment, Severe illness, Suicide, Retirement and geriatric counseling, counseling for women in distress and violence. **Key Techniques of Counseling:** Reflective discussion, advise, motivation, clarification, modeling, role-playing, reality orientation, confrontation, and reaching out.

UNIT-IV

Special areas in counseling: Counseling in HIV/AIDS- Pre and Post Test Counseling, adherence counseling; Counseling in medical termination of pregnancy, abortion cases, infertility; Counseling in adoption and foster care; Health Problems of industrial workers and employee counseling; Grief counseling, death counseling, counseling for organ transplantation; Working with the families in case of physical and mental handicap and genetic counseling; Counseling in the school set up; Counseling in palliative care; Helplines and crisis intervention, telephonic counseling for suicide prevention; Family and bereavement counseling

UNIT-V

Legal and ethical issues in Counseling: Counseling interventions, General Counseling, Group Counseling; Counseling in Family situation: Pre-marital and marital counseling; Parent-child interactions in School; counseling in learning disability, ethical responsibilities of a counselor.

References:

Terne Eric 1964	:	Games People play New York : Grove Press
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Paper SWS 558: LABOUR LEGISLATION

Course Outcomes:
- To gain knowledge of Industrial jurisprudence and need of labour legislations
- To gain knowledge about labour administration and mechanisms.
- To develop skills to deal with legislative functions.
- Togainknowledgeaboutimportantlabourenactmentsandtheirimplementation

Course Content:
Unit-I
Growth of Labour Legislation in India: Historical perspective; Philosophy underlying labour legislation before and after independence, industrial jurisprudence- meaning and principles, need for labour legislation, Judicial setup and Administration of Industrial Judiciary in India.

UNIT-II
Welfare Legislations: TheFactoriesAct1948; The Apprentices Act 1961, The Contract Labour (Regulation and Abolition) Act 1970; The MinesAct1952;ThePlantationLabourAct1951;The Karnataka Shops and Establishment Act1961

UNIT-III
Industrial Relations Legislation: Trade Union Act 1926; The IndustrialDisputesAct1947;The
Industrial Employment (Standing Orders)Act1946;

UNIT-IV
Wage Legislation: The Payment of Wages Act 1936; The Minimum Wages Act 1948; The Payment of Bonus Act 1956. Environment Protection Related Legislation: The Environment Protection Act 1986; Holidays legislation: weekly holidays act 1942, National and festival holidays act 1963

UNIT-V
Social security legislations: The Workmen's Compensation Act 1923; The Maternity Benefits Act 1961; T he ESI Act 1948; The EPF and miscellaneous provisions Act1952; The Payment of Gratuity Act1972.

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Kothari G.M	:	Law relating to Disciplinary matters & standing orders , Bombay N.M Tripathi Pvt.Ltd
Kumar H.L 1992	:	Law relating to Strike Gherao & Demonstration ,

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Paper SWP 559: RESEARCH PROJECT

Introduction:

Research skills are very important for the practice of professional social work. In addition to the theoretical input, an option is given to the students to acquire research skills by doing the work as part of their academic activity.

Course Outcomes:

- Develop ability to conceptualize, formulate &conduct simple research projects.
- Learn to make informal assessment & judicious use of research studies & findings on a particular subject/area.
- Develop skills for use of library& documentation services for research
- Develop attitudes favorable to the judicious integration of practice, research & theory.
- Develop ability for logical reasoning & critical analysis.

Common Guideline for Research Project:

A Student who opts for the Research Project as an elective shall select the research topic in the third semester itself in consultation with the faculty in charge of each specialization and/or guide and report the same to the head of the department/College Principal in writing. The topic of such research project shall be relevant to the specialization group opted by the student.

The topic of such research project shall be finalized only after the University/College approves the same. The tools of data collection should be finalized and data collection shall be completed at the end of the third semester. The student has to submit two bound copies of Research Dissertation to the Head of the Department/College Principal on or before the last working day of the IV semester in a prescribed format below. Each student shall be compulsorily supervised in their Research Project by the faculty who are eligible to guide. Each college/ university department has to prepare a list of eligible faculty members to guide the research project and get approval from the Chairman of Department of Social Work Mangalore University.

Note: A faculty is eligible to guide research projects if he/ she has:

1. A PhD in social Work or
2. NET/ SLET qualification or
3. At least 5 years of teaching experience.

Common Format of the Research Project:

Each Research Project shall consist of the following sections.
Section I: Preliminaries
Section II: Body of the Report
Section III: Annexure

Section-I: It is a formal general section and shall have the following details;

1. Title page
2. A Face sheet having details regarding the title of the study, name of the researcher with
3. Register number, name of the guide, department, and institution through which the study
4. has been undertaken under University, year of the work.
5. Forward/Acknowledgement
6. Table of contents with Page Numbers
7. List of Tables, Charts, Graphs
8. Certification from the guide

9. Certification from the agency where study has been carried out(certificate is not compulsory in case of the topic related to the open community)

Section-II: it Is a formal technical section which shall consist of the following chapters;
1. Introduction
2. Review of literature.
3. Methodology
4. Data presentation & analysis
5. Major Findings & conclusions reached suggestions or recommendations.

Section (Annexure)-III: 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.

PAPER SWH 560: SOCIAL WORK PRACTICUM - IV
(CONCURRENT FIELD WORK AND BLOCK PLACEMENT)

Concurrent Field Work Practicum: In this semester the Concurrent Field Work Practicum shall be continued and conducted during two days a week (16 clock hours in a week), for 30 days (240 clock hours) in this semester including the days/hours spent for individual conference and Group Conference. In the fourth semester the students shall continue the Social Work Practicum/Field Work in the same agency where the student has been placed for Social Work Practicum/Field Work in the third semester. But the learning objectives and skills of the students would be different. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with the agency supervisors. The students are expected to create an environment in the agency setting where all the social work skills and methods are to be practiced with related to their specializations. Every week the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group conference regularly. At the end of the semester Viva- Voce is conducted by for 200 marks as mentioned in the scheme of examinations.

Criteria for Evaluation of Social Work Practicum in IV semester:
1. Adjustment in the agency: student's adjustment in the agency to physical setting adjustment to authority or agency staff, understanding the agency policies and programmes.
2. Development of professional self: such as punctuality, regularity, sincerity, overtime work, team work with co-workers, respect for people, dress and etiquette, self discipline and responsible behavior etc.
3. Writing of a Term Project: Each student shall be required to write a Term Paper in his/her own handwritings and submit it along with Field Work Journal before the Viva-voce Board constituted to assess the Social Work Practicum. Here, assessment will be made on the basis of the presentation of the project.

Educational Tour: An exposure educational tour shall be organized by the Department/College for 7 days duration in the third semester and its hall is either to an urban setting, or a rural setting or a mix of urban and rural settings, depending on the specialization of the students. During the study tour, the students should visit a minimum of four developmental agencies, out of which at least two should be relevant to their specialization group. Though there is no separate marks earmarked for this activity but by considering its significance for the students it shall be compulsory for all students to involve in it. A feedback session, within a fortnight of returning from the tour shall be mandatory. The Faculty should encourage the students to reflection the agencies based on their observations. The students shall be required to prepare individual reports of the visits. The reports should also contain an evaluation of their own inputs for planning and implementing the tour. The reports of the educational tour shall form part of the Social Work Practicum records.

Learner Objectives in Educational Tour:
a. Acquire skills in planning, organizing, implementing the tour, for example conscious use of time, communication skills, team spirit, handling relationships, conflicts and differences of opinion, decision making, evaluation, appreciation, sharing of resources, sharing of tasks, coping skills in problem situations, working through crisis situation, and cooperation and coordination.
b. The students must be fully involved in planning and implementing the plans regarding the tour, with the active help of the faculty.
c. Learning to take responsibilities on behalf of others by forming different committees.

General Guidelines for observation during visits to agencies:

a. History and philosophy of the organization/agency, its values, assumptions, and principles and the type of services/activities of the agency.
b. Socio-economic background, needs, and problems of the client system.
c. The organizational pattern and administration of the different programmes services/intervention strategies and the irrelevance to the needs of the client system.
d. Participation of the client system in the management of the agency/services.
e. Staffing pattern and role of social worker in the agency.
f. Role of the other professionals (if any) in the organization.
g. The administration and funding pattern of the organization/services.
h. Challenges faced by the organization/agency.
i. Future plans

Block Placement (Internship):

The Block Placement (Internship) aims to provide an opportunity to experience day-to-day work in a social work setting. The learner gets involved with direct practice with the client system and with the ongoing management operations of the setting. It also enables learners to integrate learning and generate newer learning by participating in the intervention processes over a period of 4 weeks (one month) continuously, in a specific agency. Bock fieldwork is provided at the end of the two-year programme, after the end of the theory and practical examinations of the fourth semester. There 10 marks set aside for internal assessment component of field work practicum IV. All the students are required to take up block placement / internship after fulfillment of that only the candidate's become eligible to take up the field work practicum IV examination. After completion of the Block Placement, each student shall be required to submit a detailed report along with the attendance certificate issued by the agency to their concerned college/Department Head.

Learner Objectives in Block Placement (Internship): MSW Students are encouraged to undertake Block Placement (Internship) of one month duration. Internship is one of the components of social work practicum, wherein after the completion of the required field work, an opportunity is provided to the learner to strengthen his/her skill and knowledge base in his/her area of interest. It is also designed to give an experience of a job situation of short duration (one month) to students in a range of organizations. The student shall be placed in an agency of their choice, which could be a non-government organization, government organization, Industry, social movement, or advocacy group depending upon the students' specialization and interest. There shall be 10 marks set aside for such Block Placement (Internship). It shall be obligatory on the part of the University/college, where the student is pursuing his/her studies, to issue a certificate to those students who successfully complete such Block Placement (Internship). The certificate of the Department / College should sent to the Chairman Department of Social Work Mangalore University before the Field Work Practicum IV viva voce examination is held. A student cannot take up the Field Work Practicum IV viva voce examination unless the certificate of the Department/ College is enclosed along with the Block Placement Report. The student should produce internship completion certificate which is issued by the agency where he/ she had done his/ her block Placemen.

VARIOUS FORMATS ON CONCURRENT FIELD WORK

PRACTICUM REPORTS

Concurrent Field Work Practicum Certificate

MANGALORE **UNIVERSITY**

Department of Post Graduate studies and research in

Social work

Mangalagangothri

MSW

I / II / III / IV Semester

Exam No:........................   **Date:...................**

This is certify to that Mr./Miss...has completed field work

[practicum] Requirement prescribed for the course as MSW I / II / III / IV Semester by

department of Social work during the academic year.....................

Faculty   **Agency**   **Chairman /Principal**

Supervisor   **Supervisor**   **Department of Post Graduate**

                                                   Studies and research in Social

                                                     work Mangalore University

                                                     Mangalagangothri

Field work Report Index

SL. No.	Date of Field work	Name of the agency	Nature of Report	Duration (Time)	Due Date of submission	Submitted on	Page No.	Remarks

Total No. of Field work days		Total No. Of Log Report		
Total No. of Field work days attended		Total No. Of Detail Report		
Total No. of Field work days absent		Total No. Of		
Total No. of Field work hours				

Signature of the   Signature of the   Signature of the
Agency Supervisor   Faculty Supervisor   Examiner

Department of post graduate studies and research in social work

Field work report (Log Report)

Name of the agency ....

Log Report/Detail Report/ (Individual / Group conference)No.....................

Date of Field work   (   ) Reasons for Late Submission

Due Date of Submission (   )..

Submission on   (   )..

Time	Particulars

Page No.   Supervisor Signature

Department of post graduate studies and research in social work

Field work report (Detail Report)

Name of the agency ....

Log Report/Detail Report/ (Individual / Group conference)No......................

Date of Field work   (   ) Reasons for Late Submission

Due Date of Submission (   )..

Submission on   (   )..

Page No.   Supervisor Signature

Department of post graduate studies and research in social work

Field work report (Detail Report)

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| Page No.   Supervisor
Signature |

Department of post graduate studies and research in social work

Field work report (Individual conference)

Name of the agency ....

Log Report/Detail Report/ (Individual / Group conference)No.....................

Date of Field work   (   ) Reasons for Late Submission

Due Date of Submission (   )...

Submission on   (   )..

Page No.   Supervisor Signature

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Field work report (Group conference)

Name of the agency ....

Log Report/Detail Report/ (Individual / Group conference)No......................

Date of Field work   (   ) Reasons for Late Submission

Due Date of Submission (   )...

Submission on   (   )...

Page No.   Supervisor Signature

Department of post graduate studies and research in social work

Evaluation report

Name of the agency:
Name of the Trainee:
Name of the Co-worker:
Name and address of the agency:
Page No.

Evaluation report

Department of post graduate studies and research in social work

Evaluation report

Supervisor Signature