

## Course Outline for M.S.W Programme

**Department: Department of PG Studies & Research in Social Work**

**Course Title: M.S.W**

**Semester-I:**

Sl. No.	Domain	Code No.	Title of the Course/Paper	Max. Marks		Total Marks	Hrs./week	Credits
				I.A.	Sem Exam			
1	HC	SW-1.1	Social Work – History and Ideologies	25	75	100	4	4
2	HC	SW-1.2	Social Science Perspectives for Social Work Practice	25	75	100	4	4
3	HC	SW-1.3	Work with Groups	25	75	100	4	4
4	HC	SW-1.4	Work with Individuals and Families	25	75	100	4	4
5	HC	SW-1.5	Social Work Practicum-I (Concurrent Field Work & Orientation visits)	25	75	100	16	4
Total								20

HC: Hard Core

SC: Soft Core

OEC: Open Elective Course

**Semester-II:**

Sl. No.	Domain	Code No.	Title of the Course/Paper	Max. Marks		Total Marks	Hrs./week	Credits
				I.A.	Sem Exam			
1	HC	SW-2.1	Work with Communities: CO & SA	25	75	100	4	4
2	HC	SW-2.2	Human Growth and Development	25	75	100	4	4
3	HC	SW-2.3	Management of Developmental Services	25	75	100	4	4
	HC	SW-2.4	Social Work Research and Statistics	25	75	100	4	4
4	HC	SW-2.5	Social Work Practicum -II (Concurrent Field Work)	25	75	100	16	4
5	HC	SW-2.6	Social Work Practicum-III: (Social Work Camp and Summer Placement)	25	75	100	-	4
	OEC	E-1	Disaster Management Or	10	40	50	2	2
		E-2	HIV/AIDS Intervention Management					
Total								26

HC: Hard Core

SC: Soft Core

OEC: Open Elective Course

**Semester-III:**

Sl. No.	Domain	Code No.	Title of the Course/Paper	Max. Marks		Total Marks	Hrs./week	Credits
				I.A.	Sem Exam			
<b>Common Papers</b>								
1	HC	SW-3.1	Social Policy, Planning and Development	25	75	100	4	4
2	HC	SW-3.2	Communication and Counselling: Theory & Practice	25	75	100	4	4
3	HC	SW-3.3	Personal & Professional Growth	10	40	50	24	4
<b>Specialization-I: (HRD) Human Resource Development</b>								
4	SC	SW-3.4	Human Resource Management	25	75	100	4	4
5	SC	SW-3.5	Organisational Behaviour and Organisational Development	25	75	100	4	4
6	HC	SW-3.6	Case Studies	25	75	100	4	4
7	HC	SW-3.7	Social Work Practicum-IV (Concurrent Field Work)	25	75	100	16	4
OR								
<b>Specialisation-II: (URCD) Urban and Rural Community Development</b>								
4	SC	SW-3.4	Social Work with <del>Urban</del> , <del>Tribal</del> and Rural <sup>Urban</sup> Communities	25	75	100	4	4
5	SC	SW-3.5	Social Work with Urban Communities	25	75	100	4	4
6	HC	SW-3.6	<del>Management of Public Institutions</del> <sup>Case Studies</sup>	25	75	100	4	4
7	HC	SW-3.7	Social Work Practicum-IV (Concurrent Field Work)	25	75	100	16	4
OR								
<b>Specialisation-III: (MPSW) Medical and Psychiatric Social Work</b>								
4	SC	SW-3.4	Preventive and Social Medicine	25	75	100	4	4
5	SC	SW-3.5	Medical Social Work	25	75	100	4	4
6	HC	SW-3.6	Case Studies	25	75	100	4	4
7	HC	SW-3.7	Social Work Practicum-IV (Concurrent Field Work)	25	75	100	16	4
	OEC	E-3	Career & Relationship Counseling	10	40	50	2	2
Total								26

HC: Hard Core SC: Soft Core

**Semester-IV:**

Sl. No.	Domain	Code No.	Title of the Course/Paper	Max. Marks		Total Marks	Hrs./week	Credits
				I.A.	Sem Exam			
<b>Common Papers</b>								
1	HC	SW-4.1	Social Work Practice With Children	25	75	100	4	4
2	HC	SW-4.2	Law & Social Work	25	75	100	4	4
<b>Specialisation-I: (HRD) Human Resource Development</b>								
3	SC	SW-4.3	Human Relations and Law	25	75	100	4	4
4	SC	SW-4.4	Human Resource Development and Employees Wellness	25	75	100	4	4
5	HC	SW-4.5	Research Project	25	75	100	4	4
6	HC	SW-4.6	Social Work Practicum-V (Concurrent Field Work)	25	75	100	12	4
7	HC	SW-4.7	Social Work Practicum-VI (Block Placement)	25	75	100	12	4
OR								
<b>Specialisation-II: (URCD) Urban and Rural Community Development</b>								
3	SC	SW-4.3	Disaster Management	25	75	100	4	4
4	SC	SW-4.4	Management of Non-Governmental Organisations	25	75	100	4	4
5	HC	SW-4.5	Research Project	25	75	100	2	4
6	HC	SW-4.6	Social Work Practicum-V (Concurrent Field Work)	25	75	100	16	4
7	HC	SW-4.7	Social Work Practicum-VI (Block Placement)	25	100	100	--	4
OR								
<b>Specialisation-III: (MPSW) Medical and Psychiatric Social Work</b>								
3	SC	SW-4.3	Mental Health	25	75	100	4	4
4	SC	SW-4.4	Psychiatric Social Work	25	75	100	4	4
5	HC	SW-4.5	Research Project	25	75	100	04	4
6	HC	SW-4.6	Social Work Practicum-V (Concurrent Field Work)	25	75	100	16	4
7	HC	SW-4.7	Social Work Practicum-VI (Block Placement)	25	100	100	--	4
Total								28
Grand Total								100

HC: Hard Core SC: Soft Core

### III

## SYLLABUS GOVERNING MASTER OF SOCIAL WORK (M.S.W) COURSE

### SEMESTER -I

**Paper code:** SW-1.1

**Paper Title:** SOCIAL WORK - HISTORY AND IDEOLOGIES

#### **Introduction:**

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

#### **Objectives:**

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

#### **Course Content:**

#### **UNIT I**

Indian History of Social Work Profession:

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

#### **UNIT II**

**Ideology, Religion and spirituality for social change:**

- Epistemology, concept, and meaning

**Historicity of ideology, religion and spirituality in India:**

- Ancient period: Vedic, Vedantic and non-Vedic Ideologies-Buddhism & Jainism
- Medieval period: Zoroastrianism and Islam in India, Mysticism of Bhakti and Sufi movements and Sikhism.
- Modern period: Christianity in India, Hindu reform movements, Dalit movements - Gandhian ideology and Sarvodaya movement, Ambedkar ideology, Nationalism, Ideology of the Indian Constitution, Ideology of voluntary organisations and voluntary action.

### UNIT III

#### Contemporary Ideologies for Social Change:

- Neo-liberalism and Globalisation,
- Modernism & Post modernism
- Multiculturalism
- Ideology of action groups and social movements –
- Ideology of non-governmental organisations.
- Role of state in providing social welfare services.

### UNIT IV

#### Western History of Ideologies for Social Change:

- Organized and scientific charity
- Beginning of social work education
  - Clinical social work
  - Ecological social work
  - Attributes of a profession
  - Social problems in western setting
  - Different approaches.

#### Western History of Social Work Profession:

- Medieval period: -Judeo-Christian- ideologies - Secular humanism and Protestantism
- Modern period: Rationalism and Welfarism - Liberalism and democracy, Utilitarianism and Social Darwinism, Socialism, human rights, Feminism, anti-discriminatory ideologies

#### Emerging ideologies of professional social work.

### UNIT-V

#### Social Work Ethics:

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

#### References:

1. Agarwal, M. M. 1998 Ethics and Spirituality, Shimla: Indian Institute of Advanced Study
2. Banerjee, G. R. Papers on Social Work: An Indian Perspective, Bombay, Tata Institute of Social Sciences.
3. Banks, S. 1995 Ethics and Values in Social Work: Practical Social Work Series, London: Macmillan Press Ltd.
4. Brieland, Donald; Costin Lela B.; Atherton, Charles R. and Contributors 1975 Contemporary Social Work - An Introduction to Social Work and Social Welfare, New York, McGraw-Hill Book Company.
5. Chatterjee, P. 1996 Approaches to the Welfare State, Washington, D.C.: National Association of Social Workers.

**Paper code: SW-1.2**

**Paper Title: SOCIAL SCIENCE PERSPECTIVES FOR SOCIAL WORK PRACTICE**

**Introduction:**

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

**Objectives:**

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

**Course Content**

**UNIT I**

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

Society and Culture:

- Society as a system of relationship

Social Structure:

- Meaning,
- status and
- roles

Culture: Meaning and contents, Tradition, customs, values, norms, folklore and mores.

Composition of Indian Society:

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

Socialisation:

- Meaning, process of socialization,
- The development of self –
- Agencies of socialisation.

**UNIT II**

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

Meaning and Functions of Social Control: Social Control exercised through the social institutions  
Theories of Society: Significance of a theoretical understanding of society – Evolutionary, cyclical, conflict and systems theories.

**UNIT III**

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

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

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

#### UNIT IV

Under-development and its causes and Contemporary Development Dynamics: A historical overview with reference to developing countries of Asia, Africa and Latin America - North-south relations, world trades, Multinational corporations and their influences on Third World economies - Trends and counter trends (Paradoxes) in the global, political, economic, military, ecological and socio-cultural spheres.

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

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

#### UNIT V

Social Change:

- Meaning,
- Characteristics and factors inducing change with reference to India.

Social Movements in India:

- Meaning,
- Factors essential for a Movement
- Dominant social movements in India
- Social reform movement and contributions of social reforms - Peasants, Trade Union, Tribal, Dalit, Famisit

Social movements and social change in India.

#### References:

1. Acuff, F. Gene; Allen, Donald E. and Taylor Lloyd, A. 1973 From Man to Society, Hinsdale, Illinois, The Dryden Press.
2. Agrawal, A. N. and Lal Kundan 1989 Economics and Development and Planning, Delhi, New Vikas Publishing House Private Limited
3. Augushine, John S. (Ed.) 1989 Strategies for Third World Development, New Delhi: Sage Publications.
4. Bharadwaj, A. N. 1979 Problems of SC/ ST in India, New Delhi: Light and Life Publication.
5. Bhushan, Vidya and Sachdev, D.R. 1999 An Introduction to Sociology, Alhabad, Kitab Mahal
6. Descrochers, John. 1977 Methods of Social Analysis, Bangalore: Centre for Social Action.
7. Deshpande, Srinivasan Narain. 1978 Society Economy of Polity in India, Mumbai: University of Mumbai.

**Paper Title: WORK WITH GROUPS**

**Introduction:**

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

**Objectives:**

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

**Course Content**

**UNIT I**

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

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

**UNIT II**

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

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

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

**UNIT III**

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

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

**UNIT IV**

Facilitation: Knowledge of skills and techniques for effective work with groups/problem solving. Recordings in Group work: Importance of recording in social group work - Principles of recording - Recording structure - Types of recording.



## UNIT V

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

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

### References:

1. Alissi, A. S. 1980. Perspectives on Social Group Work Practice: A Book of Readings, New York: The Free Press.
10. Milson, Fred 1973. An Introduction to Group Work Skills, London, Routledge and Kegan Paul.
11. Northen, H. 1969. Social Work with Groups. New York: Columbia University Press.
12. Pepell, C.P. and Rothman, B Social Work with Groups, New York: The Haworth Press.
13. Siddiqui H.Y 2008. Group Work Theories and Practice, Rawat Publications, Jaipur.
14. Sundel, M., Glasser, Sarri, R., and Vinter, R 1985. Individual Change through Small Groups, New York: The Free Press.
15. Tom. Douglas 1978. Basic Group Work, London, Tavistock Publications Ltd.
16. Toselane, R. W. and Rivas, R. F. 1984. An Introduction to Group Work Practice, New York: Macmillan Publishing Co.
17. Trecker, Harleigh B. 1970. Social Group Work: Principles and Practice, New York: Association Press.
18. Wilson, G. and Ryland, G. 1949. Social Group Work Practice, Boston: Houghton Mifflin, Co,
19. Balgopal, P. R. and Vassil, T. V. 1983. Groups in Social Work - An Ecological Perspective, New York: Macmillan Publishing Co. Inc.
20. Brandler S. and Roman, C. P. 1999. Group Work: Skills and Strategies for Effective Interventions, New York: The Haworth Press.
21. Davies, Bernard 1975. The Use of Groups in Social Work Practice, London, Routledge and Kegan Paul.
22. Garland, J. A. (Ed.) 1992. Group Work Reaching Out: People, Places and Power, New York: The Haworth Press.
23. Garwin, C. 1987. Contemporary Group Work, New York: Prentice-Hall Inc.
24. Kemp, C. G. 1970. Perspectives on the Group Process, Boston: Houghton Mifflin C.
25. Klein, A. F. 1970. Social Work through Group Process: School of Social Welfare, Albany: State University of New York.

**Paper code: SW-1.4**

**Paper Title: WORK WITH INDIVIDUALS AND FAMILIES**

**Introduction:**

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

**Objectives:**

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

**Course Content**

**UNIT I**

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

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

**UNIT II**

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

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

**UNIT III**

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

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

**UNIT IV**

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

Records: Nature, purpose and principles of recording.

Techniques of casework: Supportive, resource enhancement and counseling.

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

## UNIT V

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

### References:

Banerjee, G. R. 1967."Concept of Being and Becoming in the Practice of Social Work", Indian Journal of Social Work, Mumbai: Tata Institute of Social Sciences.

Banerjee, G. R. 1971."Some Thoughts on Professional Self in Social Work", Indian Journal of Social Work, Mumbai:Tata Institute of Social Sciences.

Banerjee, G. R. Papers on Social Work - An Indian Perspective, Bombay, Tata Institute of Social Sciences.

Barba, J. G. 1991 Beyond Casework; London: Macmillan.

Bergh, M. V. 1995.Feminist Practice in the 21st Century, Washington: National Association of Social Workers.

Biestek, F. P. 1957 .The Case Work Relationship, London, George Allen and Unwin.

Hamilton, G. 1946.Principles of Social Case Recording, New York, Columbia University Press.

8. Hamilton, G. 1950 Theory and Practice in Social Case Work, New York, Columbia University Press

Hartman, A. and Family Centered Social Work Practice, Laird, J. 1983 New York: The Free Press.

Hollis, Florence. 1964 Case Work - A Psychological Therapy, New York: Random House.

11. Joel Fisher. 1978 Effective Case Work Practice - An Eclectic Approach, New York: McGraw Hill.

12. Mathew, Grace 1992 An Introduction to Social Case Work, Bombay, Tata Institute of Social Sciences.

Nursten, Jean. 1974 Process of Case Work, G.B: Pitman Publications.

Perlman, H. H. 1957 Social Case Work: A Problem Solving Process, Chicago. The University of Chicago Press.

Pippins, J. A. 1980 Developing Case Work Skills, California: Sage Publications.

Richmond, M. E, 1922 What is Social Case Work? An Introductory Description, New York: Sage Foundation.

Richmond, M. E. 1917 Social Diagnosis, New York, Free Press.

**Code: SW-1.5**

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

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

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

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

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

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

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

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

**Social Work tools lab:** Students are also expected to get exposed to various standardized tools-psycho and socio metric tests for reliable diagnosis and treatment in both Social case work and social Group work practices.

The learners may be placed in agencies/community to initiate and participate in direct service delivery. Each student has to undertake a minimum of two case studies for case work and one Group for social Group work.

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

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.

Field work reports and diaries must be placed before the respective Supervisors before individual and group conferences. The decisions made in the conferences must be documented in the respective field work reports and executed.

## SEMESTER-II

**Paper code: SW-2.1**

**Paper Title: WORK WITH COMMUNITIES: COMMUNITY ORGANIZATION(CO) AND SOCIAL ACTION (SA)**

### **Introduction:**

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

### **Objectives:**

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

### **Course Content**

#### **UNIT I**

Community: Concept, characteristics, types and functions.

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

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

#### **UNIT II**

##### **Community Organization as Practice Method:**

Concepts and 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 in CO: directive vs. non-directive, external agent and internal resource; and.

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

Community organization as a Para-political Process: 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.

Empowerment: Concept of Empowerment - Barriers to, process and cycle of empowerment.  
Gender and Empowerment: Gender sensitive community organization practice.

### UNIT III

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.

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

### UNIT IV

**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 (Lees, Saul Alinsky, Paulo Friere, Ambedkar, Gandhi (Sarvodaya) Strategies for social action from various social movements.

**Advocacy:** Concept of advocacy as a tool; Strategy for advocacy; Campaigning; Lobbying; Use of media and public opinion building in advocacy; and Coalition and Network building; Linking up protest movements with development work.

### UNIT V

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

#### References:

Arora R. K. (Ed.) 1979. People's Participation in Development Process: Essays in Honour of B. Mehta, Jaipur: the HCM State Institute of Public Administration.

Alinsky Saul (1971) Rules for Radicals : A Practice Primer for Realistic Radicals, Vintage Books

Behar A and Samuel J (2006) Social Watch in India: Citizens Report on Governance and Development, Pune : NCAS

Boon Andrew and Book Andy (1999) Advocacy, USA : Cavendish Publications

Chambers Robert (2005) Ideas for Development, Earth Scan, London

Cox Fred (1987), Community organization, Michigan : F.E. Peacock Publishers

Dhama, O. P & Bhatnager, O.P. (1994) Education and Communication for Development New Delhi : Oxford & IBG Pub. Co. Pvt; Ltd.

**Paper code: SW-2.2**

**Paper Title: HUMAN GROWTH AND DEVELOPMENT**

**Introduction:**

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

**Objectives:**

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

**Course Content**

**UNIT I**

- Concept of Growth and Development
- Significant facts about Development
- Principles of growth and development
- Methods of studying human behaviour,
- Role of heredity and environment
- Knowledge of food and nutrition- Significance, types of food, values, sources, deficiencies and their impact
- Social customs, traditions, values in parenting and child rearing practices, deprivation and development during stages of life span.
- Prenatal period: Beginning of life - Human reproductive system, Fertilization and Foetal development, Attitudes of Significant people, Characteristics, Stages, Hazards, Precautions and measures to overcome hazards, Delivery and pre-natal and post-natal care and their importance in development.
- Understanding of the Indian concept of life span stages.
  
- Relevance of Psychology-Intelligence, IQ, EQ, aptitude, personality, attitude, interest, emotion, motivation, happiness

## **UNIT II**

### **Infancy**

Definition, population, Characteristics, Conditions influencing postnatal life-prenatal environment, kinds of birth, experiences associated with birth, length of gestation period, parental attitude, postnatal care, Developmental tasks, Hazards, Steps to overcome hazards, Theories of Development

### **Babyhood**

Definition, population, characteristics, developmental tasks, Description of development-physical, motor, speech, emotional, social and play.

Moral development and sex typing

Hazards and steps to overcome

## **UNIT III**

### **Early childhood and later childhood**

Definition, population in India and Karnataka

Characteristics

Developmental Tasks

Hazards

Steps to overcome hazards

Theories of development-Freud, Erikson, learning, moral, personality, happiness

## **UNIT IV**

### **Puberty and adolescence and**

Meaning, Population, Characteristics, Developmental Tasks, Hazards, Steps to overcome hazards

Theories of development-Freud, Erikson, learning, moral, personality, happiness

### **Early adulthood**

Personal and social adjustments-Meaning, Population, Characteristics, Developmental Tasks, Process of development, Hazards, Steps to overcome hazards.

Vocational and family adjustments-vocational, marital

Theories of development-Freud, Erikson, learning, moral, personality, happiness

## **UNIT V**

### **Middle age:**

Personal and social adjustments –Meaning, population, Characteristics, developmental tasks, adjustment, Hazards, steps to overcome hazards.

Vocational and family adjustments

### **Old age:**

Personal and social adjustments- characteristics, developmental tasks, adjustments, changes in old age, hazards,

Vocational and family adjustments-Adjustment to old age, retirement, family life, remarriage, cohabitation, singlehood, life,

Hazards and remedies,

Assessment of adjustment to old age



## Development theories and their significance

### Significance of study of human growth and development to Social workers

#### References:

1. Anastasi, Anne 1988  
Psychological Testing, New York,  
Macmillan Publishing Company.
2. Baltes, P. B. (Ed.) (1978)  
Life span Development and Behaviour.  
New York: Academic Press, Inc.
3. Bronfenbrenner, U. 1979  
The Ecology of Human Development, Cambridge:  
Harvard University Press.
4. Chowdary, D. P. 1992  
Aging and the Aged, New Delhi: Inter-India  
Publications.
5. Feldman Robert S 1997  
Understanding Psychology, 4th Edition,  
Tata McGraw Hill Publishing Company Limited,  
New Delhi
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Socialisation In India, In Anthony, E. J. & Colette,  
C. (Eds.). The Child in his Family, Wiley, 365-374.
7. Gore, M. S. 1992  
Aging and the Future of the Human Being, The  
Indian Journal of Social Work, 53 (2), 210-219.
8. Hurlock, Elizabeth B. 1978  
Child Growth and Development, New Delhi, Tata  
McGraw-Hill Publishing Company Ltd.
9. Hurlock, Elizabeth B. 1975  
Developmental Psychology, New Delhi,  
Tata McGraw-Hill Publishing Company Ltd.
10. Kail R. V. and  
Cavanagh, J. C. 1996  
Human Development, Pacific Grove,  
CA: Brooks/ Core Publishing Company.
11. Kakar, S. 1979  
Indian Childhood, Cultural Ideals and Social Reality,  
Delhi: Oxford University Press.
12. Kakar, S. 1982  
Identity and Adulthood, Delhi: Oxford University  
Press.
13. Kakar, S. 1970  
Conflict and Choice - Indian Youth in a Changing  
Society, Bombay: Somaiya Publications.
14. Kakar, S. 1978  
Images of the Life Cycle and Adulthood  
in India, In Anthony, E. J. and Colette, C.  
(Eds.) The Child in his Family, Wiley. 319-332.
15. Kaplan, P. S. 1988  
The Human Odyssey: Life-Span Development,  
St.Paul, West Publishing Company.

Paper code: SW-2.3

Paper Title: MANAGEMENT OF DEVELOPMENTAL SERVICES

**Introduction:**

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

**Objectives:**

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

**Course Content**

**UNIT I**

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

**UNIT-II**

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

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

**UNIT III**

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

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

**UNIT IV**

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

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

Impact analysis - Qualitative and quantitative.

## UNIT V

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

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

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

### References:

1. Choudhari, D. Paul. 1983 Social Welfare Administration, Delhi: Atma Ram and Sons.
2. Garain, S. 1998 Organizational Effectiveness of NGOs, Jaipur: University Book House.
3. Garain, S. Towards a Measure of Perceived Organizational Effectiveness in Non-government Organization, Mumbai: Indian Journal of Social Work, 54 (2), 251 -270.
4. Goel, S. L. and Jain, R. K. 1988 Social Welfare Administration: Theory and: Practice, Vol. I and II, New Delhi: Deep and Deep Publications.
5. Government of India Evaluation of Social Welfare Programmes, Encyclopedia of Social Work. Vol. 1, 297 - 310.
6. Haimann, A. 1982 Professional Management and Practice, Delhi: Eurasia Publications.
7. Hasenfeld, Y and English, R. (Eds.) 1978 Human Service Organizations. Ann Arbor: University of Michigan Press.
8. Hauman, A. 1962 Professional Management and Practice, Delhi: Eurasia Publications.
9. Jackson, J. 1989 Evaluation for Voluntary Organizations. Delhi: Information and News Network.
10. Kapoor, K. K. 1986 Directory of Funding Organizations, Delhi: Information and News Network.
11. Lauffer, A. 1977 Getting the Resources You Need, New Delhi: Sage Publications.
12. Lauffer, A. 1977 Understanding Your Social Agency, London: Sage Publications.

**(Common Paper)**

**Paper Code: SW-2.4**

**Paper Title: SOCIAL WORK RESEARCH AND STATISTICS**

**Introduction:**

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

**Objectives:**

1. Develop an understanding of scientific approach to human inquiry in comparison to the native or common sense approach in various aspects, and its process.
2. Understand major research strategies, meaning, scope and importance of social work research.
3. Develop an ability to see the linkages between practice, research, theory and their role in enriching one another.
4. Develop ability to conceptualize, and formulate research projects
5. Develop skills for use of library and documentation services for research.
6. Acquire the skills for data analyses and research writing.

**Course Content**

**UNIT I**

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

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

Fundamental aspects of epistemology relevant to social work

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

Problem identification: Criteria for the selection of research problem; Problem formulation. Concepts, constructs, variables, conceptual and operational definitions. Hypothesis: Meaning, importance, uses and requirements.

**UNIT II**

Measurement in social research : Levels of measurements –nominal, ordinal, interval and ratio  
Scaling: Likert, Thurstone, Guttman, Problems and tests of Reliability and Validity, Quantification of qualitative data.

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

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

Sampling: Universe, unit of analysis, types of sample, size of sample methods of sample selection, Rationale and Characteristics of sampling; sampling errors.

### UNIT III

#### Methods and tools of data collection:

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

Scales: Need for scales, some prominent scaling procedures.

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

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

### UNIT IV

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

Issues related to Social Work Research: Analysis and Interpretation of data,

Research reporting: contents of research report: foot-note, references, bibliography, preparation of abstract; the art of making book review, Research report writing styles-APA, MLA etc.

### UNIT V

Statistics: Definition, functions, importance and scope.

Measures of Central Tendency, Measures of Dispersion,

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

Statistical Package for Social Sciences (SPSS) – introduction, basic steps, defining data, data entry, data transformation, data analysis, graphical (diagrammatic) presentation, statistical application using SPSS.

### References:

1. Blalock, H. M. 1972 Social Statistics, New York: McGraw Hill.
- Berger, R. (1997). The common logic of research and practice in social work. *Social Work and Social Sciences Review*, 7(2), 112-121
- Campbell, D. T. and Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Chicago: Rand McNally
2. Coolidge, Frederick L. 2000 Statistics: A Gentle Introduction, New Delhi: Sage Publications.
3. Crabtree, B. F. and Miller, W. L. (Eds.) 2000 Doing Qualitative Research, New Delhi: Sage Publications.
4. Denzin, Norman, K. & Lincoln, Y. S. (Eds.) 2000 Handbook of Qualitative Research (II ed.), New Delhi: Sage Publications.

## Paper: DISASTER MANAGEMENT

Disasters either man made or natural or both are regular features of any society. Disasters lead to great loss to property and life that needs the help of multiple experts or experts having expertisensness in multiple fields. The present course is one that equips people with knowledge, awareness, skills and stretegies.

This course is offered to students of other departments.

### Objective:

1. To understand the history, concept and types of of disaster
2. To acquire knowledge and skills to assess the loss and impact of disaster
3. Develop awareness about resorces and networkng agencies
4. Understand the stretegies to deal with different types of disaster with great speed and quality
5. Learn to work with different groups
6. To assess the impact of disaster mangement and rehabilitaion.

### Syllabus

**UNIT 1: Disaster**-Concept, Meaning, and Types ,Understanding loss and the impact of Disaster

**UNIT 2: Coping with loss** –Importance of psycho-social care, understanding the experience of stress, Stages of reactions, Phases of reactions.

**UNIT 3:Emotional support:**Techniques of psycho social care, Spectrum care Role of psycho-social care giver, varying roles at different stages of helping.

**UNIT 4:Working with different groups:** Family ,Women and Child , Psycho-social needs of women after disaster, emotional reactions. Initiatives to empower women. Impact of disaster on children.

### REFERENCES

- 1)*Care India-New Delhi Psychosocial care in Disaster management*
- 2)Murphy, Campbell : Community Organization Practice (New York: Houghton Mifflin Co.)
- 3)Murphy.M.V.: Social Action(Bombay: Asia Publishing House)
- 4)Ross, Murray.G.: Community Organization: Theory and Principles(Bombay: Harper and Brothers)
- 5)Syddiqui.H.Y.: Working with Communities.
- 6) Walter. A.Friedlander: Concepts and Methods of Social Work: 2<sup>nd</sup> Ed, Prentice Hall of India Pvt. Ltd., New Delhi.
- 7) Fullmer. D.W.& Bernard, H.W.Counseling Content & Process
- 3) Fuster.J.M.Helping Personnel Growth - a New Approach To Counselling
- 9) Harms.E.&Schreiber Handbook of Counselling Techniques, Oxford Press.

- 10) Kennedt.E.On Becoming a counselor a Basic Guide for Non Professional Counselors(New Delhi:MacMillan).
- 11)Mangal S.K.(1986)General Psychology(New Delhi:sterling Publishers(P)
- 12)Morgan C.L.(1986)Introduction to Psychology
- 13)Kuppuswamy B.(1961)An Introduction to Social Psychology(Bombay: Asia Publishing House)
- 14)Mann Leon, (1969)Social Psychology, New York
- 15)Elizabeth.B.Hurlock Developmental Psychology Fifth edition TATA McGraw-Hill publishing company Ltd.,New Delhi.

**Paper code: OEC-2**  
**(Elective Interdisciplinary)**

**Paper:E-1: HIV/AIDS INTERVENTION MANAGEMENT**  
**(Sub. Code:E-1)**

**Unit-1-Introduction to HIV / AIDS**

History of AIDS-international and Indian Scenario,  
 Facts about HIV/AIDS  
 HIV and its relation to other Opportunistic infections.  
 (T.B.Substance Abuse, STD'S, , Cancer etc.)  
 Control of HIV/AIDS.-Preventive methods and curative or Treatment methods.  
 Social stigma attached to HIV/AIDS.

**Unit-2** Psychosocial Problems of Persons with HIV+/AIDS,  
 Socio-Economic impact of AIDS. Impact of HIV+/AIDS on Individual, Family,and Community

**Unit-3.**

National Aids control Organisation (NACO).  
 Karnataka State AIDS Prevention Society.(KASAPS).  
 VCTC and PPTCT Programmes.

**Reference Books:**

1. ABVA : This sugar is better- a citizen report on the status of chemical dependence and HIV infection, New-Delhi, 1992.
2. ----- : Hard times for positive travel, New-Delhi 1993.
3. ----- : Less than gay - a citizen report on the status of Homosexuality, New-Delhi, 1991.
4. Blood David E. & ed. 1993. : Economic implications of AIDS in Asia, UNDP, Joyce.V.Lyons,

## SEMESTER-III

(Common Paper)

Paper code: SW-3.1

### Paper Title: SOCIAL POLICY, PLANNING AND DEVELOPMENT

#### Introduction:

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

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

#### Objectives:

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

#### Course Content

##### UNIT I

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

##### UNIT II

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

##### UNIT III

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

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

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



#### UNIT IV

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

#### UNIT V

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

#### References:

1. Bandyopadhyay, D. 1997 "People's Participation in Planning: Kerala Experiment", Economic and Political Weekly, Sept. 24, 2450-54.
2. Bhanti, R. 1993 Social Policy and Development in Rajasthan, Udaipur: Himanshu Publications.
3. Bulmer, M. et. al., 1989 The Goals of Social Policy. London: Unwin Hyman.
4. Chakraborty, S. 1987 Development Planning - Indian Experience, Oxford: Clarendon Press.
5. Dandekar, V. M. 1994 "Role of Economic Planning in India in the 1990s & Beyond", Economic and Political Weekly, Vol. 29, No. 24, 1457-1464.
6. Desai, V. 1988 Rural Development (Vol.1) Mumbai: Himalaya Publishing House.
7. Ganapathy, R. S. and Others 1985 Public Policy and Policy Analysis in India, Delhi: Sage Publications.
8. Ghosh, A. 1992 Planning in India: The Challenge for the Nineties, New Delhi: Sage Publications.
9. Government of India Five Year Plan Documents (latest), New Delhi.
10. Hebsur, R. K. (Ed.) Social Intervention for Justice, Bombay: TISS.
11. International Labour Office. 1973 Multinational Enterprises and Social Policy, Geneva, ILO.
12. Kulkarni, P. D. 1979 Social Policy and Social Development in India, Madras: Association of Schools of Social Work in India.

**Paper code: SW-3.2**

**Paper: Communication and Counselling: Theory and Practice**

UNIT-1:

**Communication:** Definitions, scope of communication, communication as an art or a science, process of communication, elements of communication, essentials of communication, seven C's of communication, barriers of communication

Types & strategies: types of communication, interpersonal communication, verbal and non verbal communication, Channel of communication, media and modes of communication.

**Communication skills:** Effective speaking, principles of effective oral communication, speech preparation, technique of effective speech, effective listening, meaning, nature and importance of listening, principles of group listening, types of listening. Listening process, barriers in listening, effective writing, what is draft, meaning and objectives of written communication, essential of written communication, feed back a two way process, Characteristic of feedback, kinds of feedback written and oral communication, improving in feedback and developing effective feedback skill, feed back loops.

**Development communication:** Electronic media's, computers, computer institution and learning. Types of computer and human machine, communication process, computer communication language, emails, video conferencing. systems, electronic newspaper, tale communication and its tools information and communication network.

UNIT-2: **Introduction to counseling:** Meaning and Definition, Characteristics, Goals, Elements, **Counseling: Retrospect and Prospect**, Evolution/Development of counseling as a profession, Present status of counseling, Prospect of practice counseling

**Counseling Relationship:** Importance of counseling relationship, Factors that promote counseling relationship, Respect & Regard, Authenticity, Empathy, Problems in establishing counseling relationship

UNIT-3: **Theories/Approaches in counseling:** Psychoanalytical theory. Client-centers theory. Rational emotive therapy. Transactional Analysis. Cognitive Theory. Eclectic Approach. Marital and family therapy.

UNIT-4: **The portrait of a Counselor:** Personal characteristics / qualities of a counselor. Professional characteristics of a counselor. Values/ Ethics in counseling. Checklist for counselor, **The portrait of counselee(client):** characteristic of a counselee(client) .skills of a client/counselee: self exploration. Non defensive listening & dynamic self understanding. Counseling skills- skills for general counseling : attending & listening, communication, confrontation

Concreteness, focusing, summarizing, reflection of the feeling, self-disclosure leading, strategies for classification and therapeutic behavior, Identification of supportive attitude and feelings.

II specific skills

A. problem exploration & identification

- Study of the client and problem
- Identification problem areas.

B. Analysis & Diagnostic skills.

- Analysis of the problem & problem formulation

- Diagnosing the problem /person (client)
- C. intervention strategies
  - Selection of a suitable techniques and method
- D. Termination of session dealing with
  - Client resistance
  - Therapist resistance
  - Timing of termination & follow-up

### III other skills

- Helping client to see alternatives to the problems
- Formulating and elaborating action plan.
- Evaluating action plan
- Counseling process
- Therapeutic/counseling setting
- Stages of counseling
  - (i) initial stage(starting of the session, rapport building)
  - (ii) Working/implementing techniques(deciding &selecting a suitable method) conducting session
  - (iii) Terminating the session

**UNIT5:** Group Counseling: Meaning, definition & goals of group counseling, Types of groups , Group counseling skills, Group formation skills,Group counseling skills, Process of group counseling.

Practice of counseling in different settings: Family, Industry, De-addiction centers, Schools and Colleges, Counseling for marital problems, Counseling for HIV/AIDS Victims persons with HIV+

### REFERENCE:

01. Association of Psychological and Practices, (1982) Counseling in Asia, a Perspectives and Practices, Educational Counsellors of Asia.
02. Bengalee, M., Ehroo D. Guidance If You Please(Bombay:MacMillan, 1972)
03. Bessell.R.Interviewing & Counselling(B.T.Botsford, London)
04. Carkhuff R.Bereason, B.S.Holt Beyond Counselling and therapy (London)
05. Carkhuff, R.Pierce R.& Cannon The Art of Helping, Better Yourself Books (Bombay:Carkhuff Institute of Human Technology)
06. Currie, Fr.J.Barefoot Counselling - A Primer in Building Relationship(Asian Trading Corporation, Bangalore)
07. Dave,Indu The Basic Elements of Counselling(New Delhi: Sterling)
08. Delancy & Eisehber(1973)The Counselling Process.
09. Department of Mental Health, Education & Welfare Mental Health programme Report No.1,11 US
10. Egan, Gerard (1982)The Skilled Helper Brooks/Cole Publishing House
11. Fullmer, D.W.& Bernard, H.W.Counseling Content & Process
12. Fuster.J.M.Helping Personnel Growth - a New Approach To Counselling
13. Harms.E.&Schreiber Handbook of Counselling Techniques, Oxford Press.
14. Kennedt.E.On Becoming a counselor a Basic Guide for Non Professional Counselors(New Delhi:MacMillan).

**Paper code: SW-3.3**

**Paper title: PERSONAL AND PROFESSIONAL GROWTH**

**Introduction:**

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

**Objectives:**

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

**Course Content:**

**UNIT I**

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

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

Practice consciously measures to sustain and experience continuous awareness.

Observation and Reflection: Theory and techniques.

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

**UNIT II**

Emotions and their Expression: Emotions, nature of expression.

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

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

**UNIT III**

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

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

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

**UNIT IV**

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

Study of professional ethics.

**Introduction:**

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

**Objectives:**

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

**Course Content**

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

## References:

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

(Specialisation-I:HRD)

Paper code: SW-3.5

Paper Title: ORGANIZATIONAL BEHAVIOUR AND ORGANIZATIONAL DEVELOPMENT

**Introduction:**

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

**Objectives:**

1. Acquaint with individual, group and organizational dynamics and their consequences.
2. Make clear the concepts and approaches that help in developing models or systems that support human ingenuity.
3. Develop knowledge of theories and practices that govern human behavior at work,
4. Facilitate in understanding the value and worth of human resources in an organization.
5. Enable to become aware of communication skills and Sensitize them to their potential to become successful managers.
6. To gain self-confidence and healthy self-respect while retaining respect for other's rights.

**Course content**

**UNIT I**

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

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

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

**UNIT II**

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

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

**UNIT III**

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

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

**UNIT-IV**

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

**(Specialisation-I:HRD)**

**Paper code: SW-3.6**

**Paper Title: CASE STUDIES**

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

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

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



**Code: SW-3.7**

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

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

**Workshops:**

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

(Specialisation-II: URCD)

Paper code: SW-3.4

Paper Title: SOCIAL WORK WITH RURAL COMMUNITIES

**Introduction:**

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

**Objectives:**

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

**Course Content**

**UNIT I**

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

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

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

**UNIT II**

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

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

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

**UNIT III**

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

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

Poverty in the Rural Context - its Nature and Manifestations.

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

**UNIT IV**

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

## UNIT V

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

### References:

- Dilip Shah (2005) Rural Sociology, India : ABD Publisher
- S.C. Dubey (1977) Tribal Heritage of India: Vikas Publication Housing Pvt. Ltd., New Delhi
- Sharma, B. D. (2001) Taming the Transition in Scheduled Areas, New Delhi : Sahyog Pustak Kutir
1. Barnabas, A. P. 1987 Rural Community Development in India, In Encyclopedia of Social Work in India, Vol. II, New Delhi: Ministry of Welfare, Government of India,
2. Bhalla, Alok and Bumke, Peter J. (Eds) 1992 Images of Rural India in the 2nd Century, New Delhi; Sterling Publishers Pvt. Ltd.
3. Bharadwaj, A. N. 1979 Problems of Scheduled Castes and Scheduled Tribes in India, New Delhi: Light and Life Publishers.
4. Bose, Nirmal Kumar 1971 Tribal Life in India, National Book Trust India, New Delhi.
5. Brahmananda, P. R., Narayan, B. K. and Kalappa, A. (Eds.) 1987 Dimensions of Rural Development in India, Bombay: Himalaya Publishing House.
6. Desai, A. R. (Ed.) 1978 Rural Sociology in India, Bombay: Popular Prakashan,
7. Desai, A. R (Ed.) 1981 Peasant Struggles in India, New Delhi: Oxford University Press.
8. Debey, S. N. and Murdia, R. 1977 Land Alienation. and Restoration in Tribal Communities, Bombay: Himalaya Publications,
9. Dube, S. C. 1987 Welfare of the Scheduled Tribes, In. Encyclopedia of Social Work in India, Vol, III, New Delhi: Ministry of Welfare, Government of India.
10. Epstein Scarlet J 1973 South India: Yesterday, Today and Tomorrow; Mysore Villages Revisited, London and Basingstoke: Macmillan Press
11. Katar Singh. 1999 Rural Development: Principles, Policies and Management, Sage Publications, New Delhi.

**(Specialisation-II: URCD)**

**Paper code: SW-3.5**

**Paper Title: SOCIAL WORK WITH URBAN COMMUNITIES**

**Introduction:**

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

**Objectives:**

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

**Course Content**

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

History of Urban Local Self Government in India

Types of Urban Local Self Government in India - Municipal Corporation, Municipal Council/Nagar Palika, Sources of Revenue, Structure, powers and functions at each level, Committees and their functions, System of elections to Urban Local Self Government, Ward Committees and citizen participation, Relation of Urban Local Self Government with bodies of Governance at the state level issues

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

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

## UNIT V

Involvement of corporate sector in urban development. Social work with urban communities - Recent developments and future perspectives.

Social work components in the existing programmes in urban areas - Social work interventions at micro and macro levels.

Contemporary Issues and Potentials through Local Self Government Women's participation; participation of marginalized groups (SC & ST & minorities); political parties; autonomy and control; factionalism in governance.

Challenges in developing partnerships between elected bodies, bureaucracy and civil society.

### References:

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

**(Specialisation-II: URCD)**

**Paper code: SW-3.6**

**Paper Title: CASE STUDIES**

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

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

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

**(Specialisation-II: URCD)**

**Code: SW-3.7**

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

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**Workshops:**

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

**(Specialisation-III: MPSW)**

**Paper code: SW-3.4**

**Paper Title: PREVENTIVE AND SOCIAL MEDICINE**

**Introduction:**

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

**Objectives:**

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

**Course Content:**

**UNIT I**

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

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

**UNIT II**

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

Infectious diseases :Etiology, prevention,presentation, investigations and treatment of Tuberculosis , Leprosy, Sexually Transmitted Diseases (bacterial and viral)HIV,AIDS, Hepatitis, Poliomyelitis, Amoebiasis, Dysentery and Worm infection, Rabies

Infectious Diseases of Childhood:Chicken Pox, Mumps, Rubella, Roseola, Diphtheria, Tetanus, Meningitis, Encephalitis

Respiratory infections – common cold, influenza, pneumonia, Skin infections,

Diseases of Cardio Vascular System – Myocardial infarction, Ischemic Heart disease, Hypertension, Stroke/paralysis, Diabetes, Congenital heart disease, Coma.

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.



Disease Conditions related to the reproductive system - Pregnancy, Child Birth, normal and complications, Gynecological conditions – Prolapse uterus, Ectopic pregnancy, Molar pregnancy etc., Infertility – causes and Treatment, Menopause – symptoms, treatment, implications

Cancers - Types, presentation, treatment (including side effects) Cancers of reproductive organs, cancer breast, cancers of the mouth, abdomen, Bone cancer etc.

Conditions of the geneto urinary tract – Prostate related benign and malignant conditions, urinary incontinence, renal failure 11. Conditions of the Gastro Intestinal tract - Acidity, Ulcers, irritable bowl syndrome Piles, issures 12. Other Medical conditions requiring intervention - Burns, Poisoning including snake bite Psoriasis, Pellagra Jaundice (conceptual + alcohol + neonatal)

### **UNIT III**

Health and Nutrition: Concept of nutrition , Nutritional requirements, Types, sources, values and functions of nutrition, Deficiencies and their impact.

Problem of mainutrition in India - Social aspects in nutrition - Balanced diet.

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

### **UNIT IV**

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

### **UNIT V**

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

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

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

### **References:**

1. Bajpai, P. K. (Ed.) 1998 Social Work Perspectives on Health, Jaipur, Rawat Publications.
2. Brody, Elaine M. and Contributors. 1974 A Social Work Guide for Long-Term Care Facilities, U. S. Dept. of Health, Education and Welfare, Public Health Service, Maryland: National Institute of Mental Health.
3. Butrym, Zofia and Horder, John. 1983 Health, Doctors and Social Workers, London: Routledge and Kegan Paul.
4. Clark, D. W. and MacMahon, B. (Ed.) 1981 Preventive and Community Medicine, Boston. Little, Brown and Company,

**Introduction:**

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

**Objectives:**

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

**Course Content:**

**UNIT I**

Medical Social Work: Meaning, Definition, Nature and Scope,

Historical background in India and Abroad,

Team work and Multidisciplinary approach in health care.

Hospital: Concept and types of hospitals, Historical development of hospitals as agencies of health care delivery, System of hospital, Goals, Structure and Functions,

Organization and Management of Medical Social Work department in Hospitals.

Human Blood , chemistry and components of blood: Blood groups and cross-matching, Immuno-Hematology, Rhesus factor

Measurement in pathological tests Blood tests for diagnosis of infectious and debilitating conditions diseases and AIDS, HIV 41

**UNIT II**

Anatomy and Physiology of the human body.

Systemes of human body: Respiratory System, Digestive System, Central Nervous System, Cardio Vascular System, Skeleto-Muscular – System, Geneto- Urinary System, Reproductive System (male and female), Endocrine System.

**UNIT III**

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

#### UNIT IV

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

#### UNIT V

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

#### References:

Dora, Gold Stien (1954) Expanding Horizons in Medical Social Work, Chicago : The University of Chicago Press

Dora, Goldstain (1954) Readings in Theory and Practice in Medical Social Work, Chicago : The University of Chicago Press

Park, J. E & Park, K.(1997) Preventive and Social Medicine, Jabalpur : Banaridas Bhanot

Varma, Ratna ((1991) Psychiatric Social Work in India, New Delhi : Sage Publication

Anderson Clifford R. (1977) Your guide to health.- Oriental Watchman, Pune : Publishing House

Christopher Haslett, Edwon Chilvere, Nicholas Boon, Nicki Colledge (2003) Churchill Living Stone

VHAI (2004) – Where Women Have No Doctor

#### General References

1. Bajpai, P.K. (Ed.) 1998 Social Work Perspectives on Health, Jaipur, Rawat Publications.
2. Brody, Elaine M. and Contributions. 1974 A Social Work Guide for Long Term Care Facilities, U.S. Dept. of Health, Education and Welfare, Public Health Service, Maryland: National Institute of Mental health
3. Butrym, Zofia and Horder, John. 1983 Health, Doctors and Social Workers, London: Routledge and Kegan Paul.
4. Friedlander, W A. 1967 Introduction to Social Welfare (Chapter 12: Social Work in Medical and Psychiatric Setting), New Delhi: Prentic-Hall of India.
5. Hunble, Stephen and Unell Judith Self Help in Health and Social Welfare, London:

**(Specialisation-III: MPSW)**

**Paper code: SW-3.6**

**Paper Title: CASE STUDIES**

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**(Specialisation-III: MPSW)**

**Code: SW-3.7**

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

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**Workshops:**

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

## Paper OEC-: Career and Relationship (Marriage) Counseling

### Objectives:

1. Learn to discover and develop educational, vocational, and psychological potentialities and thereby to achieve an optimal level of personal happiness and social usefulness.
2. Know and recognize the genetic, psycho-social and cultural aspects of relationship, make right choices and reconcile upsetting differences and repeating pattern of distress.

### Contents

#### Unit - 1

1. Concept of counseling and related terms
2. History, and challenges
3. Types and need for career counseling
4. A Professional Career Guidance/counseling Centres
5. Career Testing and selection

#### Unit - 2

1. Marriage counseling- historicity and need
2. Marriage and family
3. Foundations of marriage and family
4. A Professional marriage and family counseling centres
5. Fundamentals of happy marriage and family

### References:

#### Career Counselling

1. Values, session goal, and counselor emphasis of client expression on career counseling Swanson, J.L. and Parcover, J.A. (1998). Annual Review: Practise and research in career counseling and development — 1997. *The Career Development Quarterly*. 47, 2, 98-135.
2. Galassi, J.P., Crace, R.K., Martin, G.A., James, R.M. & Wallace, R.L. (1992). Client preferences and anticipations in career counseling: A preliminary investigation. *Journal of Counseling Psychology*, 39, 46-55.
3. Swanson, J.L. (1995). The process and outcome of career counseling. In W.B. Walsh & S.H. Osipow (Eds.), *Handbook of vocational psychology: Theory, research and practice*. (pp. 295–329). Mahwah, NJ: Erlbaum.
4. Kim, B.S, Li, L.C., and Lian, C.T. (2002) Effects of Asian American client adherence to Asian cultural process. *Journal of Counseling Psychology*, 49, 3, 342-354.
5. Layard, Richard (6 April 2006). *Happiness: Lessons from a New Science*. London: Penguin. ISBN 978-0141016900.

#### Relationship Conselling

1. Wendy Kline, *Building a Better Race: Gender, Sexuality, and Eugenics from the Turn of the century*.
2. Wendy Kline Building a Better Race: Gender, Sexuality, and Eugenics from the Turn of the century
3. Lorna L. Hecker, Joseph L. Wetchler An introduction to marriage and family therapy
4. Nichols & Schwartz, Family Therapy: Concepts and Methods. Fourth edition. Allyn & Bacon

## SEMESTER-IV

(Common Paper)

Paper code SWE -4.1

Paper Title: SOCIAL WORK PRACTICE WITH CHILDREN

### Introduction:

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

The current paper focuses on children as a special group for focused social work intervention through facilitating acquisition of knowledge about children from different perspectives, types of settings where the children can be helped and application of social work methods to render social work intervention to children.

### Objectives:

1. To gain insight into children and adolescents as a special group in varied perspectives, child development and healthy development
2. To understand children facing difficult circumstances and the impact of difficult circumstances on children's development.
3. To gain an overview of agencies where children form the major client group, and appropriate evaluation of children's problems.
4. To impart to the trainee, specific social work intervention methods in dealing with children as a client group; to understand the Rights of children in the legal, national and international context.

### Course Content

#### UNIT I

Human reproductive system - beginning of life till beginning of adulthood. Understanding the children and adolescents from different perspectives - developmental, demographic, economic, psychological, sociological, environmental, familial, educational dimensions of child development. Issues in adolescence - self image, peer group, career choice, sexuality, education, vocation and other issues

Healthy child development, importance of supportive environment in upbringing of the children.

#### UNIT II

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

#### UNIT III

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

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

#### UNIT IV

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

#### UNIT V

Legislations pertaining to children, legal protection, International, National and non governmental organisations working with children, Rights of the children.

#### References:

1. Bhargava. Vinita. 2005 Adoption in India, New Delh, Sage Publications,
2. Beck, Laura Developmental Psychology. New Delhi, Pearson Education Inc..
3. Government of India, Dept. of Women and Child Development 1992. Plan of Action – A Commitment to the Child.
4. Hegarty S and Arul, M. 2002 Children with Special Needs - From segregation to Inclusion, New Delhi, Sage Publications.
5. Hurlock, Elizabeth. 1981 Developmental Psychology. 5th Edition. New Delhi, Tata McGraw Hill Publications,.
6. Hurlock, Elizabeth. 1996 Personality Development. New Delhi, Tata McGraw Hill Publications.
7. Kantha Amod and Varma, R.M, 1993 Neglected Child – Changing Perspective, New Delhi, Prayas Juvenile Aid Centre,.
8. NIPCCD,1989. Perspective Plan on Child Development (1980-2060), New Delhi
9. NIPCCD.1992. National Evaluation of Integrated Child Development Services, New Delhi.
10. Rani, Asha 1986. Children in Different situation in India – A Review, Bombay, Tata Institute of Social Sciences.
11. Reddy, Suma Narayan,1989. Institutionalized Children, Allahabad, Chug Publication,
12. UNICEF Publication The State of The World’s Children. Annual Report. <http://WWW.unicef.org>
13. Ved Kumar and Brooks, Susan. L. 2004 Creative Child Advocacy, New Delhi, Sage Publications,
14. Venkatesan. S. 2004 Children with Developmental Disabilities, New Delhi, Sage Publications,.



**(Common Paper)**  
**Paper code SWE -4.2**  
**Paper Title: LAW AND SOCIAL WORK IN INDIA**

**Introduction:**

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

**Objectives:**

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

**Course Content**

**UNIT I**

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

**UNIT II**

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

**UNIT III**

Division of Law: Substantive Law and Procedural Law.  
Legislations pertaining to Social Institutions: Marriage, divorce, maintenance of spouse, adoption.  
Legislations for prevention of Crime and Deviance: Indian Penal Code (relevant chapters like of Offences against Public Tranquility, of Offences affecting the Public Health, Safety, Convenience, of Decency and Morals, of Offences relating to Religion, of Offences affecting the Human Body, of Offences relating to Marriage, of Cruelty by Husband or Relatives of Husband)  
Legislations pertaining to women.

**UNIT IV**

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

**UNIT V**

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

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

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

Right to Information Act- Provisions and implementation.

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

### References:

1. Aranha, T. Social Advocacy - Perspective of Social Work, Bombay: College of Social Work.
2. Buxi, U. 1982 Alternatives in Development: Law the Crisis of the Indian Legal System, New Delhi: ,Vikas Publishing House.
3. Curry, J. C. 1977 The Indian Police, New Delhi: Manu Publications.
4. Desai, A. E. (Ed.) 1986 Violation of Democratic Rights in India, Vol. 1.
5. Fleming, M. 1978 Of Crimes and Rights, New York: W.W. Norton and Company.
6. Gandhi B.M. 2006. Indian Penal Code, Lucknow, Eastern Book Company.
7. Iyer, V. R. K 1980. Some Half Hidden Aspects of Indian Social Justice, Lucknow: Eastern Book Company.
8. Iyer, V. R. K 1984. Justice in Words and Justice in Deed for Depressed Classes, New Delhi: Indian Social Institute.
9. Iyer, V. R. K 1981. Law Versus Justice: Problems and Solutions, New Delhi: Deep and Deep.
10. Iyer, V. R. K 1980. Justice and Beyond, New Delhi: Deep and Deep.
11. Kelkar R. V. 2006. Lectures on Criminal Procedure, Lucknow, Eastern Book Company.
12. Khanna, H. R. 1980 The Judicial System, New Delhi: II P A.
13. Mathew, P. D. II P.A Legal Aid Series, Delhi: Indian Social Institute
14. McDonald. W. F. (Ed.) 1979 The Presentator, California: Berkeley: Hill
15. Newman, G. 1999 Global Report on Crime and Justice, New York: Oxford University Press.
16. Nirmal Anjali. 1992 Role and Functioning of Central Police Organisations, New Delhi: Uppal.
17. Peak, K. J. 1998 Justice Administration - Police, Courts and Correction, New Jersey: Prentice-Hall.
18. Ratanlal and Dhirajlal, 2006 Indian Penal Code, Lexis and Lexis, Nagpur.

**(Specialisation-I: HRD)**

**Paper code SWE -4.3**

**Paper Title: HUMAN RELATIONS AND LAW**

### **Introduction:**

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

### **Objectives:**

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

### **Course Content**

#### **UNIT I**

Demand for Labour, supply of labour, labour market equilibrium, investment in human capital, employment contracts, compensation and incentives. Employee relations, History of industrialization in India - Issues related to employees in organized and unorganized sector. Concept, Definition; Philosophy and Principles of employee relations. Employee relations with special reference to Occupation - Safety - Health and Environment (OSHE) Education. Analysis of the terms 'industry' and 'industrial dispute', industrial discipline -misconduct, disciplinary proceedings. Domestic Enquiry: Contents and Process, Principles of Natural Justice, Tribunal, Discharge/Dismissal.

#### **UNIT II**

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

#### **UNIT III**

Employment Relations Laws: - The Payment of Bonus Act, 1965, Employees Provident Fund (and Misc. Provisions) Act 1952, Workmen's Compensation Act 1923, Employees State Insurance Act 1948, Payment of Gratuity Act, 1972, Child Labour (Prohibition and Regulation) Act, 1986. Fundamentals of Labour laws, The Constitution of India: Preamble, Fundamental Rights including writs, Directive Principles of State Policy, Jurisdiction of High Courts, Jurisdiction of Supreme Court, Special Leave Petition, The Factories Act 1948, The Contract Labour (Regulation and Abolition) Act 1970, The Minimum Wages Act 1948 and The Payment of Wages Act 1936; The Apprentices Act, 1961, The Maternity Benefit Act 1961.



**(Specialisation-I: HRD)**

**Paper code SWE -4.4**

**Paper Title: HUMAN RESOURCE DEVELOPMENT AND EMPLOYEE WELLNESS**

**Introduction:**

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

**Objectives:**

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

**Course Content**

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

## UNIT IV

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

## UNIT V

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

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

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

### References:

1. Bhattacharyya, Dipak Kumar. 1999      Managing People, New Delhi, Excel Books.
2. Business Today      Managing People: The Business Today, Experiential Guide to Managing Workforce 2000, January 7-21, 1996.
3. Cowling, Alan and James Philip      The Essence of Personnel Management and Industrial Relations, New Delhi, Pentice-Hall of India Pvt., Ltd.
4. Davis, Keith. 1983      Human Behaviour at Work, New Delhi: Tata McGraw-Hill
5. Fisher, Cynthia; Schoenfeldt, Lyle F. and Shaw, James, B. 1997      Human Resource Management, Third Edition, Boston, Houghton Mifflin Company.
6. Jayagopal, R. 1990      Human Resource Development: Conceptual Analysis and Strategies, New Delhi: Sterling Publishers Pvt. Ltd.
7. Moorthy, M. V. 1982      Principles of Labour Welfare, New Delhi, Oxford & IBH.
8. Moorthy, M. V. 1992      Human Resource Management Psycho-Sociological Social Work Approach, Bangalore, R & M Associates.
9. Norman, M. 1960      Psychology in Industry, London, Harrap & Company.
10. Prasad, L. M. 1996      Organisational Behaviour, New Delhi, S. Chand &

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

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

**Research Conference:**

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

**(Specialisation-I: HRD)**

**Code SW-4.6**

**Title: SOCIAL WORK PRACTICUM - V**

**(Concurrent Field Work)**

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



**(Specialisation-I: HRD)**

**Code SW-4.7**

**Title: SOCIAL WORK PRACTICUM – VI:**

**(Block Placement)**

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

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

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

Students are required to send joining report through the Employer and also bring with them a letter of attendance and performance along with hand written block placement report for viva voce examination.

**Introduction:**

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

**Objectives:**

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

**Course Content**

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

**(Specialisation-II: URCD)**

**Paper code SWE -4.4**

**Paper Title: MANAGEMENT OF NON-GOVERNMENTAL ORGANIZATIONS**

**Introduction:**

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

**Objectives:**

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

**Course Content**

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

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

**UNIT IV**

Resource Management for Non- Profits:

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

**UNIT V**

Accounting for Non- Profit Organisations: Basic accounting principles and concepts- Preparation and analysis of financial statements- Ratio analysis, cash flow and fund flow analysis -

Responsibility accounting, performance budgeting and zero base budgeting; Financial Management: Investment, Financing – Management of working capital.

**References:**

1. Chowdhary, D. P 1981. Role of Voluntary Action in Social Welfare Development, New Delhi, Sidhartha Publications.
2. Drucker, Peter, 1983 Managing the Non-Profit Organisation, New Delhi, Macmillan
3. Gangrade, K.D, 1988 Social Welfare and Social Development, New Delhi, Northern Book Centre
4. Garain S, 1998 Organisational Effectiveness of NGOs, Jaipur, University Book House.
5. Jackson, J 1989 Evaluation for Voluntary Organizations, Delhi, Information and News Network.
6. Kapoor, K.K, 1986 Directory of Funding Organisations, Delhi, Information and News Network.
7. PRIA, 1989 NGO – Government Relations, Delhi, PRIA
8. PRIA, 1991 NGOs in India: A Critical Study, Delhi, PRIA
9. Sachdeva, D.R, 1998 Social Welfare Administration in India, Allahabad, Kitab Mahal.
10. Weiner, M, 1982 Human Service Management, Illinois, the Dorsey Press.

**(Specialisation-II: URCD)**  
**Paper code SWE -4.5**  
**Title: RESEARCH PROJECT**

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

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

**Research Conference:**

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

**(Specialisation-II: URCD)**

**Code SW-4.6**

**Title: SOCIAL WORK PRACTICUM - V**

**(Concurrent Field Work)**

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

**(Specialisation-II: URCD)**

**Code SW-4.7**

**Title: SOCIAL WORK PRACTICUM – VI:**

**(Block Placement)**

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

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

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

Students are required to send joining report through the Employer and also bring with them a letter of attendance and performance along with hand written block placement report for viva voce examination.

**(Specialisation-III: MPSW)**

**Paper code SWE -4.3**

**Paper Title: MENTAL HEALTH**

**Introduction:**

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

**Objectives:**

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

**Course Content**

**UNIT I**

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

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

Neuroses

Psychoses

Psychophysiological disorders

Personality disorders

Deliberate self harm

Psychiatric disturbances in children and adolescents

Organic psychotic conditions

Mental retardation.

**UNIT II**

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

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

**UNIT III**

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

**UNIT IV**

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

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

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

**UNIT V**

Mental Health Act, 1987 -  
The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation)  
Act, 1995.  
National Mental Health Policy.  
National Mental Health Programs.

**References:**

1. Ahuja, Niraj 1995  
A Short Textbook of Psychiatry, Third Edition, New Delhi, Jaypee Brothers.
2. Anderson, David. 1982  
Social Work with. Mental Handicap, London, Macmillan Press Ltd.
3. Brody, Elaine M. and Contributors 1974  
A Social Work Guide for Long-term care Facilities, U. S. Department of Health, Education and Welfare, Public Health Service, Maryland: National Institute of Mental Health.
4. Coleman, J. C. 1976  
Abnormal Psychology and Modern Life, Bombay, D. B. Taraporevala and Sons.
5. Dickerson, Martha Ufford. 1981  
Social Work Practice with the Mentally Retarded, New York: Free Press.
6. Friedlander, W. A. 1967  
Introduction to Social Welfare, (Chapter 12: Social Work in Medical and Psychiatric Settings), New Delhi: Prentice-Hall of India.
7. Seligman Robert S 1997  
Understanding Psychology, 4th Edition Tata McGraw Hill Publishing Company Limited, New Delhi
8. Golan, Naomi. 1978  
Treatment in Crisis Situations, New York: Free Press.
9. Humble, Stephen and Unell, Judith (Ed.) 1989  
Self Help in Health and Social Welfare, London: Routledge.
10. Jones, Kathleen. 1972  
A History of the Mental Health Services, London: Routledge and Kegan Paul.
11. Jordan, William. 1972  
The Social Worker in Family Situations, London: Routledge and Kegan Paul.
12. Maudsley, Joshua-o. 1971  
The Therapeutic Community with Chronic Mental Patients, S. Karger.
13. Mishne, Judith (Ed.) 1980  
Psychotherapy and Training in Clinical Social Work, New York: Gardner Press.
14. Page, J. D. 1983  
Abnormal Psychology, New York, McGraw-Hill.



**(Specialisation-III: MPSW)**

**Paper code SWE -4.4**

**Paper Title: PSYCHIATRIC SOCIAL WORK**

**Introduction:**

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

**Objectives:**

1. Familiarize learners to the field Medical & Psychiatric Social Work
2. To equip students with basic knowledge of human anatomy & physiology
3. Help develop understanding and expected competence about the task, role and function of Medical & Psychiatric Social Workers in various settings
4. Know the present status of psychiatric social work department in hospitals and community mental health settings identify the issues.

**Course Content**

**UNIT I**

Introduction to Psychiatric Social Work: Meaning and Scope, historicity in India and abroad, Reasons for its development as a specialty.

**UNIT II**

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

**UNIT III**

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

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

**UNIT IV**

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

**UNIT V**

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

**References:**

1. Banerjee, G. R. 1968

Psychiatric Social Work, Chapter 26, In.  
Wadia, A. R. (Ed.): History and Philosophy of Social  
Work in India, Bombay: Allied Publishers.

**(Specialisation-III: MPSW)**  
**Paper code SWE -4.5**  
**Title: RESEARCH PROJECT**

Students are given broader guidelines for undertaking empirical evidence-based research in the fourth semester independently in the area of their specialization. The students however are required to prepare project proposals, present before Faculty and students and get them approved incorporating suggestions if any during the study of Social Work Research. The format of the research proposal will be provided by the Board of Studies (BOS).

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

**Research Conference:**

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

**(Specialisation-III: MPSW)**  
**Paper code SWE -4.6**

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

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

**(Specialisation-III: MPSW)**

**Paper code SWE -4.7**

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

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

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

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

Students are required to send joining report through the Employer and also bring with them a letter of attendance and performance along with hand written block placement report for viva voce examination.