

**Mahajana Education Society (R)**  
**SBRR Mahajana First Grade College (Autonomous)**  
**PG Wing Pooja Bhagavat Memorial Mahajana Education Centre**  
**KRS Road, Metagalli, Mysuru-570016**  
**Affiliated to University of Mysore,**  
**Re-Accredited by NAAC with 'A' Grade, College with Potential for Excellence**



**PG WING OF SBRR MAHAJANA FIRST GRADE COLLEGE**  
**[AUTONOMOUS]**

**Accredited by NAAC with 'A' grade**  
**Pooja Bhagavat Memorial Mahajana Education Centre**  
**Affiliated to University of Mysore**

**DEPARTMENT OF STUDIES IN**  
**MASTER OF SOCIAL WORK - MSW**  
**SYLLABUS**  
**REGULATIONS, STRUCTURE AND SYLLABUS**  
**JUNE/JULY 2019**

**MASTER OF SOCIAL WORK**  
**DISTRIBUTION OF COURSE CONTENT AND CREDITS**

**Honor's level**

**Papers offered**

**MSW-I Semester**

**Core papers for odd Semesters - Honor's level**

SI No.	Code No.	Paper title	L	T	P	Credits
1	SWHC-1	Social Work – History and Ideologies	2	1	0	3
2	SWHC-2	Society and Dynamics of Human Behavior	2	1	0	3
3	SWHC-3	Work with Individuals and Families	2	1	0	3
4	SWHC-4	Work with Groups	2	1	0	3
5	SWHC-5	Work with Communities	2	1	0	3
6	SWHC-6	Social Work Practicum – I	0	0	3	3
Total Credits						<b>18</b>

**MSW-II Semester**

**Core papers for even semesters - Honor's level**

SI No	Code No.	Paper title	L	T	P	Credits
1	SWHC-7	Management of Developmental and Welfare Services	2	1	0	3
2	SWHC-8	Social Work Research and Statistics	2	1	0	3
3	SWHC-9	Social Work Practicum – II (Social Work Camp and Summer Placement)	0	0	3	3
4	SWHC-10	Social Work Practicum - III	0	0	3	3
5	SWSC-1	Communication and Counseling / or Gandhian Approach to Welfare and Development	2	1	0	3
6	SWSC-2	Personal and Professional Growth / or Population and Environment	2	1	0	3
Total						<b>18</b>

7	SW0E -1	Social Work Practice with Children / or Science of Crime, Penology and Social Work Practice	3	1	0	<b>4</b>
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**MSW-III Semester  
(Odd semester) Masters level**

Sl No.	Code No.	Paper title	L	T	P	Credits
1	SWHC - 11	Human Resource Management	2	1	0	3
2	SWHC -12	Social Work Practicum - IV	0	0	3	3
3	SWSC - 3	Social Work with Tribal and Rural Communities/ or Organisational Behavior and Organisational Development	2	1	0	3
4	SWSC - 4	Preventive and Social Medicine and Medical Social Work/ or Rehabilitation and Aftercare Services	2	1	0	3
5	SWSC - 5	Social Policy, Planning and Development / or Legal System in India	2	0	0	2
<b>Total Credits</b>						<b>14</b>

6	SWOE-2	Gerontological Social Work /or Management of Non-Governmental Organizations	3	1	0	4
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**MSW-IV Semester  
Master's level - even Semester**

Sl No.	Code No.	Paper title	L	T	P	Credits
1	SWHC - 13	Employee Relations and Legislation	2	1	0	3
2	SWHC - 14	Mental Health and Psychiatric Social Work	2	1	0	3
3	SWHC - 15	Major Project	0	0	4	4
4	SWHC - 16	Social Work Practicum - V	0	0	3	3
5	SWHC - 17	Social Work Practicum - VI (Block Placement)	0	0	3	3
6	SWSC - 6	Human Resource Development and Employee Wellness /or Case studies	2  0	0  0	0  2	2  or 2
<b>Total Credits</b>						<b>18</b>
7	SWOE-3	Disaster Management / or Correctional Administration and Services	3	1	0	4

**MASTER OF SOCIAL WORK  
DISTRIBUTION OF PAPER CODE AND CREDITS**

**Honor's level**

**Paper Codes and Credits**

**Core papers for odd semesters I semester MSW**

Paper Code	Paper	L	T	P	Credits
SWHC-1	HC	2	1	0	3
SWHC-2	HC	2	1	0	3
SWHC-3	HC	2	1	0	3
SWHC-4	HC	2	1	0	3
SWHC-5	HC	2	1	0	3
SWHC-6	HC	0	0	3	3
Total					<b>18</b>

**Core papers for even semesters II semester MSW**

Paper Code	Paper	L	T	P	Credits
SWHC-7	HC	2	1	0	3
SWHC-8	HC	2	1	0	3
SWHC-9	HC	0	0	3	3
SWHC-10	HC	0	0	3	3
SWSC-1	SC	2	1	0	3
SWSC-2	SC	2	1	0	3
Total					<b>18</b>

SWOE-1	SWOE	3	1	0	4
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**Master's level**

**Core papers for odd semesters. III semester MSW**

l	Paper Code	Paper	L	T	P	Credits
	SWHC - 11	HC	2	1	0	3
	SWHC – 12	HC	0	0	3	3
	SWSC - 3	SC	2	1	0	3
	SWSC – 4	SC	2	1	0	3
	SWSC - 5	SC	2	0	0	2
<b>Total</b>						<b>14</b>

SWOE-2	SWOE	3	1	0	4
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**Master's level - even semester**

Paper code	Paper	L	T	P	Credits	
SWHC – 13	HC	2	1	0	3	
SWHC – 14	HC	2	1	0	3	
SWHC – 15	HC	0	0	4	4	
SWHC – 16	HC	0	0	3	3	
SWHC – 17	HC	0	0	3	3	
SWSC - 6	SC	2	0	0	2	
		0	0	2	2	
<b>Or</b>						
<b>Total</b>						<b>18</b>

SWOE-3	SWOE	3	1	0	4
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HC= Hard Core Paper, SC= Soft Core Paper, OE= Open Elective, SWP= Social Work Practicum, BP=Block Placement,

SP=Summer Placement, CS= Case Studies, RP= Research Project.

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**SYLLABI**

**Honor's level odd semester (I Semester)**

Odd semester

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

**Credit pattern: L:T:P::2:1:0**

**Total Credits: 3**

**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**

- a. Understand the history of evolution of social work profession, both in India and the West.
- b. Develop insights into the origin and development of ideologies, approaches to social change.
- c. Understand rationale, goals, ideals and ethics for social change.
- d. Understand the perceptions of people and social problems, the status of benefactors and their motives.
- e. Develop skills to understand contemporary reality in its historical context.
- f. 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**

Introduction to Social Work: Social Work Definitions and meaning of Social Work; Basic assumptions of social work, Scope/Fields of Social Work; Social Work and other concepts: social service, social welfare, social development, social reform, social security - Interrelation between social work and other disciplines; - History of social work education in Western countries and India.

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, social work ethics.

**UNIT II**

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

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

Ideologies for contemporary Social Work practice.

### **UNIT III**

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

### **UNIT IV**

Organized and scientific charity - Clinical social work - Ecological social work - Attributes of a profession.

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

Emerging ideologies of professional social work. Relevance of Ideologies for Contemporary Social Work practice

Challenges for social workers in contemporary world.

### **REFERENCES**

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**Journals/ Magazines.**

Economic and Political Weekly, The Indian Journal of Social Work, Lokayan Bulletin and Vikalp.

**Paper Title: SOCIETY AND DYNAMICS OF HUMAN BEHAVIOUR**

**Credit pattern: L:T:P::2:1:0**

**Total Credits: 3**

**INTRODUCTION**

This course provides the learners basic understanding of relevant concepts from social sciences, the social phenomena and development process. Besides, helping/enabling the learner develop skills for social analysis, it aims to introduce the learners to the development of individual across the life span, with a system and an ecological perspective. It also provides an understanding of human development and behavior 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**

- a. Understand the concepts to examine social phenomena.
- b. Develop skills to analyse Indian society and change.
- c. Understand the concepts **change and conflict**.
- d. Understand interactional nature of growth and behavior at various stages in the life span and impact of cultural aspects on the individual.
- e. Apply the information of growth, development and health in social work practice in general and to individuals, groups and communities in particular.

**Course Content**

**UNIT I**

Society and Culture: Social Structure – meaning, status and roles; Culture: meaning and contents - traditions, customs, values, norms, folklore and mores.

Socialization: Meaning, process of socialization – The development of self – Agencies of socialization.

Indian Society: Composition of Indian Society: The concept of unity amidst diversity-

Social stratification in India: Meaning, caste, class divisions, Gender;

Types of social institutions: Marriage, Family, Religion, State and Law-Meaning and Functions; Social Control exercised through the social institutions;

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

**UNIT II**

Social Groups, and Social Control – Primary and Secondary Groups, in-groups and out-groups. Social control through social groups and social institutions. Social Process.

Development – social ideals of Indian Constitution. Fundamental Rights.

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

Theories of Economic Development, Globalization 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 III**

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

Development stages: Infancy, babyhood, childhood, puberty, adolescence, adulthood and aging:

Growth, characteristics, developmental goals, psycho-social adjustment and other adjustments, hazards, lifestyle effects – as relevant to each of these stages;

Principles of growth and development: methods of studying human behaviour, role of heredity and environment, social customs, traditions, values in parenting and child rearing practices; deprivation and development during stages of life span; Indian concept of life span stages.

### **UNIT IV**

Basic human needs: Maslow's hierarchy of needs, physical, psychological and intellectual needs; Stress – Coping and social support.

Motivation, frustration and conflicts – Emotions and emotional behaviour. Personality: Definition, nature, types and assessment of personality.

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

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

## REFERENCES

### UNIT I AND II

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- Development and New International Economic Order, New Delhi: Deep and eep Publications.
- The End of Globalization, London: Random House.
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- Tribal Society in India, New Delhi: Manohar Publishing House.
- Village, Caste, Gender and Method (Essay in Indian Social Anthropology), Delhi: Oxford University Press.
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### **UNIT III AND IV**

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### **Journals/ Magazines**

*Sociological Bulletin* (Journal of the Indian Sociological Society). Contribution to Indian Sociology.

*Social Change, Issues and Perspectives* ( Journal of the Council for Social Development).

*Economic and Political Weekly*, EPW Research Foundations, Mumbai.



## **Odd Semester**

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

**Credit pattern: L:T:P::2:1:0**

**Total Credits: 3**

### **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**

- a. Understand casework as a method of social work, and appreciate its place in social work practice.
- b. Understand the values and principles of working with individuals and families.
- c. Develop the ability to critically analyze problems of individuals and families and factors affecting them.
- d. Enhance understanding of the basic concepts, tools and techniques in working with individuals and families, in problem-solving and in developmental work.
- e. 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 casework: Individualization, acceptance, non-judgmental attitude, participation, relationship, effective communication of feeling, client self-determination, and confidentiality.

Components of social casework: The person, the problem, the place and the process. Process in casework: Study, assessment, intervention, evaluation, follow-up, and termination.

#### **UNIT II**

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 Theory, Family intervention, Behavioural modification, Transactional analysis, Client Centered Approach and Holistic approach.

#### **UNIT III**

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 IV**

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**

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Odd Semester

**Paper Title: Work with Groups**

**Credit pattern: L:T:P::2:1:0**

**Total Credits: 3**

### **INTRODUCTION:**

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

### **OBJECTIVES :**

- a. To develop awareness about the specific characteristics of Group Work and its contributions as a method of social work intervention,
- b. To gain knowledge about group formation and the use of a variety of group approaches.
- c. To 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.
- d. To identify the various situations and settings where the method could be used in the context of social realities of the country.

### **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

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.

### **UNIT II**

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.

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.

Bond, sub-groups, role. Leadership - Isolation - Decision making - Conflict –

Communication -Relationships.

### **UNIT III**

- 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- Models and Approaches of group work

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

### **UNIT IV**

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

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

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

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## **Odd Semester**

**Paper Title: WORK WITH COMMUNITIES**

**Credit pattern: L:T:P::2:1:0**

**Total Credits: 3**

### **INTRODUCTION**

Community organization / development, 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 Organization 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:**

- a. Understand the critical elements of community organization practice.
- b. Enhance critical understanding of the models and strategies for community Organization practice.
- c. Make the micro-macro connections between the ranges of complex issues in Practice.
- d. Develop attitudes conducive to participatory activities for civil society.

### **Course Content**

#### **UNIT I**

Community: Concept, characteristics, types and functions.

Community organization practice: Definition of community organization. Values and principles of Community Organizations. Ethics of community organization practice.

Understanding Human Rights in community organization practice.

Historical development of community organization practice.

Gender and Empowerment: Gender sensitive community organization practice

## **UNIT II**

Models and Strategies of Community Organization - Locality Development Model - Social Planning Model - Social Action Model

Select methods of public interest: Mobilization, litigation, protests and demonstrations, Dealing with authorities

Public Relations, Planning, Monitoring and Evaluation - Roles in different models attributes and attitude.

## **UNIT III**

Community Organization as a Method: Relevance of community organization as a Method across different spheres of social work intervention and relook at own attitudes.

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

Role of community organizer: Organizer, enabler, motivator, counselor...

Fund raising and its techniques.

## **UNIT IV**

Human rights : Understanding human rights, need for the protection of human rights.

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

Current debates in Community Organization Practice: Emerging issues - Impact of Macro policies. NGO working with Community.

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### **Journals**

Community Development journal : An International Forum, UK, Oxford University Press.  
Development and change, Hague Blackwell Publisher.

## **Odd semester**

**Title: SOCIAL WORK PRACTICUM - I**

**Credit pattern: L:T:P::0:0:3**

**Total Credits: 3**

**Orientation** provides information regarding.

- i. The importance and place of the practicum in the educational programme.
- ii. The purpose, functions and ethics in professional practice.

In the first four weeks, the learners may make a local directory to include emergency numbers of Hospitals/ PHCs/ Police/ Panchayath Office and Network Agencies along with references to other developmental and welfare services in the location.

**Visits** - 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.)

**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, 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.

## Honor's level even semester (II Semester)

Even semester

### **Paper Title: MANAGEMENT OF DEVELOPMENTAL AND WELFARE SERVICES**

**Credit pattern: L:T:P::2:1:0**

**Total Credits: 3**

#### **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**

- a. 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.
- b. Understand policies and procedures involved in establishing and maintaining human service organizations.
- c. Acquire skills to network and participate in the management of resources – human, material and environmental.
- d. Develop skills to participate in management of programmes, as a part of the interdisciplinary team and initiate as well as develop new programmes.
- e. Develop ability to analyze the practices applied in specific settings

#### **Course Content**

##### **UNIT I**

Social Services: Social service, Social security, social development and social welfare – concept- Need for welfare and developmental organisations, Factors determining social welfare programmes, Development and Welfare organizations“ response to societal needs; role of state, voluntary and corporate sector.

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.

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

## **UNIT II**

Physical: 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 III**

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 IV**

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

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- Training Methodology in Development, New Delhi: Society for Participatory Research in Asia.
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Even semester

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

**Credit pattern: L:T:P::2:1:0**

**Total Credits: 3**

**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**

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

**Course Content**

**UNIT I**

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

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

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

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

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



importance, uses and requirements.

## **UNIT II**

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

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

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

Methods of collection of primary data:

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.

Secondary data: Official data, personal documents, problem in the use of secondary data

## **UNIT III**

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

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

## **UNIT IV**

Statistics: Definition, functions and importance Measures of Central Tendency; Measures of Dispersion.

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

SPSS package.

## **REFERENCES**

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Even semester

**Title: SOCIAL WORK PRACTICUM - II:**

**Credit pattern: L:T:P::0:0:3**

**Total Credits: 3**

**SOCIAL WORK CAMP:**

Rural/ Tribal camps with a duration of 10 days - provide opportunities to experience rural life, analyze rural dynamics, and observe the functioning of local self government and voluntary organisations. This experience aids peer participation in planning for activities for own group and those for local people. It also helps develop skills to carry out, evaluate, and report the experience.

**SUMMER PLACEMENT:**

Summer Placement - provides an opportunity to experience day-to-day work in a setting. The learner gets involved with direct practice with the client system and with the ongoing management operations of the setting. The time frame recommended for this experience is about three weeks, after the first year of the post-graduate programme. The learner may use the same setting for data collection of Term project.

The student has to execute a term project during the summer placement and is expected to select a theme relevant to current social issues in consultation with the supervisor and make an exhaustive survey of literature on the chosen theme including empirical studies made on the same.

Further, the student shall also collect the experiences or opinions of people on the issues and make a detailed presentation.

Flexibility is accorded in planning and executing the term project. Creative and analytical approaches are to be carried out.

Even semester

**Title : SOCIAL WORK PRACTICUM - III**

**Credit pattern: L:T:P::0:0:3**

**Total Credits: 3**

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.

Even semester

**Paper title: COMMUNICATION AND COUNSELING**

**Credit pattern: L:T:P::2:1:0**

**Total Credits: 3**

**INTRODUCTION**

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

**OBJECTIVES**

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

**UNIT I**

Communication: Meaning and importance of communication.

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

Basics of Communication.

Education and communication for national development.

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

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

## **UNIT II**

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

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

Impact of mass communication on society, family, marriage and child development.  
Communication Analysis and Planning: Planning and executing a communication campaign on an issue using various methods of communication.

## **UNIT III**

Counseling: Definition, nature and goals, areas of counseling; Historical background and origins of counseling, ethical nature of counseling, qualities of an effective counselor.

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

Counseling and Psychotherapy - Skills in counseling - Establishing the relationship.

Process of Counseling.

Approaches to Counseling: Approaches; Theoretical base, thrust, goals, key concepts, techniques - Approaches like person-centered, rational-emotive, behavioral approaches, gestalt, existential approaches, Egan's three stage model, eclectic model.

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

## **UNIT IV**

Couple and Family Counseling: Issues in such counseling, its process and stages.

Crisis Counseling, Group Counseling: Counseling for groups - Process, advantages and disadvantages of group counseling.

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

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The True Essence of Helping, New York,  
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Even semester

**Paper Title : GANDHIAN APPROACH TO WELFARE AND  
DEVELOPMENT**

**Credit pattern: L:T:P::2:1:0**

**Total Credits: 3**

**INTRODUCTION**

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

**OBJECTIVES**

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

**Course Content**

**Unit I**

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

**Unit II**

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

**Unit III**

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

**Unit IV**

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

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

Gramdan

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

## REFERENCES

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2. Bandopadhyaya, J 1969 Social and Political Thought to Gandhi, Bombay: Allied Publishers
3. Gandhi, M.K Social Service, Work and Reform; 3 Volumes, Ahmedabad: Navijivan Press
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7. Mishra, R.M 1972 Bhoodan Movement in India, Delhi : S Chand.
8. Nanda, B.R 1985 Gandhi and His Critics, Delhi: Oxford University Press
9. Narayan, J 1965 From Socialism to Sarvodaya, Varanasi: Sarva Seva Sangh
10. Palkhiwala, N 1986 Relevance to Gandhi, New Delhi: Gandhi Peace Foundation.
11. Unitahna, T.K.N 1979 Gandhi and Social Change, Jaipur: Rawat Publications

Even semester

**Paper title: PERSONAL AND PROFESSIONAL GROWTH.**

**Credit pattern: L:T:P::2:1:0**

**Total Credits: 3**

## **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**

- a. Understand self as a being, as one in the process of becoming and experience self-awareness.
- b. Examine own values and attitudes and explore choices made to express self in own environment.
- c. Develop positive life skills and practice self-help methods for integration and for stress reduction.
- d. 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.

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

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

Spirituality and Growth.

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Education Review*, 5 (1), 84 -99.

Even semester

**Paper Title : POPULATION AND ENVIRONMENT**

**Credit pattern: L:T:P::2:1:0**

**Total Credits: 3**

## **INTRODUCTION**

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

### **OBJECTIVES:**

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

### **Course Content**

#### **UNIT I**

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

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

#### **UNIT II**

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

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

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

#### **UNIT III**

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

## UNIT IV

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

## REFERENCES

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  13. Sapru, R.K (Ed.) 1987 Environment Management in India, Vol. II, New Delhi: Ashish Publishing House
  14. Satapathy, N. 1998 Sustainable Development ( An Alternative Paradigm), Ahmedabad: Karnavati Publications.
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  16. Sharma, P.D. 1995 Ecology and Environment, New Delhi: Rastogi Publishers.

Open Elective

**Paper Title: SOCIAL WORK PRACTICE WITH CHILDREN**

**Credit pattern: L:T:P::3:1:0**

**Total Credits: 4**

**INTRODUCTION**

Children are the future of human society. Profession of social work has to work with children in difficult 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**

- a. To understand children facing difficult circumstances and the impact of difficult circumstances on children's development.
- b. To gain an overview of agencies where children form the major client group, and appropriate evaluation of children's problems.
- c. 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 parent 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 - paediatric 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.

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

### **REFERENCES**

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Open Elective

**Paper Title: SCIENCE OF CRIME, PENOLOGY AND SOCIAL WORK**

**PRACTICE**

**Credit pattern: L:T:P::3:1:0**

**Total Credits: 4**

**INTRODUCTION**

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

**OBJECTIVES**

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

**Course Content**

**UNIT I**

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

**UNIT II**

**Penology:** Meaning, definition, historical perspective, scope.

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

reformatory theory.

Efficacy of punishment.

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

Forms of Punishment: Corporal and capital punishment - pros and cons. Agencies involved in criminal justice system: Correctional institutions. Impact of imprisonment, maintenance of prisons, staff dynamics.

### **UNIT III**

**Victimology:** Meaning, definition, historical perspective, scope of the study. Problems of victims - physical, psychological, socio-cultural.

Victim offender relationship.

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

Compensation and restitution measures.

### **UNIT IV**

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

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

Human Rights in the context of crime and punishment - Agencies to protect Human Rights - National Human Rights Commission, State Human Rights Commissions, Right to information Act and in the context of Human Rights violation,

Social Work measures with the Police, the Judiciary and the prison staff - Job stress, burn out and other issues.

## REFERENCES:

1. Ahuja, Ram 1996 Youth and Crime, Jaipur, Rawat Publications
2. Ahuja, Ram 2006 Criminology: New Delhi, Rawat Publications
3. Bhattacharya, S.K 1985 Social Defence: An Indian Perspective, Delhi, Manas Publications
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Odd Semester

**Paper Title: HUMAN RESOURCE MANAGEMENT**

**Credit pattern: L:T:P::2:1:0**

**Total Credits: 3**

### **INTRODUCTION**

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

### **OBJECTIVES**

- a. Develop managerial skills in different functional areas of management with practical focus on HRM.
- b. Develop the competence to evolve the problem-solving approaches by applying conceptual and behavioural skills.
- c. Develop interpersonal skills/ competence and leadership qualities to work in a group with team building approach.
- d. Develop sound theoretical base in various concepts and theories to enable the student to develop a broad perspective of the management field.
- e. Distinguish the strategic approach to Human Resources from the traditional functional approach.
- f. 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, Organogram, reporting structure.

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 II**

Talent Acquisition: Goals; polices, sources and methods. Selection: Concept, process. Talent



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

### **UNIT III**

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 IV**

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 Social Responsibility (CSR), Corporate Ethics, Values and SHRM, Competencies of HR professional in a SHRM scenario.

### **REFERENCES**

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3. Chalofsky, Neal E and , Reinhart, Carlene. 1988 Effective Human Resource Management London : Jossey Bass.
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5. Desai, K. G. 1969 Human Problems in Indian Industries, Bombay, Sindhu
6. Famularo, Joseph 1987 Handbook of Human Resource Administration, McGraw-Hill.
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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.

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The Essence of Human Resource Management, New Delhi, Prentice – Hall of India Pvt. Ltd.
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Odd semester

**Title: SOCIAL WORK PRACTICUM - IV**

**Credit pattern: L:T:P::0:0:3**

**Total Credits: 3**

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.

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.

Odd semester

**Paper Title : SOCIAL WORK WITH TRIBAL AND RURAL COMMUNITIES.**

**Credit pattern: L:T:P::2:1:0**

**Total Credits: 3**

**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**

- a. Develop an understanding of tribal and rural communities.
- b. Understand the characteristics and problems of tribal and rural communities.
- c. Acquire knowledge about the contribution of Governmental and Non-governmental Organisations to tribal and rural development.
- d. Develop an understanding of the functions of Panchayath Raj Institutions with particular reference to Karnataka.
- e. 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 organizations.

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 in a particular area.

Social Work Practice in Tribal Development: Community organization as a method of intervention, Participatory Rural Appraisal (PRA), Logical Framework approach/Analysis (LFA), Intervention strategies in community settings: awareness buildings, organizing, activating, people's participation, negotiating, • lobbying and, resolving group conflicts.

### **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, Bonded labor, Low wages, Unemployment, Underemployment, and other forms of exploitations.

### **UNIT IV**

Current Rural Development Programmes in India:

Council for the Advancement of People's Action and Rural Technology (CAPART) and other Rural Development.

Poverty alleviation programmes.

Panchayath Raj System in Karnataka and its role in rural and tribal development.

Role of social worker in tribal and rural development programme.

## REFERENCES:

1. Barnabas, A. P. 1987 Rural Community Development in India, In Encyclopedia of Social Work in India, Vol. II, New Delhi: Ministry of Welfare, Government of India,
2. Bhalla, Alok and Bumke, Peter J. (Eds) 1992 Images of Rural India in the 2nd Century, New Delhi; Sterling Publishers Pvt. Ltd.
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21. Swaminathan, M. S. 1982  
Science and Integrated Rural. Development,  
New Delhi: Concept Publishing company.

Odd Semester

**Paper Title: ORGANIZATIONAL BEHAVIOUR AND ORGANIZATIONAL  
DEVELOPMENT**

**Credit pattern: L:T:P::2:1:0**

**Total Credits: 3**

**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:**

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

**Course content**

**UNIT I**

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

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

Assertiveness Training: Benefits of assertiveness – components of assertive behavior, measuring assertiveness, handling fear, handling anger, handling

depression, developing assertive behavior skills, assertiveness on the job, assertiveness in interpersonal relations.

## **UNIT II**

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

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

## **UNIT III**

Leadership: Meaning, 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.

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

## **UNIT IV**

Organizational Conflict: Concepts, causes and types, conflict-resolution strategies.

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

Stress and Burn Out: Concepts, causes, consequences and coping strategies. Managerial Ethics: Individual ethics, ethical dilemmas in management, Ethical practices of Indian Managers, Corporate ethics.



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Odd semester

**Paper code: SWSC-4**

**Paper Title: PREVENTIVE AND SOCIAL MEDICINE AND MEDICAL  
SOCIAL WORK**

**Credit pattern: L:T:P::2:1:0**

**Total Credits: 3**

## **INTRODUCTION**

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

## **OBJECTIVES**

- a. Understand the concept and dimensions of health.
- b. Understand the issues related to the prevention, clinical features and treatment of major communicable and non-communicable diseases.
- c. Trace the historical development of medical social work in India and abroad.
- d. Understand the nature of medical social work services.
- e. Understand the tenets of National Health Policy of India and modernization of community based health care services. .
- f. 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**

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

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

### **UNIT III**

Medical Social Work: Meaning, Definition and Scope - Historical background and nature: Medical Social Work in India and Abroad - Team work and Multidisciplinary approach in health care; Organization and administration of medical social work departments in hospitals.

Patient as a person and Role of Social Worker: Understanding the patient as a person; Illness behaviour and treatment behaviour of the patient - Impact of illness on the patient and family.

Role of social worker with patients and their families - Rehabilitation.

### **UNIT IV**

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

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

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 and others.

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Education and Welfare, Public Health  
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Health and Basic Services, New Delhi, UNICEF South Central Asia Regional Office.

Odd Semester

**Paper Title: REHABILITATION AND AFTER CARE SERVICES**

**Credit pattern: L:T:P::2:1:0**

**Total Credits: 3**

**INTRODUCTION**

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

**OBJECTIVES:**

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

**Course Content**

**UNIT I**

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

**UNIT II**

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

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

### **UNTI III**

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

Approaches: Therapeutic community, behavior modifications, transactional analysis and eclectic approach

### **UNIT IV**

Practice of Social work methods in the process of rehabilitation: Case work, group work, community organisation, research, administration and social action.

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

International trends and national initiatives in the rehabilitation scenario.

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Odd semester

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

**Credit pattern: L:T:P::2:0:0**

**Total Credits: 2**

**INTRODUCTION**

The course introduces the learner as to 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**

- a. Gain knowledge of policy analysis and the policy formulation process.
3. Acquire skills in critical analysis of social policies and development plans.
4. 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.
- d. Critically understand the concept, content and process of social development.
- e. Develop the capacity to identify linkages among social needs, problems, development issues and policies.
- f. 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, e.g. Policies concerning education, health, social welfare, women, children, welfare of backward classes, social security, housing, youth, population and family welfare, environment and ecology, urban and rural development, 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 NITI AYOOG - Coordination between Centre and State, need for decentralization - Panchayath Raj - people participation.

### **UNIT IV**

Social Development: Concept of social development - Current debates of development - Approaches to development - Development indicators.

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

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Urban Planning and Policies - Part A,  
New Delhi: Concept Publishing Co.

### **Recommended Journals / Periodicals**

Alternatives; Development and Change; Economic and Political Weekly.

Odd Semester

**Paper Title: LEGAL SYSTEM IN INDIA**

**Credit pattern: L:T:P::2:0:0**

**Total Credits: 2**

## **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**

- a. Acquire information on the legal rights of people.
- b. Develop an understanding of the legal system and get acquainted with the process of the legal system with emphasis on functioning in India.
- c. Understand the role of the police, prosecution, judiciary and correction.
- d. 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.

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 II**

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 III**

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 IV**

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.

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## **Open Elective**

**Paper Title: GERONTOLOGICAL SOCIAL WORK**

**Credit pattern: L:T:P::3:1:0**

**Total Credits: 4**

### **INTRODUCTION**

Changing demographic profile in India has led to rise in the number of elderly as never before. Along with the enhanced longevity, a number of issues related to care and management of elderly have come into focus. Social work as a profession concerned with providing professional service to the needy, has recognized the need to address the concerns of the senior citizens. The paper envisages training the learners in professional social work practice with the elderly.

The paper focuses on senior citizens as target client group for social work intervention; the paper deals with the issues, concerns, problems and social work methods in facilitating healthy adaptation of the client group in the current Indian context.

### **OBJECTIVES:**

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

### **Course Content**

#### **UNIT I**

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

## **UNIT II**

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

## **UNIT III**

Care settings for elderly: General hospitals, geriatric wards/ hospitals, home-based care, homes for the aged, nursing homes, day-care-centers, hobby centers, and facilities for homeless elderly, elder helpline, and senior citizen forum.

Tools for assessment of the problems of elderly, intervention and follow up services and evaluation.

## **UNIT IV**

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

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

National Policy on Older Persons, Legal and governmental welfare benefits for senior citizens, Role of HelpAge India and other prominent Organisations working for elderly.

International scenario

## **REFERENCES**

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## **JOURNALS.**

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

## **Open Elective**

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

**Credit pattern: L:T:P::3:1:0**

**Total Credits: 4**

#### **INTRODUCTION**

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

#### **OBJECTIVES**

- a. Develop an understanding about the role of NGOs in societal development.
- b. Develop knowledge about management of NGOs.
- c. 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 for NGOs.

##### **UNIT III**

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

market and business-NGI- Corporate relationship.

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

#### **UNIT IV**

Resource Management for Non- Profits:

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

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**

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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,  
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10. Weiner, M, 1982                        Human Service Management, Illinois, The  
Dorsey Press.

## **Master's level even semester (IV Semester)**

Even Semester

**Paper Title: EMPLOYEE RELATIONS AND LEGISLATIONS**

**Credit pattern: L:T:P::2:1:0**

**Total Credits: 3**

### **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**

- a. Develop the skills of interpersonal relationship as per organizational requirement.
- b. Understand the trends and dynamics between the partners in the organisation.
- c. Enhance the knowledge on organisational performance, role and responsibility.
- d. Develop the knowledge on various statutory / legal aspects influencing the organizations.
- e. To stimulate thinking on rationale behind the Laws and their enforcement.

### **Course Content**

#### **UNIT I**

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 – 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**

Employee Legislations: - 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, The Factories Act 1948, The Contract Labour (Regulation and Abolition) Act 1970, The Minimum Wages Act 1948 and The Payment of Wages Act 1936; The Apprentices Act, 1961, The Maternity Benefit Act 1961.

## **UNIT IV**

The Trade Union Act 1926, The Industrial Employment (Standing Orders) Act 1946, The Industrial Dispute Act 1947, The Employment Exchanges (Compulsory Notification of Vacancies) Act 1958. Introduction to Right to Information Act, Intellectual Property Rights, Patent Law, Copyrights, Trademark Law.

Collective Bargaining: Definitions, characteristics, critical issues in collective bargaining, theories of collective bargaining, Hick’s Analysis of Wages settlement.

under collective bargaining, conflict-choice model of negotiation, Behavioral Theory of Labor Negotiation, Collective Bargaining in India, Collective bargaining in practice, levels of bargaining, coverage and duration of agreements, administration of agreements, negotiating a contract, the negotiation process, effective negotiation, negotiation and collective bargaining, post negotiation – Administration of the agreement.

Employee relations in knowledge based industry - Concepts of self-managed teams (SMT) - Changing employee/ employer and trade union relationship. Current rules of Taxation of Salaries.

Labor Welfare Officer - Duties and functions; Social Work in Industry.

## REFERENCES

1. Achar, M. R. 1976                      Labour Rules in Karnataka, Bangalore, Shree Vidya Printers.
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3. Dasgupta, S. K.                         Industrial Law, Sterling Publishers Pvt. Ltd.

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22. Srivastava S C, 2009 Industrial Relations and Labour Law. New Delhi, Vikas Publishing House Pvt Ltd.
23. Subramanian, H. N. 1967 Labour Management Relations in India, Bombay, Asia Publishing House.
24. Tripathi, P. C. 1989 Personnel Management and Industrial Relations, New Delhi, S. Chand and Sons,.
25. Tyagi, B. P. 1976 Labour Economics and Social Welfare, Meerut, Jai Prakash Nath & Co.
26. Vaid, K. N. 1970 Labour Welfare in India, New Delhi, Sri Ram Centre for Industrial Relations.
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Even Semester

**Paper Title: MENTAL HEALTH AND PSYCHIATRIC SOCIAL WORK**

**Credit pattern: L:T:P::2:1:0**

**Total Credits: 3**

## **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**

- a. Understand the concepts 'mental health' and 'mental illness'.
- b. Understand the signs and symptoms, etiology, diagnosis and treatment of mental health problems.
- c. Understand different services for the care of mentally ill.
- d. Understand historical background of psychiatric social work in India and abroad. Understand the nature of psychiatric social work services and relevance of team work.
- e. Understand the nature of collaboration with voluntary organisations for the welfare of mentally ill.
- f. Identify the issues related to psychiatric social work department in hospitals and 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
- Psycho physiologic disorders
- Personality disorders
- Psychiatric disturbances in children and adolescents
- Organic psychotic conditions

- Mental retardation.

## **UNIT II**

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

Practice of Social Work: Importance of home visit and visit to the place of work - Role of family in the treatment of mentally ill - Preparing the family and community for the return of the affected individual, follow-up.

## **UNIT III**

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 voluntary organisations, governmental-agencies and paraprofessionals in the welfare of mentally ill.

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 IV**

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

Community mental health and social work, NMHP, Innovations like Satellite clinics, district mental health programme etc.

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

Mental Health Act, 1987.

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

## REFERENCES

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Wadia, A. R. (Ed.): History and Philosophy of Social Work in India, Bombay: Allied Publishers.
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care  
Contributors 1974 A Social Work Guide for Long-term Facilities, U. S. Department of Health, Education and Welfare, Public Health Service, Maryland: National Institute of Mental Health.
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13. Hudson, Barbara L. 1982 Social Work with Psychiatric Patients, London: Macmillan.
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Mental Hospitals in India and Social Work Service, Delhi School of Social Work.
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Social Work - An Introduction to the Field, (Chapter 9: Psychiatric Social
23. Todd, F. Joan. 1967  
Social Work with the Mentally Subnormal, New York: Routledge and Kegan Paul.
24. Towle, Charlotte. 1941  
Social Case Records from Psychiatric Clinics with Discuss Notes, Chicago; Illinois: University of Chicago Press.
25. Yelloly, Margaret. 1980  
Social Work Theory and Psychoanalysis, New York: Van Nostrand Reinhold Company.
26. National Mental Health Programme for India



Even Semester

**Title: MAJOR PROJECT**

**Credit pattern: L:T:P::0:0:4**

**Total Credits: 4**

Students are given broader guidelines for undertaking empirical evidence-based project in the fourth semester, either independently or by forming a small team comprising of three to four students. In case of group project 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 will prepare the set of guidelines for presenting the report.

Evaluation of the 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.

Even semester

**Title : SOCIAL WORK PRACTICUM – V**

**Credit pattern: L:T:P::0:0:3**

**Total Credits: 3**

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.

Even semester:

**Title: SOCIAL WORK PRACTICUM – VI: (BLOCK PLACEMENT)**

**Credit pattern: L:T:P::0:0:3**

**Total Credits: 3**

Block Placement - enables learners to integrate learning and generate newer learning by participating in the intervention process over a period of 6 weeks continuously, in a specific agency. Usually, block field work is provided at the end of the two-year programme. There shall be a professionally qualified worker in the setting willing to plan orientation and provide consultation, when needed.

Even semester:

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

**Credit pattern: L:T:P::2:0:0**

**Total Credits: 2**

### **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**

- a. To develop multi facets of the personality and to build self confidence.
- b. To develop a spirit of continuous learning and innovation.
- c. To strengthen the competency base of individuals, teams and organization and also familiar with the organizational culture.
- d. Understand and further the organization culture.
- e. To appreciate the importance of bottom-line focus to the Human Resource function and trend toward HR Accountability.
- f. To understand the various approaches to and techniques of measuring HR issues.
- g. 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. 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. 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 Effectiveness Index, HR Key Indicators, HR MBO (Management by Objectives).

Instructional Technology: Learning and HRD; Building Learning Organization: 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; 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 III

**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, vestibule, training, management games, case study, programmed instruction, team development, and sensitivity training; review of training programs.

### UNIT IV

**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.

## REFERENCES

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3. Cowling, Alan and James Philip                      The Essence of Personnel Management and Industrial Relations, New Delhi, Pentice-Hall of India Pvt., Ltd.
  
4. Davis, Keith. 1983    Human Behaviour at Work, New Delhi: Tata McGraw-Hill
  
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6. Jayagopal, R. 1990    Human Resource Development: Conceptual Analysis and Strategies, New Delhi: Sterling Publishers Pvt. Ltd.
  
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15. Singh M. K. and Bhattacharya (Eds.) 1990 Personnel Management, New Delhi : Discovery Publishing House.
16. Vroom, V. H. and Grant, L. 1969 Organisational Behaviour and Human Performance, New York. Wiley.

Even Semester

Even

**Title: CASE STUDIES**

**Credit pattern: L:T:P::0:0:2**

**Total Credits: 2**

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

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

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

Open Elective

**Paper Title: DISASTER MANAGEMENT**

**Credit pattern: L:T:P::3:1:0**

**Total Credits: 4**

**INTRODUCTION**

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

**OBJECTIVES**

- a. Understand key concepts, theories and approaches of disaster management with specific reference to Indian context
- b. Develop skills to analyse factors contributing to disaster
- c. Develop an understanding of the process of disaster management
- d. 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; 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 II**

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 III**

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 IV**

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

## REFERENCES

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World Disaster Report  
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13. Siporin, M 1966 "The Experience of Aiding the Victims of Hurricane "Betsy", Social Service Review, Vol. 10
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Open Elective:

**Paper Title: CORRECTIONAL ADMINISTRATION AND SERVICES**

**Credit pattern: L:T:P::3:1:0**

**Total Credits: 4**

## **INTRODUCTION**

This course introduces the basics of the administration of correctional institutions and the integrated services provided to persons in conflict with law so as to reintegrate them into the mainstream of society as law abiding citizens.

### **OBJECTIVES:**

- a. To acquaint with the correctional institution and non-institutional programmes.
- b. To understand the different services for juvenile, young and adults offenders and also to understand the legal provisions and procedures for their assistance.
- c. To understand the role of custodial staff in the process of correction and rehabilitation.
- d. To understand the structure, function ,treatment and facilities provided by the institutions.

### **Course content**

#### **UNIT I**

Institutional systems - Introduction to correctional administration. History of Correctional Administration in India - Concept, objectives and functions of Correctional administration.

Institutional protection for children and young offenders - Juvenile Justice (Care and Protection of Children) Act -2002, 2005.

Observation Home, Juvenile Home for Boys and Girls and their functions. District Shelter for boys and girls and their functions.

#### **UNIT II**

Institutional Treatment for Released Offenders and Convicts.

Prison - Historical development of prison system- Indian Prison Act, Prison Manual (Karnataka).

Prison administration, prison labor, prison discipline and prison education Pre-release programmes, prisoners' welfare board.

Open-air prison - Historical development of Open-air prison system, organization and administration.

#### **UNIT III**

