



# **RANI CHANNAMMA UNIVERSITY, BELAGAVI**

**COURSE STRUCTURE AND SYLLABUS**  
**As per the Choice Based Credit System (CBCS)**  
**for**  
**MASTER OF SOCIAL WORK (M.S.W)**

**w.e.f**

**Academic Year 2020-21 and onwards**

# RANI CHANNAMMA UNIVERSITY, BELAGAVI

## DEPARTMENT OF STUDIES IN SOCIAL WORK UNDER THE SCHOOL OF SOCIAL SCIENCES

### Course Structure and Syllabus for Post-Graduate Programme in Master of Social Work (M.S.W) under Choice-Based Credit System (C.B.C.S)

w.e.f. 2020-21

#### SEMESTER – I

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	MSW 1.1	HC (T)	Introduction to Social Work (History, Philosophy and Ideology)	4	3	20	80	100	4
2.	MSW 1.2	HC (T)	Social Case Work	4	3	20	80	100	4
3.	MSW 1.3	HC (T)	Social Group Work	4	3	20	80	100	4
4.	MSW 1.4	HC (T)	Community Organisation and Participatory Development	4	3	20	80	100	4
5.	MSW 1.5	HC (P)	Social Work Practicum – I (Orientation Lectures & Visits, Skill Lab and Camp)	1 per student*	Viva-Voce	20	80	100	4
6.	MSW 1.6	SC/E (T)	1.6 a. Professional Competencies for Social Work OR 1.6 b. Development Communication OR 1.6 c. Life Skills	4	3	20	80	100	4
<b>Total</b>								<b>600</b>	<b>24</b>

T: Theory, P: Practical, HC: Hard Core, SC: Soft Core, E: Electives.

\* *The UGC Model Curriculum for Social Work Education* (2001, p. 14) states that “... each learner should get about forty-five to sixty minutes of individual instruction” (enclosed as “Annexure 1”) for Social Work Practicum. Thus, it may be noted that the instructional hours for “Social Work Practicum” for each of the Faculty vary depending on the number of students allocated to them. Hence, for a batch of eight students, for example, the Faculty is expected to provide eight hours of individual and group instructions as has been laid down in the syllabus. Further, since Papers pertaining to “Social Work Practicum” are of Practical nature, **two instructional hours are treated as equal to one hour of theory class**. Thus, for example, the workload for the faculty guiding a batch of eight students for Social Work Practicum can be treated as 4 hours per week (i.e. 8 Hrs/2 = 4 Hrs). Needless to say that the workload for each of the Faculty increases proportionately with the increase in the number of students allocated under his/her guidance for Social Work Practicum in keeping with the guidelines given in *The UGC Model Curriculum for Social Work Education* (2001, p. 14) as specified above (i.e. forty-five to sixty minutes of instruction for each student).

## SEMESTER – II

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	MSW 2.1	HC (T)	Social Work Administration and Social Action	4	3	20	80	100	4
2.	MSW 2.2	HC (T)	Psychological Foundation for Social Work	4	3	20	80	100	4
3.	MSW2.3	HC (T)	Social Sciences Foundation for Social Work	4	3	20	80	100	4
4.	MSW2.4	HC (T)	Fields of Social Work Practice	4	3	20	80	100	4
5.	MSW 2.5	HC (P)	Social Work Practicum – II (Concurrent Field Work & Summer Placement)	1 per student*	Viva-Voce	20	80	100	4
<b>Open Elective Course (OEC)</b>									
6.	MSW2.6	OEC (T)	Management of Non-Governmental Organisation	4		20	80	100	4
<b>Total</b>								<b>600</b>	<b>24</b>

T: Theory, P: Practical, HC: Hard Core, OEC: Open Elective Course.

\* *The UGC Model Curriculum for Social Work Education* (2001, p. 14) states that “... each learner should get about forty-five to sixty minutes of individual instruction” (enclosed as “Annexure 1”) for Social Work Practicum. Thus, it may be noted that the instructional hours for “Social Work Practicum” for each of the Faculty vary depending on the number of students allocated to them. Hence, for a batch of eight students, for example, the Faculty is expected to provide eight hours of individual and group instructions as has been laid down in the syllabus. Further, since Papers pertaining to “Social Work Practicum” are of Practical nature, **two instructional hours are treated as equal to one hour of theory class**. Thus, for example, the workload for the faculty guiding a batch of eight students for Social Work Practicum can be treated as 4 hours per week (i.e. 8 Hrs/2 = 4 Hrs). Needless to say that the workload for each of the Faculty increases proportionately with the increase in the number of students allocated under his/her guidance for Social Work Practicum in keeping with the guidelines given in *The UGC Model Curriculum for Social Work Education* (2001, p. 14) as specified above (i.e. forty-five to sixty minutes of instruction for each student).

## SEMESTER – III

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	MSW 3.1	HC (T)	Social Legislation and Social Policies	4	3	20	80	100	4
2.	MSW 3.2	HC (T)	Social Work Research and Statistics	4	3	20	80	100	4
<b>Specialization - A: Human Resource Development (HRD)</b>									
3.	MSW 3.3 A	HC (T)	Human Resources Management and Occupational Social Work	4	3	20	80	100	4
4.	MSW 3.4 A	HC (T)	Labour Legislation and Employee Relations Management	4	3	20	80	100	4
5.	MSW 3.5 A	HC (P)	Social Work Practicum - IIIA (Exposure Visits and Concurrent Field Work)	1 per student*	Viva-Voce	20	80	100	4
<b>Specialization - B: Community Development (CD)</b>									
3.	MSW 3.3 B	HC (T)	Rural Governance and Development	4	3	20	80	100	4
4.	MSW 3.4 B	HC (T)	Urban Governance and Development	4	3	20	80	100	4
5.	MSW 3.5 B	HC (P)	Social Work Practicum - III B (Exposure Visits and Concurrent Field Work)	1 per student*	Viva-Voce	20	80	100	4
<b>Specialization - C: Medical and Psychiatric Social Work (MPSW)</b>									
3.	MSW 3.3 C	HC (T)	Health Administration and Community Health	4	3	20	80	100	4
4.	MSW 3.4 C	HC (T)	Mental Health and Counseling	4	3	20	80	100	4
5.	MSW 3.5 C	HC (P)	Social Work Practicum - III C (Exposure Visits and Concurrent Field Work)	1 per student*	Viva-Voce	20	80	100	4
<b>Open Elective Course (OEC)</b>									
6.	MSW 3.6	OEC (T)	Social Innovation and Entrepreneurship	4		20	80	100	4
<b>Total</b>								<b>600</b>	<b>24</b>

T: Theory, P: Practical, HC: Hard Core, OEC: Open Elective Course.

\* *The UGC Model Curriculum for Social Work Education* (2001, p. 14) states that “... each learner should get about forty-five to sixty minutes of individual instruction” (enclosed as “Annexure 1”) for Social Work Practicum. Thus, it may be noted that the instructional hours for “Social Work Practicum” for each of the Faculty vary depending on the number of students allocated to them. Hence, for a batch of eight students, for example, the Faculty is expected to provide eight hours of individual and group instructions as has been laid down in the syllabus. Further, since Papers pertaining to “Social Work Practicum” are of Practical nature, **two instructional hours are treated as equal to one hour of theory class**. Thus, for example, the workload for the faculty guiding a batch of eight students for Social Work Practicum can be treated as 4 hours per week (i.e. 8 Hrs/2 = 4 Hrs). Needless to say that the workload for each of the Faculty increases proportionately with the increase in the number of students allocated under his/her guidance for Social Work Practicum in keeping with the guidelines given in *The UGC Model Curriculum for Social Work Education* (2001, p. 14) as specified above (i.e. forty-five to sixty minutes of instruction for each student).

## SEMESTER – IV

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	MSW 4.1	HC (T)	Disaster Management and Rehabilitative Services	4	3	20	80	100	4
2.	MSW 4.2	HC (T)	Project Management and Social Entrepreneurship	4	3	20	80	100	4
<b>Specialization - A: Human Resource Development (HRD)</b>									
3.	MSW 4.3 A	HC (T)	Human Resource Development and Employee Wellness	4	3	20	80	100	4
4.	MSW 4.4 A	HC (T)	Corporate Social Responsibility	4	3	20	80	100	4
5.	MSW 4.5 A	HC (P)	Social Work Practicum - IV A (Concurrent Field Work and Block Placement)	1 per student*	Viva-Voce	20	80	100	4
6.	MSW 4.6 A	HC (P)	Research Project – A	1 per student*	Viva-Voce	20	80	100	4
<b>Specialization - B: Community Development (CD)</b>									
3.	MSW 4.3 B	HC (T)	Tribal Development and Ecological Social Work	4	3	20	80	100	4
4.	MSW 4.4 B	HC (T)	Development of Children and Differently-Abled	4	3	20	80	100	4
5.	MSW 4.5 B	HC (P)	Social Work Practicum - IV B (Concurrent Field Work and Block Placement)	1 per student*	Viva-Voce	20	80	100	4
6.	MSW 4.6 B	HC (P)	Research Project – B	1 per student*	Viva-Voce	20	80	100	4
<b>Specialization - C: Medical and Psychiatric Social Work (MPSW)</b>									
3.	MSW 4.3 C	HC (T)	Medical and Psychiatric Social Work	4	3	20	80	100	4
4.	MSW 4.4 C	HC (T)	Social Defense and Gerontological Social Work	4	3	20	80	100	4
5.	MSW 4.5 C	HC (P)	Social Work Practicum - IV C (Concurrent Field Work and Block Placement)	1 per student*	Viva-Voce	20	80	100	4
6.	MSW 4.6 C	HC (P)	Research Project – C	1 per student*	Viva-Voce	20	80	100	4
<b>Total</b>								<b>600</b>	<b>24</b>

T: Theory, P: Practical, HC: Hard Core.

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## SEMESTER – I

**Paper Code:** MSW1.1

**Paper Type:** Hard Core (Theory)

**Paper Title:** Introduction to Social Work (History, Philosophy and Ideology)

### **Introduction:**

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

### **Objectives:**

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

### **Course Content:**

#### **UNIT I**

Social Work: Meaning and Definitions – Goals and Functions of Social Work -Values and Principles of Social Work -Roles of Social Work.

Attributes of a profession, social work as a profession, social workers as a professional.

Origin and Development of Social Work: Origin and Development of Organized / Scientific Charity in the U.K. - Origin and Development of Social Work in the U.S.A.

#### **UNIT II**

History of Indian Ideologies for Social Change:

Ancient Period: Vedic and Non-Vedic Ideologies (Dravidian, Charvaka, Buddhist, and Jain Ideologies); Medieval Period: Vedantic Ideology – Sikhism – Zoroastrianism in India – Islam in India – Ideology of Basavanna – Mysticism of Bhakti and Sufi movements; Modern Period: Christianity in India - Hindu reform movements - Phule, Ambedkar and Periyar's Thoughts - Gandhian ideology and Sarvodaya movement.

#### **UNIT III**

History of Western Ideologies for Social Change:

Ancient Period: Greek Philosophy and Judeo-Christian ideologies; Medieval Period: Protestantism and Secular Humanism; Modern Period: Rationalism, Democracy, Welfarism, and Human Rights.

#### **UNIT IV**

Social Work Education in India: Historical Evolution of Social Work Education in India - Social Work Practicum and importance of supervision in practicum - Highlights of the Reports of the First, Second and Third Committees appointed by the UGC to Review Social Work Education in India.

Indian Constitution and the role of state in providing social welfare services.

Ideology of action groups and social movements - Ideology of non-governmental organisations.

Ideology of Nationalism and excesses of nationalist movement.

Interface between Professional and Voluntary Social Work in India.

## UNIT-V

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

Spirituality and Social Work.

Overview of different methods of Social Work.

Status of International and National Professional Associations.

Models of Social Work: Clinical Model, Developmental Model and Ecological Model.

Emerging Approaches to Social Work Practice (Critical Social Work, Feminist Social Work, Rights-based Social Work, Evidence-based Social Work, Strengths-based Social Work).

Media-based Social Work / Social Networking based Social Work.

Career Prospects for Trained Social Workers.

### References:

1. Agarwal, M. M. 1998 Ethics and Spirituality, Shimla: Indian Institute of Advanced Study
2. Banerjee, G. R. Papers on Social Work: An Indian Perspective, Bombay, Tata Institute of Social Sciences.
3. Banks, S. 1995 Ethics and Values in Social Work: Practical Social Work Series, London: Macmillan Press Ltd.
4. Brieland, Donald; Costin Lela B.; Atherton, Charles R. and Contributors 1975 Contemporary Social Work - An Introduction to Social Work and Social Welfare, New York, McGraw-Hill Book Company.
5. Chatterjee, P. 1996 Approaches to the Welfare State, Washington, D.C.: National Association of Social Workers.
6. Congress, E. P. 1998 Social Work Values and Ethics, Chicago: Nelson- Hall Publishers.
7. Desai, Armaity S. 1994 A Study of Social Work Education in India, Bombay, Tata Institute of Social Sciences, Vol. I and II.
8. Desai, M. 2000 Curriculum Development on History of Ideologies for Social Change and Social Work, Mumbai: Social Work Education and Practice Cell.
9. Desai, M. 2002 Ideologies and Social Work (Historical and Contemporary Analysis), Jaipur: Rawat Publication.
10. Diwakar, V. D. (Ed.) 1991 Social Reform Movements in India: A Historical Perspective, Bombay: Popular Prakashan.
11. Encyclopedia of Social... 1987 Encyclopedia of Social Work, Silver Spring, Maryland: National Association of Social Workers.
12. Encyclopedia of Social... 1987 Encyclopedia of Social Work in India, New Delhi: Ministry of Welfare.
13. Friedlander, Walter A and. Apte, Robert Z. 1982 Introduction to Social Welfare, New Delhi, Prentice-Hall
14. Ganguli, B. N. 1973 Gandhi's Social Philosophy, Delhi: Vikas Publishing House.
15. Gore, M. S. 1993 The Social Context of Ideology: Ambedkar's Social and Political Thought, New Delhi: Sage.
16. Gore, M. S. 1965 Social Work and Social Work Education, Bombay, Asia Publishing House.
17. Jacob, K. K. (Ed.) 1994 Social Work Education in India -- Retrospect and Prospect Udaipur, Himansu Publications.
18. Joseph, Sherry (Ed.) 2000 Social Work: In the Third Millennium (Some

- Concerns and Challenges), Sriniketan, Department of Social Work, Visva-Bharati.
19. Kappen, S. 1994 Tradition Modernity Counterculture: An Asian Perspective, Bangalore: Visthar
  20. Kothari, S. and Sethi, H. (Eds) 1991 Rethinking Human Rights, New Delhi: Lokayan.
  21. Moorthy, M. V. 1974 Social Work - Philosophy, Methods and Fields, Dharwar, Karnatak University.
  22. Panikkar, K. N. 1995 Culture, Ideology Hegemony: Intellectual and Social Consciousness in Colonial India, New Delhi: Tulika.
  23. Ramesh, B., Parashurama, K., Social Work Education in India: Issue and Concerns. Niruta Ashok, A. D., & Lokesh, M. 2012 Publications: Bangalore.
  24. Stroup, H. H. 1960 Social Work - An Introduction to the Field, New Delhi, Eurasia Publishing House.
  25. Tata Institute of Social Sciences Social Work Educators Forum (TISSWEF) 1997 Declaration of Ethics for Professional Social Workers, The Indian Journal of Social Work, 58(2), 335-341
  26. University Grants Commission 1980, 1990 Review of Social Work Education in India: Retrospect and Prospect, New Delhi: UGC. Curriculum Development Centre's Report: New Delhi, University Grants Commission.
  27. Wadia, A.R. 1968 History and Philosophy of Social Work in India, Bombay, Allied Publishers.

Report of the Second Review Committee. 1980. UGC Review of Social Work Education in India - Retrospect and Prospect. New Delhi: University Grants Commission.

Report of the Third Review Committee. 1998. UGC Review of Social Work Education in India - Retrospect and Prospect. New Delhi: University Grants Commission.

UGC. 1965. Social Work Education in Indian Universities. New Delhi: University Grants Commission.

#### **Journals/ Magazines:**

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

#### **Digital Resources:**

USC Suzanne Dworak-Peck School of Social Work (2014), Introduction to Social Work (Extended Version): Available at : <https://www.youtube.com/watch?v=jXRB1V5eVw&t=5s>

UH Class OET (2016) Introduction To Social Work, University of Houston: Available at <https://www.youtube.com/watch?v=LtaCmORiP9A>

The Audiopedia (2017), What is SOCIAL WORK? What does SOCIAL WORK mean? SOCIAL WORK meaning, definition & explanation, Available at <https://www.youtube.com/watch?v=xj5-Vdh1B3E>

USC Suzanne Dworak-Peck School of Social Work (2017), Legacies of Social Change: 100 Years of Professional Social Work in the United States, Available at <https://www.youtube.com/watch?v=a4VzRSnksmA>



**Paper Code:** MSW1.2

**Paper Type:** Hard Core (Theory)

**Paper Title:** Social Case Work

**Introduction:**

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

**Objectives:**

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

**Course Content:**

**UNIT I**

Introduction to Social Case Work: Meaning, definitions and objectives of Social Work Case -Importance of Social Case work and its relationship with other methods of Social Work.

Historical development of Social Casework.

Types of problems faced by Individuals and families.

Philosophical assumptions and values of Social casework.

Principles of Social Case Work According to Felix Biestek: Individualization, Acceptance, Client's self-determination, Controlled emotional involvement, Confidentiality, Non-judgmental attitude and Purposeful expression of feelings.

**UNIT II**

Components of Social Case Work: The Person, the Problem, the Place and the Process.

Social Case Work Process:

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

**UNIT III**

Importance of Case Worker-Client Relationship; Characteristics of Professional Relationship: *empathy, transference and counter transference, resistance, sustaining the relationship, non-possessive warmth, genuineness and self-disclosure.*

Tools in Social Case Work: *Interview, home visit, observation, listening, communication skills, rapport building.*

Techniques in Social Case Work: *Supportive techniques, resource enhancement techniques and counseling.*

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

Recording in Social Casework: Need, purpose, types and principles of recording.

## UNIT IV

Theories and Approaches to Social Case Work: Psycho-social approach, Functional approach, Problem-solving approach, Behaviour modification approach and Holistic approach. Crisis Intervention and Family Intervention in Social Case Work.

## UNIT V

Major Areas of the Application of Social Case Work: Primary and secondary settings of Social Case Work - Application of methods in family, women and child welfare settings, marriage counseling centres, schools' settings, medical and psychiatric settings, correctional institutions and the industrial setting.

### References:

#### Books:

- Mathew, Grace (1992). *An Introduction to Social Case Work*. Bombay: Tata Institute of Social Sciences.
- Perlman, H. H. (1957) *Social Case Work: A Problem Solving Process*, Chicago: The University of Chicago Press.
- Pippins, J. A. (1980) *Developing Case Work Skills*, California: Sage Publications.
- Richmond, M. E. (1922) *What is Social Case Work? An Introductory Description*, New York: Sage Foundation.
- Richmond, Mary E. (1917) *Social Diagnosis*, New York, Free Press.
- Sainsbury, Eric. (1970) *Social Diagnosis in Case Work*, London: Routledge and Kegan Paul.
- Timms, N. 1964 *Social Case Work: Principles and Practice*, London: Routledge and Kegan Paul.

#### Journals:

- Indian Journal of Social Work, Bi-annual, TISS, Deonar, Mumbai (Maharashtra).
- Perspectives in Social Work, College of Social work, NirmalNiketan, Mumbai (Maharashtra).

### Digital Resources:

	Name of the Journal URL
Clinical Social Work Journal (Springer) :	<a href="http://bit.ly/2GHK9AP">http://bit.ly/2GHK9AP</a>
Journal of Social Work (Sage) :	<a href="http://bit.ly/2BRxZBI">http://bit.ly/2BRxZBI</a>
Social Work (NASW Press) :	<a href="http://bit.ly/2DYNSlz">http://bit.ly/2DYNSlz</a>

#### Lecture vedios available on youtube:

- Methods of Working with Individuals and Families: e-pathashala,  
URL: <https://www.youtube.com/watch?v=uHAw1E5QPM>
- Stages of Case Work: MOOCs EMRC Osmania University.  
URL: <https://www.youtube.com/watch?v=5dXLshcX4gU>
- Social Case Work as a Method of Social Work: MOOCs EMRC Osmania University.  
URL: <https://www.youtube.com/watch?v=ausahOeYOMQ>
- Treatment in Social Case work: MOOCs EMRC Osmania University.  
URL: <https://www.youtube.com/watch?v=oKnDldvSJXo>
- Recording in Social Case Work: MOOCs EMRC Osmania University.  
URL : <https://www.youtube.com/watch?v=8B0oaggBD6s>
- Major Components of Social Case Work: MOOCs EMRC Osmania University.  
URL : <https://www.youtube.com/watch?v=AqQgCVaZOO>
- Skills and Techniques of Social Work Practice: MOOCs EMRC Osmania University.  
URL : <https://www.youtube.com/watch?v=Nqo9owG8WkA>
- Social Case Work in School Setting: MOOCs EMRC Osmania University.  
URL : <https://www.youtube.com/watch?v=61Dy8nOip7g>
- Process of Case Work: CH-03: PRABODH (Social Science-I).  
URL: <https://www.youtube.com/watch?v=6-4vFAPTAGw>
- Vidya-mitra (2016), Social Case Work Recording Structure, Content of Case Work Records, and Use of records, Available at : <https://www.youtube.com/watch?v=VDR5u16Vu-4>

Vidya-mitra (2016), Skills and Techniques in Social Casework Practice, Available at :  
<https://www.youtube.com/watch?v=0mIWpN1yEDA>

**IGNOU Study Material:**

Philosophy, Principles and Components of Social Case Work, Module 3, Quadrant 1, URL:  
[http://eggp.inflibnet.ac.in/eggpdata/uploads/eggp\\_content/social\\_work\\_education/work\\_with\\_individuals\\_and\\_families/03\\_philosophy\\_principles\\_and\\_components/et/6089\\_et\\_et.pdf](http://eggp.inflibnet.ac.in/eggpdata/uploads/eggp_content/social_work_education/work_with_individuals_and_families/03_philosophy_principles_and_components/et/6089_et_et.pdf)

IGNOU Study material available at website: <http://www.ignouhelp.in/ignou-msw-study-material/>

Basics of Social Case work: URL: <http://www.ignou.ac.in/upload/bswe-02-block1-unit-2-small-size.pdf>

Kumar Renuka: Social Work Methods, URL: <http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf>

**Paper Code:** MSW1.3

**Paper Type:** Hard Core (Theory)

**Paper Title:** Social Group Work

**Introduction:**

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

**Objectives:**

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

**Course Content**

**UNIT I**

Meaning, definitions, significance and types of Social Groups.

Meaning and definitions of Social Group Work - Characteristics of Social Group Work – Purpose and importance of Social Group Work.

Historical evolution of group work with special emphasis on the Indian Context.

Principles of working with groups.

**UNIT II**

Theoretical Approaches of Social Group Work Practice: Psychoanalytic, Learning, Field, Social Exchange, Systems theories.

Stages of Group Development according to Tuckman, Klien, Garland, Jones & Kolodny.

Models of Social Group Work: Social goals model, Remedial model and Reciprocal model.

**UNIT III**

Process of Social Group Work:

Factors of group formation - Formulation of goals - Identification of problems for work.

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

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

**UNIT IV**

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.

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

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

## UNIT V

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

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

Social Group Work with Disaster victims, Substance abusers, Alcohol Anonymous and elderly care.

Role of Social Group Worker.

Group psychotherapy

### References:

1. Alissi, A. S. 1980 Perspectives on Social Group Work Practice: A Book of Readings, New York: The Free Press.
2. Balgopal, P. R. and Vassil, T. V. 1983 Groups in Social Work - An Ecological Perspective, New York: Macmillan Publishing Co. Inc.
3. Brandler S. and Roman, C. P. 1999 Group Work: Skills and Strategies for Effective Interventions, New York: The Haworth Press.
4. Davies, Bernard 1975 The Use of Groups in Social Work Practice, London, Routledge and Kegan Paul.
5. Garland, J. A. (Ed.) 1992 Group Work Reaching Out: People, Places and Power, New York: The Haworth Press.
6. Garwin, C. 1987 Contemporary Group Work, New York: Prentice-Hall Inc.
7. Gunjal, B.S. 2017 Social Group Work (A Method of Social Work). Bangalore: IBH Prakashana.
8. Kemp, C. G. 1970 Perspectives on the Group Process, Boston: Houghton Mifflin C.
9. Klein, A. F. 1970 Social Work through Group Process: School of Social Welfare, Albany: State University of New York.
10. Konopka, G. 1963 Social Group Work: A Helping Process, Englewood Cliff. N J: Prentice- Hall Inc.
11. Milson, Fred 1973 An Introduction to Group Work Skills, London, Routledge and Kegan Paul.
12. Northen, H. 1969 Social Work with Groups. New York: Columbia University Press.
13. Pepell, C.P. and Rothman, B. Social Work with Groups, New York: The Haworth Press.
14. Siddiqui H.Y 2008 Group Work Theories and Practice, Rawat Publications, Jaipur.
15. Sundel, M., Glasser, Sarri, R., and Vinter, R. 1985 Individual Change through Small Groups, New York: The Free Press.
16. Tom, Douglas 1978 Basic Group Work, London, Tavistock Publications Ltd.
17. Toselane, R. W. and Rivas, R. F. 1984 An Introduction to Group Work Practice, New York: Macmillan Publishing Co.
18. Trecker, Harleigh B. 1970 Social Group Work: Principles and Practice, New York: Association Press.
19. Wilson, G. and Ryland, G. 1949 Social Group Work Practice, Boston: Houghton Mifflin Co.

### Digital Resources:

- Edutopia (2016), Teaching Group Work: Building Student Collaboration and Agency Available at <https://www.youtube.com/watch?v=-Mb9-At2Ss0>
- CecUgc(2014), Methods of Working with Group : Social Group Work, Available at <https://www.youtube.com/watch?v=kialAnAFKJY&t=229s>
- St. Thomas Aquinas College (2016), Understanding Group Dynamics, Available at <https://www.youtube.com/watch?v=uL6x99-VSBA>

**Paper Code:** MSW1.4

**Paper Type:** Hard Core (Theory)

**Paper Title:** Community Organization and Participatory Development

**Introduction:**

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

**Objectives:**

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

**Course Content**

**UNIT I**

Community: Concept, characteristics and types.

Understanding of community organisation practice: Meaning, Definition, objectives, values and principles of Community Organisation, ethics of community organisation practice - Historical development of community organisation practice – Significance of Community Organization as a method of Social Work - Understanding Human Rights in Community Organisation practice.

**UNIT II**

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

Empowerment: Concept of Empowerment - Barriers of empowerment.

**UNIT III**

Models of Community Organization: Locality Development Model, Social Planning Model, Social Action Model.

Process of Community Organization: community study, Identification, analysis and prioritization of needs.

Methods of community organization: Awareness creation, Planning and Organizing, Education, Networking, Participation, and Leadership.

**UNIT IV**

Strategies of Community Organization: Public interest litigation, protests and demonstrations, Dealing with authorities, Public Relations, Planning, Monitoring, Evaluation, Unionization and Advocacy.

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

## UNIT V

Participatory Planning, Implementation, Evaluation, and Stabilization; Role of Community Organizer.  
Current issues in community organisation practice: Impact of globalization and macro policies, Gender sensitive community organization practice, Protecting the Rights of Marginalised Groups.

### References:

1. Arora R. K. (Ed.) 1979 People's Participation in Development Process: Essays in Honour of B. Mehta, Jaipur: the HCM State Institute of Public Administration.
2. Christopher, A.J., and Thomas William. 2006 Community organization and social action. New Delhi: Himalaya Publications.
3. Dandavate, M. 1977 Marx and Gandhi, Bombay: Popular Prakashan Pvt. Ltd.
4. Dayal, R. 1960 Community Development Programme in India, Allahabad: Kitab Mahal Publishers.
5. Gandhi, M. K. Sarvodaya (The Welfare of All), Ahmedabad: Navjivan Publishing House.
6. Gangrade, K. D. 1971 Community Organisation in India, Bombay, Popular Prakashan.
7. Henderson, Paul; Jones, David and Thomas, David N. 1980 The Boundaries of Change in Community Work, Boston, George Allen and Unwin.
8. Johri, Pradeep Kumar. 2005 Social Work and Community Development. New Delhi: Anmol Publications Pvt. Ltd.
9. Kumar, Jha Jainendra. 2002 Social work and community development. New Delhi: Anmol Publications Pvt. Ltd.
10. Kumar, Somesh. 2008 Methods for community participation. New Delhi: Vistar Publications.
11. Lal, A. K. 1977 Politics of Poverty: A Study of Bonded Labour. New Delhi: Chethana Publications.
12. Marulasiddaiah, H. M. 1987 Community: Area and Regional Development in India, Bangalore, Bangalore University.
13. Mayo H., Jones D. 1974 Community Work, London: Routledge and Kegan Paul.
14. McMiller, W. 1945 Community Organisation for Social Welfare, Chicago: University of Chicago Press.
15. Murphy, C. G. 1954 Community Organisation Practice, Boston: Houghton Mifflin Co.
16. Patnaik, U. and Dingwaney, M. 1985 Chains of Servitude, Bondage and Slavery in India. Madras: Sangam Books Pvt. Ltd.
17. Polson and Sanderson. 1979 Rural Community Organisation, New York: John Wiley and Sons.
18. Ramchandra Raj, G. 1974 Functions and Dysfunctions of Social Conflict, Bombay: Popular Prakashan.
19. Ross Murray G. 1967 Community Organisation: Theory, Principles and Practice, New York: Harper and Row.
20. Siddiqui, H. Y. 1997 Working with Communities: An Introduction to Community Work, New Delhi: Hira Publications.
21. Shivappa R. 2009 Streams in the River- A Journey into Inclusive Concerns, DhatriPustaka, Bangalore
22. Sussman, M. B. 1959 Community Structure and Analysis, New York: Thomas Y. Crowell Co.
23. Volken, H. et. al. 1982 Learning from the Rural Poor: Shared Experiences of the Mobile Orientation and Training Team, New Delhi: Indian Social Institute.
24. Warren, R. L. 1965 Studying Your Community, New York: Free Press.
25. Zaltman, G. and Duncan, R. 1977 Strategies for Planned Change, New York: Association Press.

**Journals:**

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

**Digital Resources:**

<b>Name of the Journal</b>	<b>URL</b>
Journal of Community Practice	<a href="http://bit.ly/2EAz9EA">http://bit.ly/2EAz9EA</a>
Jeff Goodman (2016), Community Organization and Building - 3-30-16 Lecture, Available at	<a href="https://www.youtube.com/watch?v=dI8UBXsSaHQ">https://www.youtube.com/watch?v=dI8UBXsSaHQ</a>
Aaron Schine (2009), What is Community Organizing?, Available at	<a href="https://www.youtube.com/watch?v=VULCMmmQAHA">https://www.youtube.com/watch?v=VULCMmmQAHA</a>
C.S. Mott Foundation (2010), From the Grassroots - Understanding Community Organizing, Available at	<a href="https://www.youtube.com/watch?v=flXHRxc9q1k">https://www.youtube.com/watch?v=flXHRxc9q1k</a>



**Paper Code:** MSW1.5

**Paper Type:** Hard Core (Practical)

**Paper Title:** Social Work Practicum - I (Orientation Lectures & Visits, Skills Lab and Camp)

**Orientation Lectures:** Before arranging Orientation Visits, the Department has to arrange for Orientation Lectures regarding the concept and significance of Social Work Practicum at the post-graduate level, different components of Social Work Practicum, the basic purpose and process of each of these components, various learning opportunities provided to the learners in a progressive manner, the formats and guidelines for recording the experiences of Social Work Practicum, the concept, need and modus operandi of Individual and Group Conferences, Evaluation and Assessment procedure, etc.

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

Soon after the completion of orientation visits, "Orientation to Fields of Social Work", a student workshop, shall be conducted to share the orientation visit experiences and learning.

**Skills Lab Workshop:** As part of the capacity building of the MSW students, WHO model-based Life Skills Training will be conducted for Four Days distributed over two weeks. Life Skills Development Practice is linked to community based field work practice with different age groups – children, adolescent, youth, women, elderly, risk groups etc. Students will have to attend the training and are expected to practice these life skills recommended by WHO in their field work practice in the second semester.

**Social Work Camp:** Rural/Tribal camp, with duration of 7-10 days, provides opportunities to the students to experience rural/tribal life, analyze rural/tribal dynamics, and observe the functioning of Government machinery (local self-government) and voluntary organisations. Micro-planning exercise and Participatory Rural Appraisal (PRA) activity shall be the part of social work camp. However, this will be an opportunity to practice community organization method. This experience aids peer participation in planning for activities for own group and those for local people. It also helps to develop skills to carry out, evaluate, and report the experience. The Camp shall be conducted under the guidance of two faculty members (at least one of them shall be a permanent faculty) who shall be deputed to be exclusively at the Camp site. The work of the faculty at the Camp site will be treated as Official Work.

**References:**

- Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
- Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
- Mathew, G. *Supervision in Social Work*. Mumbai: TISS.
- Roy, S. 2012. *Fieldwork in Social Work*. Jaipur: Rawat Publications.
- Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
- Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
- University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.

**Paper Code:** MSW1.6A

**Paper Type:** Soft Core / Electives (Theory)

**Paper Title:** Professional Competencies for Social Work

**Objectives:**

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

**Course Content:**

**Unit-1**

Meaning and definitions of competencies – Interface between personal and professional competencies – Need for professional competencies – Overview of the Professional competencies needed for Social Work Practice.

Concept of Self – Relevance of Johari Window for the understanding of Self.

Concept of Mindfulness – Significance of Mindfulness – Techniques to develop Mindfulness.

Concept of Self-esteem and its importance of positive self-esteem for personal and professional development.

Moving from the Dreaded Drama Triangle towards the Empowerment Dynamic Triangle.

Selecting Social work as a career - Earning a living as a social worker and acquiring a reputation – Need for life-long learning (continuing education).

**Unit -2**

Social Worker as an Artist:

- Compassion, empathy, professional relationship and creativity.
- Hopefulness, energy, judgment, personal values and professional styles.

Social Worker as a Scientist:

- Need for knowledge regarding social conditions/problems and skills in designing appropriate social work interventions, conducting social work research, project management, evaluation and policy impact.

**Unit-3**

Interpersonal skills – active listening - professional body language (gesture, posture, etc.).

Making presentations to a professional audience.

Writing to a professional audience.

Recording and documentation skills.

Public speaking: planning, preparation and presentation. (Presentation by students and assessing through their presentation)

Team work.

**Unit- 4**

Time and Stress Management.

Conflict Resolution.

Supervision - Coaching – Mentoring – Training – Consultancy.

Critical thinking - Emotional Intelligence (EQ) – Assertiveness - Spirituality.

Cultural competence and engaging diversity.

Making ethical decisions, avoiding malpractice.

## Unit- 5

Concept of Counseling: Concept, goals and types.

Goals of Counseling.

Types of Counseling.

Process of Counseling.

Recording in Counseling.

Qualities of an effective counselor.

### References:

Bhattacharya, K. 1971. The Indian Concept of Self, Bulletin Ramakrishna Mission Institute of Culture, 22(8), August 1971. 304 - 13.

Bradford W. Sheafor, Charles R. Horejsi& Gloria A. Horejsi (1999), Techniques and Guidelines for Social Work Practice (5<sup>th</sup> Edition), Allyn and Bacon

Burke, R, 1. 1982. Personality, Self-Image and Situational Characteristics of

Byrne, D. 1966. Self-Concept, Ch. 12, 434. An Introduction to Personality: A Casework, Vol. 35, No.9, 371-379.

Haskar, S. L. 1976. Know Thyself, Triveni 45(2), 88. John Phillip) 1996 Ramakrishna Math Printing Press.

Mukesh, U. 2011. Personalisation in Social Work. Jaipur: Pratiksha.

### Digital Resources:

#### Journal

#### URL

The Social Worker

<http://bit.ly/1srOtUE>

Atlantis

<http://bit.ly/2DYVjzm>

Journal of Social Work Values and Ethics

<http://bit.ly/2EEJMX1>

Social Work & Social Sciences Review

<http://bit.ly/2GLZrVa>

European Scientific Journal

<http://bit.ly/2E3c14s>

Paul Wright (2012), Personal & Professional Development, Available at <https://www.youtube.com/watch?v=5F-IDLA9Zjc>

**Paper Code:** MSW1.6B

**Paper Type:** Soft Core / Electives (Theory)

**Paper Title:** Development Communication

**Objectives:**

1. To provide the required knowledge to understand the importance of communication for effective social work practice.
2. To inculcate communication skills among social work trainees.
3. To understand the importance and the role of media for effective communication.
4. To understand the need and importance of developmental communication.

**Course Content:**

**Unit I**

Communication: Meaning, Process and Types.

7 C's of communication: Consciousness, Consideration, Clarity, Concreteness, Courtesy, Correctness and Completeness.

Problems/ barriers in communication.

Qualities of an Effective communicator.

**Unit II**

Communication Skills:

- *Effective Speaking:* Principles of effective oral communication, speech preparation, techniques of effective speech;
- *Effective Listening:* Meaning, nature and importance of listening, principles of listening, types of listening, barriers to listening;
- *Effective Writing:* Concept of Draft, meaning and objectives of written communication, essentials of written communication; and
- *Feedback:* Communication as a two-way process, Characteristic of feedback, kinds of feedback, techniques to improve feedback and feedback loops.

Meaning and major features of Development Communication: Significance of Development Communication to Social Work Practice.

Techniques of Development Communication: Information dissemination and education, behavior change, social marketing, social mobilization, media advocacy, communication for social change and community participation.

**Unit III**

Meaning, Process and Significance of Seminars, symposium, conferences, and workshops.

Meaning, Process and Significance of group discussions, role playing, games, brain storming, street play.

Street Theatre: Elements of Street Theatre, Script Writing and Choreography for Development, use of Puppets, Songs and Folklore.

**Unit IV**

Electronic Media and Communication: Communication languages, Emails, Video conferencing systems, Electronic newspaper, Tele communication and its tools and Communication network.

Development reporting: Roles and responsibilities of a development reporter, ethics in reporting, specialized skills required and issues in development reporting.

Television and cinema: role in development communication.

**Unit V**

Role of Information, Education, and Communication (IEC) in ensuring people's participation.

Use of Social Media for Social Work.

Importance of effective communication for Social Workers.

Success stories in Development Communication.

Innovations and trends in Development Communication.

## References:

- Craich Robert L, Training and development, hand book Mc Graw Hill publishers, New Delhi.
- Joseph D. (1993), The dynamics of mass communication.
- Joshi Uma. (2001), Understanding Development Communication, Dominant publishers, New Delhi.
- Modi B. , Designing messages for Development. Sage publishers, New Delhi.
- Nair KS,white,Shirley. (1993), Perspectives on development communication, age publication, New Delhi.
- Narula U. (1994), Development communication, Harananda publishers'.
- Sandlio, Problems of communication in developing countries, vision books.
- Ray G.I. (1999), Extension communication and management, Naya Prakash, Calcutta.
- Hargie, Saunders, C Dickson, D. (1994). Social Skills in Interpersonal Communication; London: Routledge.
- Hasson, Gill (2012). Brilliant Communication Skills. Great Britain: Pearson Education.
- Johanna Woodcock-Ross (2011). Specialist Communication Skills for Social Workers: Focusing on Service Users' Needs, Palgrave Macmillan.
- Joyce Lishman (1994). Communication in social work: Practical social work, Macmillan.
- Juliet Koprowska (2005). Communication and Interpersonal Skills in Social Work: Learning matters.
- Juliet Koprowska (2010). Communication and Interpersonal Skills in Social Work: Transforming social work practice, learning matters, Third Edition.
- Mefalopulos. P (2008). Development Communication Sourcebook- Broadening the boundaries of communication, The World Bank.
- Melkote, Srinivas R.: Communication for development in the Third World (Sage. Delhi 1991.)
- Mody, Bella: Designing Messages for Development Communication. (Sage. New Delhi 1991)
- Narula, Uma (1994). Development Communication, New Delhi, Hariand Publication.
- Neil Thompson (1996). People Skills, London; Macmillan.
- Pasty McCarthy a Caroline Hatcher, (2002). Presentation Skills The essential guide for students, New Delhi SAGE Publications.
- Servaes, Jan (2008). Communication for Development and Social Change, New Delhi, Sage Publication

## Digital Resources:

- International Journal of Communication : <http://bit.ly/1G9urr7>
- Mobile Media & Communication : <http://bit.ly/2nysKm5>
- Communication Research : <http://bit.ly/2DXhKVw>
- MOOC ICS (2013), What is communication?, <https://www.youtube.com/watch?v=S7CN9Trw43w>.
- Young Entrepreneurs Forum (2016), 10 Barriers to Effective Communication, Available at <https://www.youtube.com/watch?v=slq1nAhZuqE>
- University of Kent (2016), Specialist Communication Skills for Social Workers | Johanna Woodcock Ross | Think Kent, Available at <https://www.youtube.com/watch?v=UVER1tforao>

**Paper Code:** MSW1.6C

**Paper Type:** Soft Core / Electives (Theory)

**Paper Title:** Life Skills

**Objectives:**

1. To provide the required knowledge to understand the importance of life skills for Social Workers.
2. To pick up or improve some of the life skills which the learner lacks.

**Course Content**

**Unit I**

Concept of Life Skills: Meaning and importance of Life Skills for Social Workers.

Overview of various Life Skills: Thinking Skills and Social Skills, Negotiating Skills and Coping Skills.

Coping with Stress: Meaning of stress and burnout, factors causing stress, effects of stress on body and mind, techniques for effective management of stress, need for work-life balance.

Concept of Self-Esteem, need and techniques of developing Positive Self-Esteem.

**Unit II**

Learning to Know:

Critical Thinking: Concept, Steps involved in critical thinking, Strategies required for a critical thinker, and Models of critical thinking.

Creative Thinking: Concept, barriers to creativity (emotional, perceptual, habitual and cultural blocks), and steps to stimulate creativity.

Problem Solving: Concept, Importance of problem-solving, Steps in Problem Solving, and Strategies of Problem-solving.

Human Values: Difference of human values with ethics, importance of having ideals in life, becoming a role model.

**Unit III**

Learning to Be:

Self-awareness: Meaning, components, benefits and techniques of improving self-awareness.

Goal-setting: Meaning and importance of goal and goal-setting, short-medium-long term goals, choices in goal setting, steps in goal setting, and setting of SMART goals.

Interpersonal Skills: Concept and need, Benefits of effective interpersonal skills, Components of interpersonal skills, Techniques to improve interpersonal skills.

Handling Emotions: Concept of Emotional Intelligence (EQ), Importance of emotions, Benefits of EQ, Strategies for managing emotions.

Time Management: Concept, Importance/Benefits of time management, tools for time management, strategies for managing time wisely.

Stress Management: Concepts of stress and burnout, Factors causing stress, Effects of stress on body and mind, Types of stress, Techniques of coping with stress.

**Unit IV**

Learning to Live Together:

- Assertive Communication: Concept, Different styles of communication, Strategies of assertive communication, and Techniques of assertive communication.
- Negotiation Skills: Concept, Importance, Steps in negotiation, Approaches to negotiation, Attitude towards negotiation, BATNA – looking for an alternative solution.
- Conflict Management: Concept, Views on conflict, types of conflict, Causes of conflict, Styles in conflict management, and Strategies in conflict management.
- Team Building: Concept of Team Work, Qualities of a team, Stages of team development, and Effective team building strategies.

## **Unit V**

Employability Attributes and Skills: Initiative, Self-presentation, Personal responsibility, Self-Management, Sustaining motivation in Work, Ability to deal with pressure, Work-Life Balance.

Entrepreneurship Skills: Concept, Fundamentals of entrepreneurship, and Opportunities and challenges in social entrepreneurship.

Adaptability and Resilience.

Strategies/ approaches of teaching life skills.

### **References:**

Allen Newell and Herbert Simon. 1972. Human Problem Solving.

De Bono Edward. 1996. Serious Creativity. London: HarperCollins.

E. H. McGrath. Basic Managerial Skills for All. New Delhi: Prentice Hall India.

NCERT. 1993. Education for Creativity, a resource book. New Delhi.

Karnataka Jnana Aayoga (Karnataka Knowledge Commission). 2010. Vikas (Life Skills Manual). Bangalore: Govt of Karnataka.

Peter Senge. The Fifth Discipline.

Stella Cottrell. Critical Thinking Skills, Developing Effective Analysis and Argument. Palgrave Macmillan.

Stephen Covey. 1990. The Seven Habits of Highly Effective People. New York: Simon and Shuster.

Norman Vincent Peal. The Power of Positive Thinking.

Goal Setting. New Delhi: Viva Publication.

Self Awareness. New Delhi: Viva Publication.

Stress Management. New Delhi: Viva Publication.

### **Digital Resources:**

[www.authorstream.com](http://www.authorstream.com)

[www.criticalthinking.com](http://www.criticalthinking.com)

[www.mindtools.com](http://www.mindtools.com)

[www.virtualsalt.com](http://www.virtualsalt.com)

[www.brainstorming.co.uk](http://www.brainstorming.co.uk)

[www.teachmeteamwork.com](http://www.teachmeteamwork.com)

## SEMESTER – II

**Paper Code:** MSW 2.1

**Paper Type:** Hard Core (Theory)

**Paper Title:** Social Work Administration and Social Action

### **Introduction:**

The course aims to develop management competencies to function in organizations, participate as a team member and understand the role of a social worker as an activist.

### **Objectives:**

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

### **Course Content**

#### **UNIT I**

**Introduction to Social Work Administration:** Concept-types of administration-Social Welfare Administration and Social Work Administration: their distinction. The meaning – definition- nature - scope and functions and principles of Social Work administration. The role of State - Voluntary and Corporate Sector in Social Welfare.

#### **UNIT II**

**Social Welfare Administration at the Centre and State:** Various Statutory bodies of Social Welfare. Non Government Organisations: Concept – types – functions – roles and Challenges. Registration of Voluntary organizations under different laws (Karnataka State Societies Registration Act 1960 - Indian Trust Act 1992 – Company Act 2013).

#### **UNIT III**

**Management in Non Government Organization (NGO):** Functions of management - boards and committees and their functions and responsibilities. Financial resources: organizational budget - sources of finance - fund raising - records and audit. Evaluation and research - supervision - communication and public relations.

#### **UNIT IV**

**Concept of Social Action:** Meaning - definition and characteristics of Social Action; Historical evolution of Social Action in the West and in India; Relevance of Social Action for Social Work Practice.

**Principles of Social Action:** Principle of credibility building, principle of legitimization - dramatization - principle of multiple strategies - principle of dual approach - principle of manifold programmes; Skills involved in Social Action: Relational skills - analytical and research skills - intervention skills - managerial skills - communication skills and training skills.



## UNIT V

**Strategies and Techniques of Social Action:** Research - education – cooperation - collaboration – competition – organization - disruption and confrontation – arbitration – negotiation - mild coercion - violation of legal norms and joint action.

**Models of Social Action:** Elitist Social Action (Legislative Social Action, Economic Sanction Model and Direct Physical Model) and Popular Models (Conscientization Model - Dialectical Mobilization Model - Direct Mobilization Model).

### References:

1. Britto, G.A.A. 1984 Social Action and Social Work Education in the Eighties, in Social Work and Social Action (ed) H.Y. Siddiqui, Harnam Publications.
2. Britto, G.A.A. 1984 Some Principles of Social Action, in Social Work and Social Action (ed) H.Y. Siddiqui, Harnam Publications.
3. Choudhari, D. Paul. 1983 Social Welfare Administration, Delhi: Atma Ram and Sons.
4. D'Souza, Ashok. 2012 Noam Chomsky's Discourse on Globalization and United States Imperialism: Implications to Social Action in India. Bangalore: Niruta Publications.
5. Garain, S. 1998 Organizational Effectiveness of NGOs, Jaipur: University Book House.
6. Garain, S. Towards a Measure of Perceived Organizational Effectiveness in Non-government Organization, Mumbai: Indian Journal of Social Work, 54 (2), 251 -270.
7. Goel, S. L. and Jain, R. K. 1988 Social Welfare Administration: Theory and: Practice, Vol. I and II, New Delhi: Deep and Deep Publications.
8. Government of India Evaluation of Social Welfare Programmes, Encyclopedia of Social Work. Vol. 1, 297 - 310.
9. Haimann, A. 1982 Professional Management and Practice, Delhi: Eurasia Publications.
10. Hasenfeld, Y and Human Service Organizations. Ann English, R. (Eds.) 1978 Arbor: University of Michigan Press.
11. Hauman, A. 1962 Professional Management and Practice, Delhi: Eurasia Publications.
12. Jackson, J. 1989 Evaluation for Voluntary Organizations. Delhi: Information and News Network.
13. Kapoor, K. K. 1986 Directory of Funding Organizations, Delhi: Information and News Network.
14. Lauffer, A. 1977 Getting the Resources You Need, New Delhi: Sage Publications.
15. Lauffer, A. 1977 Understanding Your Social Agency, London: Sage Publications.

### Digital Resources

Department of Woman & Child Development <http://dwcd.kar.nic.in>

Directorate of Employment & Training <http://emptrg.kar.nic.in>

Directorate of Municipal Administration <http://municipaladm.gov.in>

Directorate of Social Security and Pensions <http://dssp.kar.nic.in>

Directorate of Welfare of Disabled and Senior Citizens <http://welfareofdisabled.kar.nic.in>

NSSO South Zone <http://www.nssso.kar.nic.in>

Rural Dev. & Panchayat Raj Dept. <http://rdpr.kar.nic.in>

Social Welfare Department <http://sw.kar.nic.in>

Ramesh Bharadwagi. Social welfare administration: Concept, Nature and Scope URL : <http://www.ignou.ac.in/upload/Bswe-003%20Block-2-UNIT-6-small%20size.pdf>

Siva Kumar. Social Welfare Administration as a Method of Social Work. URL : <http://www.ignou.ac.in/upload/Bswe-003%20Block-2-UNIT-10-small%20size.pdf>

### Lecture Videos Available at YOUTUBE:

Introduction to Social Welfare Administration: MOOCs EMRC Osmania University.

URL : [https://www.youtube.com/watch?v=bKKM\\_b15kIA](https://www.youtube.com/watch?v=bKKM_b15kIA)

Social Welfare Administration: CH – 03: PRABODH (Social Science-I)

URL: <https://www.youtube.com/watch?v=lb3ogh0n3mA>

Social Welfare , Administration and Social Welfare Administration: CH – 03: PRABODH (Social Science-I)

<https://www.youtube.com/watch?v=OnoUbn6NmQE>

Social Welfare Administration: Consortium for Educational Communication, New Delhi.

URL : <https://www.youtube.com/watch?v=NcrclqIJT6c>

Principles of Social Welfare Administration: MOOCs EMRC Osmania University.

URL : <https://www.youtube.com/watch?v=U-ZlrI7Y2sk>

Governmental and non-governmental social welfare organizations: MOOCs EMRC Osmania University.

URL : <https://www.youtube.com/watch?v=04H5-LhT-6A>

National and international funding organizations: MOOCs EMRC Osmania University.

URL : <https://www.youtube.com/watch?v=4e4ZTUjSDI4>

**Paper Code:** MSW 2.2

**Paper Type:** Hard Core (Theory)

**Paper Title:** Psychological Foundation for Social Work

**Introduction:**

The course aims to develop provide the learners an opportunity to learn the basic concepts of psychology and to enable them to understand their usefulness at various settings of Social Work Practice.

**Objectives:**

1. Understand the important concepts of psychology.
2. Understand how to put the knowledge of psychology into the practice of Social Work.

**Course Content:**

**Unit I: Introduction to Psychology:**

Concept of Psychology, Overview of branches of Psychology, Significance of Psychology to Social work. Concept of Growth and Development, Principles of Growth and Development, Role of Heredity and Environment.

**Unit II: Lifespan approach to Understanding Human Development:**

Characteristics, Tasks and Hazards during-  
Pre-natal period, Infancy, Babyhood, Early Childhood and Late Childhood  
Freud's Psychosexual Theory of Development.  
Psycho-social Development Theory of Erikson.

**Unit III: Puberty, Adolescence, Adulthood (Early, Middle and Old age)**

[Special focus on Psycho-social development, Moral Development, Moral Development and Personality Development]  
Basic Human needs, Maslow theory of Hierarchy of Needs, Two factor theory of Fredrick Hertzberg.

**Unit IV: Emotions and Emotional Behaviour, Defense Mechanisms.**

Personality- Definition, nature, types and assessment.  
Intelligence- Concept, Types of Intelligence and Assessment of Intelligence.

**Unit V: Abnormal Psychology:** Concept of normality and abnormality, Mental Health- characteristics of Mentally healthy person, factors influencing mental health – Concept of abnormality – basic information on symptoms, causes and treatment of mental illnesses – role of social workers in promoting mental health.

**References:**

- Baltes, P. B. (Ed.) (1978) Life span Development and Behaviour. New York: Academic Press, Inc.
- Feldman Robert S 1997 Understanding Psychology, 4th Edition, Tata McGraw Hill Publishing Company Limited, New Delhi
- Hurlock, Elizabeth B. 1978 Child Growth and Development, New Delhi, Tata McGraw-Hill Publishing Company Ltd.
- Hurlock, Elizabeth B. 1975 Developmental Psychology, New Delhi, Tata McGraw-Hill Publishing Company Ltd.
- Le francois, G. R. 1990 The Life Span, Third Edition, University of Alberta.
- Misra, G. (Ed.) 1990 Social Psychology in India, New Delhi: Sage Publications.
- Rapoport, Rhona and Rapoport, Robert 1980 Growing through Life, Lifecycle Book, New York: Harper & Row Publishers.
- Smolack, L. 1993 Adult Development, New Jersey: Prentice-Hall
- Mangal S. K. 2008 Abnormal Psychology, Sterling Publishers Private Ltd, New Delhi

**Paper Code:** MSW 2.3

**Paper Type:** Hard Core (Theory)

**Paper Title:** Social Sciences Foundation for Social Work

**Objectives:**

Enable the Students to:

- Understanding the basic concepts sociology, economics and political science in order to examine the structure and functions of society.
- Facilitate to develop a social perspective and skill to analyse Indian society and change.
- Motivate them to cultivate an analytical mind with respect to society in order to be an effective social worker.

**Unit I: Basic Concepts in Sociology**

Society: Concept, Characteristics, Structure and Functions of Society, Relationship between individual and Society.

Community: Concept, Definition and Characteristics of Rural, Urban and Tribal Communities.

Meaning, Characteristics and Functions of Institution and Association.

Meaning and Characteristics of Social Processes.

Demographic Characteristics of Indian Society; Relevance of Sociology for Social Work Profession.

**Unit II: Socialization, Social Control and Social Groups**

Socialization: Concept, Importance and Functions; Agencies of Socialization.

Social Control: Meaning, Mechanisms of Social control, Agencies of Social Control: Formal and informal.

Culture: Concept; Influence on individuals; Cultural change; Cultural Lag, Difference between Civilization and Culture.

Social Groups: Concept, Definition, Characteristics and Classification of Social groups.

Social Networking: WhatsApp, Face book. Sanskritization and Westernization.

**UNIT III: Basic Concepts of Economics**

Wants and Need; Demand and Supply; Basic economic activities- production, distribution consumption and exchange; Factors of production, Resources and Utility; Development and under developed or developing economies and its indicators; Per capita income and national income; National Income Analysis; economic systems.

Economic Development and Planning in India: Meaning and determinants of economic development in India; Meaning and objectives of economic planning, Five-year plans and planning under the new economic policy, Decentralized Planning.

**UNIT IV: Basic Concepts of Political Science.**

Definitions of Politics in terms of state, power, resolution of conflicts. Concepts of Rights, Liberty, Justice and Equality, Power, Authority, Legitimacy, Totalitarianism and Autocracy. A critique of the Marxian theory of class. Communism. Fabian socialism, elites and masses, Power structure, classical theories of democracy.

Interface between Social Work and Politics.

**UNIT V: Major Ideologies**

Modern Ideologies: Liberalism, Utilitarianism, Social Darwinism and Socialism.

Contemporary Ideologies: Globalisation and Neoliberalism – Post-modernism - Multiculturalism.

**References:**

1. Davis. K. Human Society, Macmillian Company, New York, 1961.
2. Ghurye. G. S., Caste, Class and Occupation, Popular Book Depot, Bombay 1961 (Revised Edn. Caste and Race in India).
3. GouldnerAlvyn W. Gouldner Helen P., Modern Sociology; An introduction to the Study of Human Interaction, Hacourt Brace and world. New York, 1963
4. Kapadia K. M. – Marriage and Family in India, Oxford University Press, London, 1957.
5. Phelps Harold. A. – Contemporary Social Problems, New York, Prentice – Hall Inc, 1949.
6. Srinivas. M. M. – Religion and Society, Oxford University Press, London, 1952.
7. Jain PC – Social Movements among Tribals, New Delhi. 1991
8. Kingsley, David – Human Society, New Delhi. 1969
9. Pandey, A.K – Tribal Society in India, New Delhi. 1997
10. Sharma S – Social Movements of Social Change. New Delhi. 1985
11. Srinivas, M.N – Village, Caste, Gender and Method (Essay in Indian Social Anthropology), New Delhi. 1996
12. Ackerman Frank (ed.) – Human Wellbeing and Economic Gains, Washington DC. 1997 13. Aggarwal, Ashish – GATT and Developing Countries. New Delhi. 1994 14

**Paper Code:** MSW 2.4

**Paper Type:** Hard Core (Theory)

**Paper Title:** Fields of Social Work Practice

**Introduction:**

The course aims to introduce the trainees to various settings where there is a scope for social work intervention. It helps the learner to view and assess the situation holistically and plan a process for change with necessary professional intervention.

**Objectives:**

1. Provide an exposure to the fields of social work.
2. Equip with the necessary information of the existing policies and services in the fields of social work.

**Course Content:**

**Unit I**

Community Development: Concept of Tribe, Rural and Urban Community, Issues in Tribal, Rural and Urban Communities - Marginalised groups and Weaker Sections - Ecological Social Work - Social Work Intervention in Community Development.

**Unit II**

Family and Child Centered Social Work: Concept and Issues of Family and Child, Child Rights.

Social Work Intervention with Family: Family Assessment, Family Counseling, Family Life Education, Family Therapy Techniques - Social Work with Children in difficult circumstances (Orphan, Street Children, Substance abuse, etc.) - School Social Work.

**Unit III**

Medical and Psychiatric Social Work: Concept of Health, Concept and Classification of Disease, Disorder, Disability. Stigma and Insensitiveness attached to Health Issues. Social Work in Healthcare setting.

**Unit IV**

Correctional Social Work:

Concept of Crime and Delinquency. Adult correctional Services in India. Juvenile Justice System in India. Role of Social Workers in Adult Correctional Administration. Intervention of Social Workers in Institutional and Non-institutional services for Juvenile Justice. Role of Social Workers under Juvenile Justice Act.

**Unit V**

Occupational Social Work: Concept of Employee Welfare, Industrial Relations, Labour Legislations. Problems faced by Employees. Social Work Intervention - Emerging Fields of Social Work.

**References**

1. Ashok Sehgal (Ed) 2005 Social Work Vol 1,2 and 3 ISHA Books Delhi- 110033 India
2. Diana M. DiNitto, C. Aaron McNeece and Contributors (2<sup>nd</sup> Ed) 1977 Social Work: Issues and Opportunities in a Challenging Profession, Allyn And Bacon A Viacom Company, 160 Gould Street, Needham Heights, Manachusetts. 02194
3. Friedlander W. A. Apte Robert, Z. 1982 Introduction to social welfare, New Delhi, prentice Hall.
4. Government of India Publication Division, 1987 Encyclopedia of Social Work Vol, 1, 2, 3 and 4 Publication Division, Ministry Welfare, Govt. of India New Delhi
5. Harish Kumar (Ed,) 2004 Social Work Vol 1,2 and 3 ISHA Books Delhi- 110033 India
6. Jainendra Kumar Jha Encyclopedia of Social Work Vol, 2, 3 and 4, institute for sustainable development, Lacknow and Anmol publications Pvt. Ltd. New Delhi India.
7. Laxmi Devi (Ed in Chief) Encyclopedia of Child and family welfare; Anmol publications Pvt. Ltd. New Delhi India.
8. O, William Farley, Larry Lorenzo smith, and Scott W. Boyle (9<sup>th</sup> Ed) 2003. Introduction to Social Work, Allyn and Bacon Pearson custom Publishing 75, Arlington Street, Suite 300, Boston, MA 02116

**Paper Code:** MSW 2.5

**Paper Type:** Hard Core (Practical)

**Paper Title:** Social Work Practicum-II (Concurrent Field Work and Summer Placement)

**Concurrent Fieldwork:** Concurrent practice learning of two-days a week is an ongoing learning opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent (16 hours), each week of the semester. The learners may be placed in agencies or in communities to initiate and practice in direct service delivery. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work. The faculty supervisors should assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Every student shall undertake two case studies, one groups work (with a minimum of four sessions), two awareness programmes/trainings with any group in agency/community. They have to predominantly try to put into the practice the life skills learnt by them through Skills Lab Workshop in the first semester. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with the respective agency/development organisations. Minimum of eighteen concurrent fieldwork visits are expected to be carried out during the second semester of the course.

**Summer Placement:** In addition to Social Work Camp and Concurrent Fieldwork, students are expected continue Social Work Practicum - II in their respective villages / towns during the Summer Vacation for 7-10 days duration. They may carry out a social analysis of their rural/urban community under the guidance of the Faculty Supervisor, do need identification, prioritization of needs, develop an action plan, and implement the action plan in order to learn to design and practice certain social work interventions for the development of the community. The report of the Social Work Practice done during the Summer Vacation shall be added to reports of Social Work Practicum – II and should be made available to the examiner at the time of viva-voce examination.

**References:**

- Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
- Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
- Mathew, G. *Supervision in Social Work*. Mumbai: TISS.
- Roy, S. 2012. *Fieldwork in Social Work*. Jaipur: Rawat Publications.
- Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
- Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
- University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.

**Paper Code:** MSW 2.6

**Paper Type:** Open Elective Course (Theory)

**Paper Title:** Management of Non-Governmental Organizations

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

**Objectives:**

1. To develop understanding of the evolution of administration as a science and as a method;
2. Develop an understanding about the role of NGOs in social development.
3. To acquire knowledge and skills in the use of different management techniques in human service organizations;

**UNIT I**

NGOs as non-profit organizations involved in development work.

Legal - rational structure of Non-profits.

Trusts and Societies: Process of registering a NGO under the Trust Act and Societies Registration Act.

**UNIT II**

Organisational Design: Vision, Mission and Goals of NGOs - Decision-making - Participation, empowerment, teamwork and ownership; Voluntarism, Transparency and Stakeholder Accountability - Leadership styles suited for NGOs.

**UNIT III**

Management of voluntary organizations: Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB).

Public Relations and Networking Techniques.

**UNIT IV**

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

**UNIT V**

Accounting for Non- Profit Organisations: Basic accounting principles and concepts- Preparation and analysis of financial statements, zero base budgeting; Financial Management.

Recent trends in NGO management.

NGO's in Karnataka case studies: KHPT, SVYM, Samarthanm trust, APD, KASP, Child Rights Trust.

**References:**

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



## SEMESTER – III

**Paper Code:** MSW 3.1

**Paper Type:** Hard Core (Theory)

**Paper Title:** Social Policy and Legal System in India

### **Introduction:**

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

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

### **Objectives**

- To acquire a basic understanding of legal system and the Indian constitution with special emphasis on the Fundamental rights and the Directive principles of the state.
- To understand the various provisions and features of the different personal laws and social legislations.
- To enable the students to contextualise contemporary human rights
- To motivate the students in a proactive thinking process with a human rights perspective
- Gain knowledge on Social Policy, Social Planning, Social Development and Social Legislations

### **UNIT I: Social Policy, Planning and Development**

Social Policy: Definition, Concept, Nature, Principle, Need and Evolution, Constitutional base and Implications; Sources and Instrument of Social policy. Values and Different models underlying social policy.

Social Policy relating to Women, Children, Youth, Aged, Education, Health and Family Welfare. Role of Social Workers in promoting of Social Policies.

Relationship between Social Policy, Social Planning and Social Development. Role of NITI Ayog.

### **UNIT II: Law and Society**

Concept, meaning and scope of law and society, Social legislation-a socio- historical analysis and as an agent of social change, concept and provision for social justice in Indian constitution; 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 III: Personal Laws**

Personal Laws related to Marriage, Divorce, Succession, Adoption and Minor's guardianship of Hindus, Mohammedan and Christians; Special Marriage Act, Indian Divorce Act, Indian Succession Act. Family Court Act 1984.

### **UNIT IV: Legislation Pertaining to Women, Children and Environment**

Probation of Offenders Act – 1956, Consumer Protection Act 1986, Environment Protection Act 1986, Right to Information Act – 2005, MNREGAct – 2005, Persons with Disabilities Act 1995, Juvenile Justice (Care and Protection) Act 2000, ii), Child Labour (Prohibition and Regulation) Act 1986, Dowry Prohibition Act 1984, Domestic Violence (Prohibition) Act 2005, Right to Education Act.

## **UNIT V: Various Commissions and Legal Services**

Human Rights Perspective, UND HR and Commission, Women's Commission, Minority Commission-constitution and functions, Public Interest Litigation, Legal Aid, Lok Adalat, Role and functions of Social worker, Constitutional Remedies -Habeas Corpus, Mandamus, Prohibitions, Quo Warranto, Certioraris- Organs of Administration Legislative, Executive and Judiciary Process of framing legislations in the Assembly and Parliament. Role of social worker in the legal services.

### **References:**

1. Gangrade, K.D. Social Legislations in India. Delhi: Concept Publishing Company, 1978.
2. Baxi, U., The State and Human Rights Movements in India, Sage, New Delhi, 1998
3. Manohar S, The Indian Judiciary and Human Rights, Butterworths, New Delhi, 2000
4. Parasuraman S.K.R, G & Fernandez B, Institutional Context: Socio Cultural., Books for Change, Bangalore 2003
5. Singh S. D, Socioeconomic disparities and violation of Human Rights in India: Problems and Perspectives, Deep and Deep, New Delhi, 2001
6. Government of India: The Constitution of India.
7. Bare Acts.
8. Bandyopadhyay, D. (1997) "People's Participation in Planning: Kerala Experiment", Economic and Political Weekly, Sept. 24, 2450-54.
9. Bhandi, R. (1993). Social Policy and Development in Rajasthan, Udaipur: Himanshu Publications.
10. Bulmer, M. et. al., (1989). The Goals of Social Policy. London: Unwin Hyman.
11. Chakraborty, S. (1987). Development Planning - Indian Experience, Oxford: Clarendon Press.
12. Dandekar, V. M. (1994). "Role of Economic Planning in India in the 1990s & Beyond", Economic and Political Weekly, Vol. 29, No. 24, 1457-1464.
13. Desai, V. (1988). Rural Development (Vol.1) Mumbai: Himalaya Publishing House.
14. Ganapathy, R. S. and Others (1985). Public Policy and Policy Analysis in India, Delhi: Sage Publications.
15. Ghosh, A. (1992). Planning in India: The Challenge for the Nineties, New Delhi: Sage Publications.
16. Government of India Five Year Plan Documents (latest), New Delhi.

### **Recommended Journals / Periodicals:**

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

**Paper Code:** MSW 3.2

**Paper Type:** Hard Core (Theory)

**Paper Title:** Social Work Research and Statistics

**Introduction:**

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

**Objectives:**

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

**Course Content**

**UNIT I**

Science: Meaning, Scientific approach in comparison to the native or common-sense approach.

Scientific Method: Application of scientific method for the study of social phenomena.

Research: Definition and objectives.

Social Science Research: Definition, objectives and process.

Social Work Research: Definition, objectives and scope.

Ethical issues in social work research.

Identification and Formulation of Social Research: Criteria for the selection of research problem;

Difference between concepts, constructs, and variables.

Meaning and significance of operational definitions.

**UNIT II**

Review of related literature.

Hypothesis: Meaning, importance, types, uses and requirements.

Designs of Social Work Research: Definition and importance; Types of Research Designs: exploratory, descriptive, experimental, evaluative design, participatory research, action research and intervention research.

Difference between Quantitative and Qualitative Research – Need for Mixed Methods approach in Social Work Research.

Sampling: Purpose of sampling – Concepts related to sampling: Population/universe, sample, sampling frame, sampling and sampling unit – Meaning and types of probability and non-probability sampling – Techniques and procedures in sample selection.

**UNIT III**

Methods and Tools of Collection (Survey Method): Interview, questionnaire, observation – Guidelines in framing of questions.

Data Processing: Editing data, classification, quantification, coding key, master chart, manual and mechanical tabulation of data; diagrammatic and graphic presentation.

Analysis and Interpretation of data.

Research Reporting: contents of research report: foot-note, references, bibliography, writing of the book review.

#### **UNIT IV**

Statistics for Social Work Research: Definition, functions and limitations of Statistics.

Level of Measurement: Nominal, Ordinal, Ratio and Interval levels.

The idea of quantification; Grouping of data- Frequency, Choosing class intervals; limits of class intervals; Frequency and cumulative frequency distribution.

Types of frequency distribution: Symmetrical and Asymmetrical/Skewed distribution.

Measures of Central Tendency: Mean, Median and Mode – Measures of Dispersion: Quartile Deviation, Standard Deviation, Mean Deviation.

#### **UNIT V**

Hypothesis Testing, Statement of Hypothesis, Level of Significance, One-Tail Test and Two-Tail Test, Errors in Hypothesis Testing, Power of a Test.

Parametric and non-parametric tests; Meaning and types of correlation: Pearson product moment correlation, rank order correlation; tests of significance: t-test, one-way ANOVA, Chi-square test.

Use of Computers in Statistical analysis: MS-Excel & SPSS.

#### **Recommended Readings:**

1. Ahuja, Ram (2001) Research Methods, Jaipur: Rawat.
2. Alston, M. Bocoles, W. (Indian Edition 2003). Research for Social Workers-An Introduction to Methods, Jaipur: Rawat.
3. Baker, Therese L. (1994) Doing Social Research, Singapore: McGrawHill.
4. Goode, W.J., Hatt, P.K. (1981) Methods in Social Research, Singapore: McGrawHill.
5. Grinnell, Richard M. (Jr.) (1988). Social Work Research and Evaluation, Illinois F.E. Peacock Pub. Inc.
6. Gupta, Santosh. 1993. Research Methodology and Statistical Techniques, New Delhi: Deep Deep Publications.
7. Jacob, K.K. (1965) Methods & Fields of Social Work in India, Bombay: Asia Publishing.
8. Kothari, C.R. (2004 2nd edition reprint) Research Methodology: Methods & Techniques, New Delhi, New Age International
9. Krishnaswamy, O. R. (1993) Methodology for Research in Social Science, Himalaya, Bombay
10. Laldas, D. K. (2000) Practice of Social Research, Jaipur: Rawat
11. Mikkelsen, Britha (2005) Methods for Development Work and Research- A New Guide for Practitioners, New Delhi: Sage.
12. Ramchandran, P. (1968) Social Work Research and Statistics, Bombay : Allied Publishers
13. Rubin, Allen & Babbie Earl (4th Ed. 2001) Research Methods for Social Work, USA: Wadsworth, West, Brooks/Cole and Schirmer.
14. Sarantakos, Sotirios (2005) Social Research, New York: Palgrave Macmillan
15. Sharma, B.A.V., Prasad, R.D. & Satyanarayana, C. (2002) Research Methods in Social Sciences, New Delhi: Sterling
16. Sharma, K. R. (2002) Research Methodology, Jaipur: National Publishing House.
17. Wilkinson, T.S. & Bhandarkar, P.L. (1984) Methodology and Techniques of Social Research, Bombay: Himalaya
18. Young, Pauline (Asian students edition 1960) Scientific Social Surveys and Research, Japan: Asia Publishing House.

**General References:**

1. Andrews, Richard (South Asia edition 2005): Research Questions, London: Continuum
2. Bailey, Kenneth D. (1978) Methods of Social Research, New York: McneilPub.
3. Black, JamesA&Champion,DeanJ.(1976)MethodsandIssuesinSocialResearch, New York : JohnWiley
4. Chaudhary, C. M. (1991) Research Methodology, Jaipur: RBSAPublishers
5. Costello, Patrick (S. Asia Edition 2005) Action Research, London:Continuum
6. Gillham, Bill (2000) Case Study Research Methods, London:Continuum
7. Gillham, Bill (2000) The Research Interview, London:Continuum
8. Gregory, Ian (South Asia edition 2005) Ethics in Research, London: Continuum
9. Kidder, Louise H. (1981) Research Methods in Social Relations, New York: CBS College into Holt Rinelart&Winston
10. Lin, Nan (1976) Foundations of Social Research, Singapore: McGrawHill
11. Nachmias D. &Nachmais C. (1981) Research Methods in Social Sciences, New York I: St. MartinsPress
12. Polansky, N. A. (Ed) (1960) Social Work Research, USA: Univ. of Chicago.

## Specialization - A: Human Resource Development (HRD)

**Paper Code:** MSW3.3 A

**Paper Type:** Hard Core (Theory)

**Paper Title:** Human Resources Management and Occupational Social Work

### 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:

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

### Course Content

#### UNIT I

Management and Administration:

- Meaning, definitions and nature of Management.
- Difference of Management and Administration.
- Managerial roles.
- Levels of Management.
- Essential Certifications: International organization for Standardization certificates like ISO 9000 – ISO 14000. Conformance Europeenne (CE), ISI. Benefits and Certification process.

Human Resources Management (HRM):

- Concept, objectives, functions, importance and philosophy of HRM.
- Distinction between Personnel Management and Human Resource Management.
- Historical Development of HRM in India and Western countries from Personnel to Human Resource Management.

#### UNIT II

- Role of HRM in organizational management – HR as a strategic business partner.
- Personnel Policies: Meaning and significance.
- The organisational and HR Department structure and hierarchy - Line and staff relations.
- Qualities of an effective HR Manager.
- Human Resource Planning: Meaning and definition, importance of HRP, factors affecting HRP, the planning process.
- Job analysis: Job description, Job specification, Job evaluation.

#### UNIT III

- Recruitment of Human Resources: sources, methods and techniques.
- Placement - Induction program.
- Selection process and techniques: Selection, Induction/Orientation, Placement, Probation and Confirmation.

- Employee retention strategies - importance and methods. Latest trends in procurement and retention.
- Time Office functions, Compensation, Statutory Compliance, Employee Welfare, Grievance Handling, Employee Engagement and Employee retention.
- Performance Appraisal: Performance Management System, Bell Curve, feedback system, immediate feedback system.
- Training, education and development of talent.
- Understanding Competencies: Types of Competencies, Competency Mapping, Observing, Recording, Classifying & Evaluating competencies.

#### UNIT IV

- Career Progression & Succession Planning, Vendor Management / General Administrations, Liaisoning, Public Relations.
- Human Resource Information System (HRIS) .
- HRM action areas: Total Employee Involvement (TEI), Quality Circles (7 QC tools), KAIZEN, 5s (Sort, Set in order, Shine, Standardize, Sustain), POKE-YOKE Model, Knowledge Management.
- Retention Strategies. Audit system in Industry (HR & EHS). ISO, TS (Technical Specification).
- HR Outsourcing.
- Benchmarking.
- Employee Exit Formalities, Budget and Auditing.

#### UNIT V

- Compensation/Remunerations Management: Meaning and definitions of Wage and Salary – remuneration plans and policies - fixation principles and procedures - factors influencing compensation.
- Incentive schemes:Fringe benefits - perks etc., the latest trends in compensation management.
- Recent Trends in HRM (Artificial Intelligence, Machine Learning, Ind. 4points).
- Occupational social work: Meaning, scope and nature.
- Employee Assistance Programmes: evolution, nature, scope, philosophy, models, services, current trends and scope in India – role of social workers in the workplace.

#### References:

1. Akabas, S.H. (1995). Occupational social work. In R. Edwards (Ed.), *Encyclopedia of Social Work*, 19th edition, Silver Spring, MD: NASW.
2. Akabas, S.H., & Kurzman, P.A. (1993). (Eds.), *Work and well being: The occupational social work advantage*. Washington DC: NASW.
3. Akabas, S.H., Kurzman, P.A., & Kolben, N.S. (1979). (Eds.), *Labour and industrial settings: Sites for social work practice*. New York: Columbia University, Hunter College & Council on social work education.
4. Agarwal, R. D. (Ed.) 1973 Dynamics of Personnel Management in India, New Delhi: Tata McGraw-Hill Publishing Company.
5. Bhargava, P. P. 1990 Issues in Personnel Management, Jaipur: Printwell Publishers.
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ISSN: 24537683

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[episode-1](https://soundcloud.com/iradio_oum_icast/bbp-2103-human-resourcemanagement-episode-1)

[www.slideshare.com](http://www.slideshare.com) and [www.citehr.com](http://www.citehr.com) (a free membership website, used by the HR practitioners, educators and trainees to gain insights about the current trends. The portal also a platform the discussion, deliberation and clarifying the misconceptions regarding various HR practice related matters)

[www.academia.in](http://www.academia.in) website provides the students with the full research based articles which may be useful for their studies in various subjects as well as for their knowledge enhancement.



**Paper Code:** MSW3.4 A

**Paper Type:** Hard Core (Theory)

**Paper Title:** Labour Legislation and Employee Relations Management

### **Objectives**

1. To help students learn the basic facts concerning Labour Law.
2. To assist the students to acquire attitudes that is apt in the practice of Labour Law.
3. To enable them to realize the need to have suitable skills for the practice of Labour Law.

### **Unit-1:**

**Human Factor at workplace:** Industrialization in India. Organized and Unorganized sector in India.

**Introduction to Employee Relations:** Concept - philosophy and principles – Scope. Collective Bargaining - Workers Participation in Management.

### **Unit-2:**

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

### **Unit-3:**

**Introduction to Labour legislations:** Need – objectives – principles - Constitutional provisions and contribution of Directive Principles of State Policy. Classification of labour laws:

#### **legislation related working conditions:**

- The Factories Act, 1948
- The Karnataka shops and commercial Establishment Act, 1961
- The Contract Labour (Abolition & Regulation) Act, 1971
- The Sexual Harassment of Women at Workplace (Prevention and Redressal) Act, 2013

### **Unit-4: Salient features of wage Legislations and Industrial Relations legislations:**

#### **Wage related legislations:**

- The Payment of Wages Act – 1936
- The Minimum Wages Act – 1948
- The Payment of Bonus Act – 1965
- The Equal Remuneration Act, 1976

#### **Industrial Relations Legislations**

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

### **Unit-5: Salient features of Social Security Legislations:**

**Social Security:** Meaning - need and importance. Historical development in India. Various Social Security laws.

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

**Statutory Compliance:** Meaning – need-importance-advantages- risk of non-compliance.

Various statutory compliances under laws relating to working conditions - industrial relations - Social Security - wage and bonus.

**References:**

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Gupta. C.B., (2000) Industrial Relations & Labour Laws, Sultan Chand, New Delhi  
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Saxena, R.C, (2006) Labour Problems and Social Welfare, K.Nath & Co. Educational Publishers, Meerut  
Tripathi. P.C, (1998) Industrial Relations & Labour Laws, Sultan Chand Publication, New Delhi  
Ahuja .K.K., (1990) Industrial Relations Theory & Practice, Kalyani Publishers, Ludhiana  
Mamoria. C.B, (2000) Dynamics of Industrial Relations, Himalaya Publishers, Mumbai  
Monappa ,Arun , (2005) Industrial Relations, Tata McGraw Hill Book, New Delhi.

**Bare Acts:**

The Factories Act, 1948  
The Karnataka shops and commercial Establishment Act, 1961  
The Contract Labour (Abolition & Regulation) Act, 1971  
The Payment of Wages Act – 1936  
The Minimum Wages Act – 1948  
The Payment of Bonus Act - 1965  
The Industrial Employment (Standing Orders) Act, 1946  
The Industrial Disputes Act, 1947  
The Trade Union Act, 1926

**Digital Resources:**

International Labour Review : <http://bit.ly/2DZfYas>  
International Journal of Labour Research : <http://bit.ly/2EyMhT>  
Labor Studies Journal, The Sage Publication :  
Journal of Labour Economics, Sole :

**Important Websites**

Ministry of Labour Employment <https://labour.gov.in>  
Labour Law News <https://biblehr.com/>  
Practical Journal of Labour Law <https://www.labourlawreporter.com/>  
Chief Labour Commissioner <http://clc.gov.in>  
Department of Labour (Govt. of Kar) <http://labour.kar.nic.in/>  
Department of Labour, (Govt. of Kar) <http://www.ekarmika.com>  
CS Shantanu Pethe (CA CS CMA Coach) (2015), Minimum Wages Act 1948 (Full Lectures), Available at  
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Subhan's Legal World (2017), 'Maternity Benefits Act 1961 (with 2017 amendment)' by SubhanBande, Advocate, Kadapa (Cuddapah), Available at

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[www.citehr.com](http://www.citehr.com) (a free membership portal, used by the HR practitioners, educators and trainees to gain insights about the current trends. The portal also a platform the discussion, deliberation and clarifying the misconceptions regarding various HR practice related matters)

**Paper Code:** MSW3.5 A

**Paper Type:** Hard Core (Practical)

**Paper Title:** Social Work Practicum-III A (Concurrent Field Work and Exposure Visits)

### **Concurrent Field Work**

Concurrent practice learning of two-days a week is an ongoing learning 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 HRM specialization related agencies. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with the organisations. The organization shall continue for practice of field work in next semester too. Minimum required concurrent fieldwork visits in this semester would be twenty days, beginning soon after the completion of exposure visits.

### **Exposure Visits**

Exposure visits of 3-4 days duration shall be made to provide an opportunity to study and appreciate innovative practices in the area of HRM. This would help the students to get an exposure to the area of their specialization and also develop a vision for their future practice. The report of exposure visit shall be part of concurrent field work.

### **References:**

- Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
- Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
- Mathew, G. *Supervision in Social Work*. Mumbai: TISS.
- Roy, S. 2012. *Fieldwork in Social Work*. Jaipur: Rawat Publications.
- Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
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## Specialization - B: Community Development (CD)

**Paper Code:** MSW 3.3 B

**Paper Type:** Hard Core (Theory)

**Paper Title:** Rural Governance and Development

### Introduction:

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

### Objectives:

1. To gain knowledge about rural realities and problems in rural communities.
2. To gain knowledge about theories and approaches of community development and experiments about rural community development.
3. To understand the local self-administration of rural development and various development agencies working for rural development.
4. To learn about community development programmes in India and polices.
5. To acquire skills of social work intervention with rural communities.

### Course Content

#### UNIT I

Rural Community Meaning, Characteristics: Types of Villages: Scope of studying the rural community and its relation to social work: Rural community Problems: Poverty, Illiteracy, financial exclusions, Unemployment, Problems related to agriculture, health and problems related to energy and water. Significance of 73<sup>rd</sup> Amendment to Indian Constitution.

#### UNIT II

Community Development Concepts, Definition, Objectives, Principles, Theories of Community Development: System theory, Micro-Macro community development theory - Methods and approaches of community development- Role of community development worker: Application of social work methods in rural development - Early experiments of rural development - Sriniketan, Morthandam, Gurgaon, rural reconstruction, Firka development, Nilokheri and Etawah pilot project and Gandhian approaches to rural development.

#### UNIT III

Community development programmes across various sector in India: ICDS, MGNREGS, Accelerated Rural Water Supply Programme (ARWSP) National Livelihood Mission, IRDP, Pradhan Mantri Gramodaya Yojana, PMGSY, NSAP, DIKSHA, NRHM, etc. - Role of Voluntary agencies in Rural Development and others.

Micro-Credit and Micro-Finance: Micro credit – Concept, features – Why Micro finance – Theory of Asymmetric Information – SHG Bank linkage scheme – Eligibility criteria – Grading of SHGs – Linkage Models – Micro finance models - Micro insurance – definition, need, types, problems, strategies – types of micro insurance products – micro insurance scheme operative in India

#### UNIT IV

Rural community Administration: Administrative structure and functions for Rural Development – Central and State level, Planning Commission, Rural development in five-year plans and other welfare Ministries and Departments. Rural local bodies and power structure - Administrative pattern of community development and Panchayat raj system at local, block and district level, Functions of Panchayat Raj: Civic amenities, social welfare activities and Development work. National and state level agencies supporting Rural Development: Council for Advancement of Peoples Action and Rural Technology (CAPART), National Institute for Rural Development (NIRD), National Bank for Agriculture and Rural Development (NABARD) Regional Rural Bank (RRB), Rural Co-operatives.

## UNIT V

Contemporary Approaches/Strategies in Community development: Livelihood Approach: Indigenous community development approach – Bottom-up approach and grassroots approach - Community participation and Stakeholder analysis – Gender and Vulnerable groups – power analysis - participation Matrix - Role of social workers in the development of rural communities.

### 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.
3. Bharadwaj, A. N. 1979 Problems of Scheduled Castes and Scheduled Tribes in India, New Delhi: Light and Life Publishers.
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5. Desai, A. R. (Ed.) 1978 Rural Sociology in India, Bombay: Popular Prakashan,
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8. Epstein Scarlet J 1973 South India: Yesterday, Today and Tomorrow; Mysore Villages Revisited, London and Basingstoke: Macmillan Press
9. Katar Singh. 1999 Rural Development: Principles, Policies and Management, Sage Publications, New Delhi.
10. Mahajan, V. S, (Ed.) 1993 Employment through Rural Development - Towards Sustainability, New Delhi: Deep & Deep Publications.
11. Nair, T. K. and Training Social Workers for Rural Anbarasan, R. S. (Eds.) 1981 Development, ASSWI.
12. Panwalkar, V. G. 1987 Social Work in Rural Settings, In. Encyclopedia of Social Work in India, Vol. III, New Delhi: Ministry of Welfare, Government of India.
13. Robinson, J. W., & Green, G. P. *Introduction to Community Development: Theory, Practice, and Service-Learning*: SAGE Publications.
14. Sharma, R. (2005). *Grass-Root Governance: Changes and Challenges in Rural India*: Rawat Publications, Jaipur.
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### Journals:

1. Journal of Rural Development, NIRD Hyderabad.
2. Journal of Rural Studies, Elsevier's Geography, Planning and Development portal, ISSN: 0743-0167.
3. Journal of Rural Development.
4. Asian Journal of Rural Development, ISSN: 1996-336x

### Digital Resources:

The Audiopedia (2017), What is COMMUNITY DEVELOPMENT? What does COMMUNITY DEVELOPMENT mean? Available at <https://www.youtube.com/watch?v=m5FN8P-sq7w>

**Paper Code:** MSW 3.4 B

**Paper Type:** Hard Core (Theory)

**Paper Title:** Urban Governance and Development

**Introduction:**

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

**Objectives:**

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

**Course Content**

**UNIT I**

Urbanization: Concept and theories - Industrialisation and urbanization and impact on rural society.

Urban Community: Meaning, Characteristics, classification of City, Sub-Urbs, Satellite Towns, hinterlands and Rural Urban contrast.

Urban Problems: Drug addiction, Sex workers, Juvenile Delinquency, Urban Poverty, Urban Employment, Urban Settlement & Housing, Urban pollution, street living, pavement dwelling and street vendors, problems with unorganized sector, waste management and transport.

**UNIT II**

Urban Slums: Issues and Services: Socio-Psychological Issues of Slum Dwellers, Effect of Industrialization and Globalization on Slum, Origin and development of slum clearance board: Functions & Administration structure, Policy, Programme & Laws Relating to Slum.

Environmental conditions of urban India - Causes and types of urban pollution - Waste management measures.

**UNIT III**

Urban Community Development: Definition, Objectives and Historical Development, Principles, Process and methods - Urban Development indicators.

Significance of 74<sup>th</sup> Amendment to the Constitution to Urban Governance.

Urban Administration: National, state and local levels; Structure and functions of urban local bodies and its administration – Agencies; Metropolitans, Corporations, Municipality, Town Panchayats; Townships and Cantonments board.

**UNIT IV**

Urban Development Policy and Programmes: Town planning and other legislation related to urban development - Major Urban Development Authorities in Karnataka.

Water and sanitation programmes.

Urban Community Development policies and Programmes: Ministry of urban affairs, five-year Plans, Origin, structures, Acts, policies and programmes of Housing Board-Housing and Urban Development Corporation (HUDCO), Scheme of Shelters for the Urban Homeless, and JNNURM.

**UNIT V**

Problems in Implementation of Urban Community Development Programmes – Role of Community Development Worker: Application of Social Work method in Urban Development.

Involvement of corporate sector in urban development.

Contribution of voluntary agencies in urban community development.

Social work with urban communities - Recent developments and future prospects.

## References:

1. Aziz, Abdul. 1984 Urban Poor and Urban Informal Sector, New Delhi, Ashish Publishing House.
2. Bharadwaj, R. K. 1962 Urban Development in India, New Delhi, National Book Trust.
3. Bhargava, Gopal (Ed.) 1981 Urban Problems and Policy Perspectives, New Delhi, Abhinav Publications.
4. Bose, Ashish 1973 Studies in India's Urbanization (1901 to 1971), New Delhi, Tata McGraw-Hill.
5. Cullingworth, J. B. 1973 Problems of Urban Society, Vol. I, The Social Framework of Planning, London, George Allen and Unwin Ltd.
6. Diddee, Jaymala and RangaswamyVomla (Eds.) 1993 Urbanisation - Trends, perspectives and Challenges, Jaipur, Rawat Publications
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9. House, Peter. 1973 The Urban Environmental System, London, Sage Publications.
10. Institute of Economic Growth India's Urbanisation 1901 – 2001, Part Two, Concepts, Definitions and Sources of Data, Second Edition, No. 10
11. Karamer, R. M.' and Specht, H. 1983 Readings in Community Organisation Practice, Englewood Cliffs: Prentice Hall.
12. Kundu, Amitabh 1987 Urban Community Development, In. Encyclopedia of Social Work in India, Vol. III, New Delhi, Ministry of Welfare, Government of India.
13. Maurya, S. D. (Ed) 1989 Urbanisation and Environmental Problems, Allahabad, Chugh Publications.
14. Prakasa Rao, V. L. S. 1983 Urbanisation in India - Spatial Dimensions, New Delhi, Concept Publishing Company.
15. Ramachandran, R. 1989 Urbanisation and Urban Systems in India, Bombay, Delhi Oxford University Press.
16. Rani Singh Sundra. 1979 Urban Planning in India, New Delhi Ashish Publishing House.
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18. Ross, Murray G. 1955 Community Organisation: Theory. New York, Principles and Practice, Harper and Row.
19. Srivastava, A. K. 1989 Urbanization: Concept and Growth, New Delhi, H. K. Publishers and Distributors.
20. Turner, Roy (Ed.) 1962 India's Urban Future, Bombay, Oxford University Press.
21. Verma, S. S. Urbanization and Regional Development in India, Allahabad, Chugh Publications.



**Paper Code:** MSW 3.5 B

**Paper Type:** Hard Core (Practical)

**Paper Title:** Social Work Practicum-III B (Concurrent Field Work and Exposure Visits)

### **Concurrent Field Work**

Concurrent practice learning of two-days a week is an ongoing learning 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 of Urban and Rural Community Development should be placed in the open communities (villages, tribal hamlets, slums, etc.) through the local Panchayats or Municipal Corporations. The faculty supervisors should assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Further, faculty supervisors should facilitate students to adopt intervention field work in collaboration with the local self government bodies. The community shall continue for practice of field work in next semester too. Minimum required concurrent fieldwork visits in this semester would be twenty days, beginning soon after the completion of exposure visits.

### **Exposure Visits**

Exposure visits of 3-4 days duration shall be made to provide an opportunity to study and appreciate innovative practices in the area of Urban and Rural Community Development. This would help the students to get an exposure to the area of their specialization and also develop a vision for their future practice. The report of exposure visit shall be part of concurrent field work.

### **References:**

- Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
- Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
- Mathew, G. *Supervision in Social Work*. Mumbai: TISS.
- Roy, S. 2012. *Fieldwork in Social Work*. Jaipur: Rawat Publications.
- Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
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## Specialization - C: Medical and Psychiatric Social Work (MPSW)

**Paper Code:** MSW 3.3 C

**Paper Type:** Hard Core (Theory)

**Paper Title:** Health Administration and Community Health

### Introduction:

The paper aims to provide the learners with sufficient orientation towards management aspects of healthcare in institutional and semi/non-institutional set-up so that they may provide efficient organizational leadership as medico-psychiatric social workers.

### Objectives:

1. Gain understanding regarding essential aspects of healthcare in institutional, semi-institutional and non-institutional set-up.
2. Learn about various aspects of management of healthcare in institutional, semi-institutional and non-institutional set-up.
3. Understand to design and implement projects for administration of effective healthcare.
4. Understand different types of illnesses and need for community participation in healthcare.

### Course Content:

#### Unit I

Concept of Health, Dimensions of health- Physical, social, mental and spiritual. Determinants of health. Concept of healthcare- Classification of healthcare institutions [General, special, public, private, trust, teaching-cum-research hospitals, Corporate/Multispecialty hospitals]. Concept, scope and significance of Preventive and Social Medicine. Types of wards – out-patient services, in-patient services, emergency services in hospital.

#### Unit II

Healthcare Administration:

Management of Healthcare Institutions – Nature, scope and principles.

Human Resource Management of Healthcare Institutions: Human Resource Policies,

Human Resource Planning Process, Job Analysis, Job Description, Job Specification; Recruitment and Selection; Induction, Training and Development; Performance Management.

#### Unit III

Concept and significance of Community Health.

Concept of Disease, Types of disease: Communicable Diseases- Leprosy, Tuberculosis, Sexually Transmitted Disease (STDs), HIV/AIDS, Infectious hazards like Sars, Ebola, H1N1, Yellow fever, COVID-19.

Non-communicable Disease: Cancer, Heart Disease, Hypertension, Diabetes, and Neurological problems.

#### Unit IV

Promotion of Health – Levels of prevention- Primary, Secondary and Tertiary.

Hygiene – personal and Environmental

Concept of Nutrition: Nutrition deficiency diseases, Nutritional Requirements.

#### Unit V

Public Health System in India – Centre, State, District, Taluka and Village level, Health Education and Communication, IEC, BCC.

National Health Policy and National Health Programmes, Role of Indian Council of Medical Research (ICMR).

**References:**

1. Bajpai, P. K. (Ed.) 1998. Social Work Perspectives on Health, Jaipur, Rawat Publications.
2. Batra, Promod and Mahendra, Deepak (1992) Management Ideas in Action; New Delhi: Think Inc.
3. Benjamin Robert, et al (1983), Hospital Administration Desk Book. New Jersey: Prentice Hall.
4. Clark, D. W. and MacMahon, B. (Ed.) 1981. Preventive and Community Medicine, Boston. Little, Brown and Company.
5. Davar, Rustom S (1966) General Management, Bombay: Progressive Corporation Pvt. Ltd.
6. Davies R Lewelyn et al. (1966), Hospital planning & administration. Geneva: WHO.
7. Goal S L (1981), Health care Administration. New Delhi: Sterling.
8. Rabick & Jonathan et al (1983), Hospital Organization and Management, London: Spectrum.
9. Robbins, Stephen P. and Decenzo, David A. (2002) Fundamentals of Management, Delhi: (Essential Concepts and Applications) Pearson Education Asia.
10. WHO Expert Committee (1957), Role of Hospital in Programme of Community health protection. WHO technical Report services.
11. Weihrich, Heinz and Koontz, Harold (1993) Management Ed. 10; New York: McGraw-Hill.
12. WHO Expert Committee (1968), Hospitals Administration, WHO Technical Report Services No.395.
13. UNICEF. Health and Basic Services. New Delhi: UNICEF South Central Asia Regional Office.

**Paper Code:** MSW 3.4 C

**Paper Type:** Hard Core (Theory)

**Paper Title:** Mental Health and Counseling

**Introduction:**

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

**Objectives:**

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

**Course Content:**

**Unit I**

Concept of Mental Health and Mental Illness- Mental health as a part of general health – Misconceptions about mental illnesses.

Historical development of Psychiatry in the West and India.

Latest classification of mental disorders according to WHO and APA.

Criticism of Psychiatry and Anti-psychiatry Movement.

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

- Organic Disorders
- Psychotic Disorders
- Mood disorders
- Mental retardation

**Unit II**

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

- Eating Disorders
- Sexual Disorders
- Sleep disorders
- Substance use Disorders
- Disorders related to Childhood
- Adult personality and Behaviour Disorders

**Unit III**

Mental Healthcare Act, 2017 and Person with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act,

National Mental Health Policy.

National Mental Health Programs.

Impact of mental illness on the patient, family and community.

**Unit IV**

Community mental health: Concept and Scope. Prevention of mental illness: Primary, Secondary and Tertiary level. Disaster mental health management. Mental health education. Community mental health programs in India.

Social work interventions, role of the multi-disciplinary team with emphasis on the psychiatric social worker in providing psychosocial care to prevent mental ill health and promote mental health and well-being.

## Unit V

Counseling: Meaning and definition, Characteristics, Goals.

The counselor: qualities, skills, attitudes,

Theories/Approaches in counseling: Psycho-analytic, Humanistic and existential, Client-centered, Gestalt, Cognitive behavior, and Eclectic approach.

Types of Counseling: Individual, couple, family and group, telephonic counseling (help lines), crisis intervention.

### Recommended Books:

1. Gerald Corey. (2009). Counseling and Psychotherapy: Theory and Practice, New Delhi: Cengage Learning India Private Limited.
2. John McLeod. 2003. An introduction to counseling, New Delhi: Tata Mc Graw –Hill Publishing Company Ltd.
3. Burl E. Gilland & Richard K. James (1998). Theories and Strategies in Counseling and Psychotherapy. Singapore: Allyn and Bacon.
4. Whiston, S.C (1999). Principles ad applications of assessment in counseling, Wadsworth, Belmont. Brooks- Clole.

### References:

1. Ahuja, Niraj 1995 A Short Textbook of Psychiatry, Third Edition, New Delhi, Jaypee Brothers.
2. Anderson, David. 1982 Social Work with. Mental Handicap, London, Macmillan Press Ltd.
3. Anthony, S. (2000). Evolutionary Psychiatry a new beginning. London: Routledge
4. Brody, Elaine M. and Contributors 1974 A Social Work Guide for Long-term care Facilities, U. S. Department of Health, Education and Welfare, Public Health Service, Maryland: National Institute of Mental Health.
5. Coleman, J. C. 1976 Abnormal Psychology and Modern Life, Bombay, D. B. Taraporevala and Sons.
6. Desai, N. (2006). Public Mental Health: An evolving imperative, Indian Journal of Psychiatry, 48, 135-137
7. Dickerson, Martha Ufford. 1981 Social Work Practice with the Mentally Retarded, New York: Free Press.
8. Friedlander, W. A. 1967 Introduction to Social Welfare, (Chapter 12: Social Work in Medical and Psychiatric Settings), New Delhi: Prentice-Hall of India.
9. Feldman Robert S 1997 Understanding Psychology, 4th Edition Tata McGraw Hill Publishing Company Limited, New Delhi.
10. Gelder, M. Gath D. Oxford Textbook of Psychiatry (3rd Ed), New Delhi: Oxford University Press.
11. Golan, Naomi. 1978 Treatment in Crisis Situations, New York: Free Press.
12. Humble, Stephen and Unell, Judith (Ed.) 1989 Self Help in Health and Social Welfare, London: Routledge.
13. Jones, Kathleen. 1972 A History of the Mental Health Services, London: Routledge and Kegan Paul.
14. Jordan, William. 1972 The Social Worker in Family Situations, London: Routledge and Kegan Paul.
15. Maller, Joshua-o. 1971 The Therapeutic Community with Chronic Mental Patients, S. Karger.
16. Mishne, Judith (Ed.) 1980 Psychotherapy and Training in Clinical Social Work, New York: Gardner Press.
17. Page, J. D. 1983 Abnormal Psychology, New York, McGraw-Hill.

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|--------------------------------|--|
| 18. Robbins, Arthur J. 1957    | Mental Hospitals in India and Social Work Service, Delhi School of Social Work.                                  |
| 19. Todd, F. Joan. 1967        | Social Work with the Mentally Subnormal, New York: Routledge and Kegan Paul.                                     |
| 20. Towle, Charlotte. 1941     | Social Case Records from Psychiatric Clinics with Discuss Notes, Chicago; Illinois: University of Chicago Press. |
| 21. Yelloly, Margaret. 1980    | Social Work Theory and Psychoanalysis, New York: Van Nostrand Reinhold Company.                                  |
| 22. World Health Organization: | Lexicon of Psychiatric and Mental Health Terms, Vol.1. Geneva: W.H.O.  |

**Paper Code:** MSW 3.5 C

**Paper Type:** Hard Core (Practical)

**Paper Title:** Social Work Practicum-III C (Concurrent Field Work and Exposure Visits)

### **Concurrent Field Work**

Concurrent practice learning of two-days a week is an ongoing learning opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in specialization related agencies. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with agency/development organisations. The agency/community/setting shall continue for practice of field work in next semester too. Minimum required concurrent fieldwork visits in this semester would be twenty days, beginning soon after the completion of exposure visits.

### **Exposure Visits**

Exposure visits of 3-4 days duration shall be made to provide an opportunity to study and appreciate innovative practices in the area of specialization chosen by the student. This would help the students to get an exposure to the area of their specialization and also develop a vision for their future practice. The report of exposure visit shall be part of concurrent field work.

### **References:**

- Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
- Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
- Mathew, G. *Supervision in Social Work*. Mumbai: TISS.
- Roy, S. 2012. *Fieldwork in Social Work*. Jaipur: Rawat Publications.
- Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
- Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
- University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.

**Paper Code:** MSW3.6

**Paper Type:** Open Elective Course (Theory)

**Paper Title:** Social Innovation and Entrepreneurship

**Introduction:**

The outcomes of social entrepreneurship are focused on addressing persistent social problems particularly to those who are marginalized or poor. Social entrepreneurs are leaders that attempt to solve great social challenges with disruptive strategies that are impactful, sustainable, and scalable. This paper aims to teach the learners to be successful social entrepreneurs.

**Objectives:**

1. To provide students with a working knowledge of the concepts, opportunities and challenges of social entrepreneurship.
2. To demonstrate the role of social entrepreneurship in creating innovative responses to critical social needs (e.g., hunger, poverty, global warming, etc).
3. To engage in a collaborative learning process to develop a better understanding of the context and domain of social entrepreneurship.
4. To help prepare students personally and professionally for meaningful employment by reflecting on the issues of social entrepreneurship.

**UNIT - I: Social Innovation and Social Venture**

Concept of Social Innovation, Process of social innovation; Impact of social innovation; Disruptive Innovations for Social Change.

Social venture: Meaning, assessing Social Ventures Opportunities, Social Venture Strategy and Plan.

**UNIT – II: Social Entrepreneurship**

Concept, Process and Models of Social Entrepreneurship.

Creating Social Value: Meaning, concept, process and assessing social value.

Venture Models: Micro-finance, micro-franchise, micro-consignment.

**UNIT – III: Social Business**

History, Meaning, Concept, Theory and Process of Social Business;

Contribution of Muhammad Yunus to Social Business; Redefining economics for poor (Yunus);

Social business ventures: Yunus Center in India and Bangladesh.

**UNIT – IV: Designing a Social Business Plan**

Social Business Plan: Executive summary, Company overview, industry analysis –Customer analysis – target customer, customer needs; competitive analysis – direct competitors, indirect competitors, competitive advantage; marketing plan – products & services, pricing, promotion plan, distribution plan;

**UNIT V: Implementation of Social Business Plan:**

Operation plan - Key operational processes, milestones; Financial plan – revenue model, financial highlights.

Types of funding for social ventures: Corporate funding, Crowd funding, Philanthropy, Grants.

Successful Models: Microsoft, Grameen Bank, Dabbawalas.

## References:

1. Filip M. Santos, 2009, A positive theory of social entrepreneurship, Social Innovation Center, France. Website: <http://www.insead.edu/facultyresearch/research/doc.cfm?did=41727>
2. James and Charles, 2007, Innovative approaches to reducing global poverty, the case of Edunm. [http://www.academia.edu/1137883/List\\_of\\_References\\_for\\_academic\\_projects\\_on\\_Social\\_Entrepreneurship\\_by\\_Hamza\\_El\\_Fasiki](http://www.academia.edu/1137883/List_of_References_for_academic_projects_on_Social_Entrepreneurship_by_Hamza_El_Fasiki)
3. Alvord, S., Brown, D., and Letts, C. (2004), 'Social Entrepreneurship and Societal Transformation: An Exploratory Study', *Journal of Applied Behavioral Science*, 40.3, 260-83.
4. Austin, J. (2004), 'Institutional Collaboration', in Young, D. (ed.) *Effective Economic Decision Making by Nonprofit Organizations*, National Center on Nonprofit Enterprise and The Foundation Center, 149-166.
5. Bornstein, D. (2004), *How to Change the World: Social Entrepreneurs and the Power of New Ideas*, New York: Oxford University Press.
6. Bennis, W., and Thomas, R. (2002), *Geeks & Geezers*, Cambridge, MA: Harvard Business School Press.
7. Bernstein, E. (2005), 'Giving Back', *The Wall Street Journal*, May 13, p.W2
8. Bloom, G., and Scher, L. (Spring 2003), *Public Policy 192 - Social Entrepreneurship: Mobilizing Private Resources for the Common Good & Public Policy 193-Social Entrepreneurship*.
9. Collaboratory (SE Lab) Syllabus, Stanford University, Public Policy Program and Program on Urban Studies, School of Humanities & Sciences.
10. Bloom, G., Leonard, H., Moore, M., and Winship, C. (Spring 2005), *Social Entrepreneurship Collaboratory (SE Lab): Syllabus*, Harvard University, Hauser Center for Nonprofit Organizations, John F. Kennedy School of Government.
11. Bloom, G., and Nicolson, M. (2003), *Vision Contract*, Stanford University: Social Entrepreneurship Collaboratory (SE Lab).
12. Bowen, W. (1994), 'When a Business Leader Joins a Nonprofit Board', *Harvard Business Review*, September/October, pp.38-43.
13. Bradach, J. (2003), 'Going to Scale', *Stanford Social Innovation Review*, Spring, pp.19-25.
14. Bradford, A. (ed.) (2003), *Generation Y for the Global Village*, Washington D.C.: International Peace Press.
15. Brooks, Z. (2002), *An Introduction to Business Planning for Nonprofits*, The Bridgespan Group, available at: [www.bridgespangroup.org](http://www.bridgespangroup.org)
16. Muhammad Yunus, *Social business*.
17. Muhammad Yunus, *Redesigning economics for the poor of the rich countries*.



## SEMESTER – IV

**Paper Code:** MSW 4.1

**Paper Type:** Hard Core (Theory)

**Paper Title:** Disaster Management and Rehabilitative Services

### **Introduction:**

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

### **Objectives:**

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

### **Course Content**

#### **UNIT I**

Disasters: Concept, types, and types of disasters. Impact of disasters on vulnerable communities.

Disaster Management: Definition and process; importance of disaster management in the present environmental scenario.

#### **UNIT II**

Disaster Prevention and Preparedness: Vulnerability analysis, hazard mapping, community-based disaster preparedness programmes, public awareness and education; first-aid training, civil defense training.

#### **UNIT III**

Scope of disaster related interventions, 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.

Institutions and Instruments in Disaster Response: Administration of relief in India - National, state, district and local levels; Disaster related legislations and policies.

#### **UNIT IV**

Concept and importance of disaster mental health - Development of disaster mental health and psychosocial care and support in India.

Psychosocial problems among survivors.

Techniques of psychosocial care: Principles psychosocial care - Basic techniques of psychosocial care – spectrum of care – psychosocial care in each phase of disaster - holistic care for survivors – working with vulnerable groups.

Guidelines on Psychosocial Support and Mental Health Services in Disaster.

#### **UNIT V**

History, philosophy and principles of psycho-social rehabilitation.

Psycho-social rehabilitation during disaster situations.

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

## References:

1. IFRC, 2005
  2. Birnbaum, F,  
Coplion, J and Scharff, T 1973  
No. 9, 545-551
  3. Blaufard H and Levine J 1967
  4. Brahme S and Gole P, 1967
  5. Chen, L 1973
  6. Fritz, C.E 1968
  7. Gangrade, K.D and  
Dhadde S, 1973
  8. Grossman, L 1973
  9. Hoff, A 1978
  10. Joint Assistant Centre 1980
  11. Lindomann, E 1944
  12. Shader, I and Schwartz A  
1966
  13. Siporin, M 1966
  14. Wolfenstein, M 1977
- World Disaster Report  
"Crisis intervention after a Natural  
Disaster", Social Case Work, Vol. 54,  
  
"Crisis intervention in an Earthquake",  
Social Work, Vol.17, No.4, 16-19  
Deluge in Poone, Poone: Asia  
Publishing House  
Disaster in Bangladesh: Health Crisis in  
a Developing Nation, New York, Oxford University  
Press.  
"Disaster", Sills D (Ed.) Internatioanl Encyclopedia of  
Social Science. Vol 4 USA: The MacMillan Company and  
the Free Press, 202-208.  
Challenge and Response, Delhi: Rechna  
Publication.  
"Train Crash: Social Work and Disaster  
Services" Social Work Vol.18, No.5, 38-44  
"People in Crisis", Understanding and  
Helping, California: Addison Wesley Publishing  
Company.  
Natural Disaster, New Delhi: Adhyatma Sadhana  
Kendra.  
"Symptomology and Management of Acute Grief",  
American Journal of Psychiatry, Vol. 101, pp.141-148  
"Management of Reaction of Disaster",  
Social Work, Vol. 11, No. 2.  
"The Experience of Aiding the Victims of Hurricane  
"Betsy", Social Service Review, Vol. 10  
Disaster: A Psychological Essay, New York:  
Arno Press.

**Paper Code:** MSW 4.2

**Paper Type:** Hard Core (Theory)

**Paper Title:** Project Management for Participatory Development

**Introduction:**

The paper aims to appraise the students with methodology for planning, formulating, implementing and evaluating development projects using the Logical Framework.

**Objectives:**

1. Understand different perspectives of development and approaches for community development.
2. Understand process and components of project management.
3. Develop application skills for effective organisational management.

**Course content**

**UNIT I**

**Introduction to Project Management:** Concept of Development and Development Projects, Meaning and Components of Project Management, Overview of Project Cycle Management.

**Project Identification:** Needs assessment: listening, interviewing, focus group discussions; community mapping; Capacity assessment: human, social, natural, physical, economic, cultural. Feasibility/Base Line studies.

**UNIT II: Logical Framework Approach**

Overview of the Logical Framework Approach: What is Logical Framework Approach?, History of Logical Framework Approach, and the Pros and Cons of Logical Framework Approach.

Using the Logical Framework Approach for Project Design: The two Main Stages of Logical Framework Approach - The Analysis Stage: Preparatory Analysis, Stakeholder Analysis, Problem Analysis, Analysis of Objectives and Analysis of Strategies/Alternatives.

**UNIT III: Logical Framework Matrix**

Preparation of Logical Framework Matrix: Principles, Format and Terminology – The Logframe: Format and Process of Preparation - First Column: The Intervention Logic – Fourth Column: The Assumptions – Second and Third Column: Objectively Verifiable Indicators and Sources of Verification – Definition of Objectively Verifiable Indicators at the level of Overall Objective, Purpose and Results - Source of Verification – Completing the Draft Logframe Matrix – Checking the Project Design.

**UNIT IV**

**Basics and Principles of Project Cycle Management:** Definitions of Project, the Purpose of Project Cycle Management, the Cycle of Operations, Key Responsibilities and Decision-Making Process, and Coordinating the Project Cycle Management in an Integrated Planning.

**Using the LFA at Various Phases of PCM:** Programming Phase, Identification Phase, Formulation Phase, Implementation Phase, Including Monitoring and Reporting. Evaluation Phase.

**UNIT V**

Preparation and Submission of Project Proposals to Funding Agencies.

**Useful Tools and Techniques for Project Implementation, Monitoring and Evaluation:** Creating Management Information System (MIS) – Participatory Rural Appraisal (PRA): Principles, methods and techniques – Gantt Chart – Programme/Project Evaluation Review Technique (PERT) – Critical Path Method (CPM).

## References:

- Blackman, Rachel. 2003. Project Cycle Management. UK: Tearfund. (Downloaded from [www.tearfund.org/tilz](http://www.tearfund.org/tilz)).
- Choudhury, S. (1990). Project Management, New Delhi, Tata McGraw – Hill Publishing Company Ltd.
- Clark, John 1991 Voluntary Organisations: Their Contribution to Development, London, Earth Scan.
- Dale, Reidar. 2001. Evaluation Frameworks for Development Programmes and Projects. New Delhi: Sage Publications.
- Eade Deborah and Literingen Ernst. (ed) 2006 Debating development-NGOs and the Future, New Delhi: Rawat.
- Fernandes, Walter Tondon, Rajesh (Ed) (1981) Participatory Research and Evaluation, New Delhi: Indian Social Institute.
- Ghosh, A.S. 1990. Project Management. New Delhi: Anmol Publishers.
- Ginbery, Leon.H 2001 Social Work Evaluation - Principles and Methods, Singapore, Allyn and Bacon.
- Goel, B. B. and Faculty of Arts, Punjab University (1987) Project Management – A Development Perspective, New Delhi: Deep and Deep Publication.
- Kandasamy.M 1998 Governance and Financial Management in Non – Profit Organization, New Delhi, Caritas India.
- Kappor, K.K(Ed) 1986 Directory of Funding Organizations, New Delhi, Information and News Network.
- Kumar, A 2003 Social Change through NGO's, New Delhi, Anmol Publishers.
- Marsden, David, Oaklay, Peer (Ed) (1990) Evaluating Social Development Project; Oxford, UK: Oxfam.
- Moder, Joseph. 1986. Project Management with CPM and PERT. New Delhi.
- Mukharjee, Amitava (2004) Participatory Rural Appraisal- Methods and Applications in Rural Planning, New Delhi: Concept Publishing Company.
- Mukharjee, Neela (2002) Participatory Learning and Action with 100 Field Methods, New Delhi: Concepts Publishing Company.
- Mukherjee, Amitarva (Ed). 1995 Participatory Rural Appraisal: Methods and Application in Rural Planning, New Delhi, Vikas.
- Mukherjee, K.K and Mukherjee 1986 Voluntary Organization: Some Perspectives, Sutapa Hyderabad, Gandhi Peace Centre.
- Mukherjee, Neela (1996) Participatory Rural Appraisal and Questionnaire Survey, New Delhi: Concept Publishing Company.
- Nail, B. M. (1985) Project Management – Scheduling and Monitoring By PERT/CPM, New Delhi: VANI Educational Books.
- Padaki, Vijay. 1995. Development Intervention and Programme Evaluation. New Delhi: Sage Publications.
- Prasanna, C. 1993. Project Preparation. New Delhi: Tata McGraw Hill.
- PRIA (1995) A manual for participatory Training Methodology in Development, New Delhi: PRIA.
- Robin Lall. 2004 The Dynamics of NGO's New Delhi, Dominant Publishers.
- Rossi. 1992. Evaluating Social Programmes. New York: Seminar Publications. C.B.S.
- Sachs Wolfgang (Ed.) (1992) The Development Dictionary- A Guide to Knowledge as Power, London, New Jersey : Zed Books.
- Sakararan and Rodrigues 1983 Hand Book for the Management of Voluntary Organisation Madras, Alfa.
- Somesh Kumar (2002) Methods for Community Participation, New Delhi: Vistar Publication.
- Sooryamoorthy R and Gangrade K.D. 2006 NGOs in India - A cross Sectional study New Delhi: Rawat.

## Specialization - A: Human Resource Development (HRD)

**Paper Code:** MSW4.3 A

**Paper Type:** Hard Core (Theory)

**Paper Title:** Human Resource Development and Employee Wellness

### **Introduction:**

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

### **Objectives:**

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

### **Course Content**

#### **UNIT I**

**Human Resource Development (HRD):** Concept - origin and needs for HRD. Competency Mapping - Performance Measurement Systems - Organizational goal setting process - Key Result Area (KRA) and Key Performance Indicator (KPI).

#### **UNIT II**

**Approaches to measuring HR:** - Competitive Benchmarking - HR Accounting - HR Auditing - MBO (Management by Objectives). Coaching – Mentoring - career planning - career development - reward system - quality of work life.

#### **UNIT III**

##### **Talent Development:**

Concept and importance - Training Need Analysis - process of training - learning principles designing and evaluating training and development programs. Types and Methods of selection criteria – training effectiveness. Review of training programs. Learning Organizations. HRD Audit – Concept and types.

#### **UNIT IV**

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

#### **UNIT V**

**Employee Counseling:** The Counseling: Meaning and Importance. The Psycho-Social issues faced by employees. Role of Counselor in Organizations. Qualities of good counselor. Changing role of HRD managers

**References:**

1. Bhattacharyya, Dipak Kumar.1999 Managing People, New Delhi, Excel Books.
2. Business Today Managing People: The Business Today, Experiential Guide to Managing Workforce 2000, January 7-21, 1996.
3. Cowling, Alan and James Philip The Essence of Personnel Management and Industrial Relations, New Delhi, Pentice-Hall of India Pvt., Ltd.
4. Davis, Keith. 1983 Human Behaviour at Work, New Delhi: Tata McGraw-Hill
5. Fisher, Cynthia; Schoenfeldt, Lyle F. and Shaw, James, B. 1997 Human Resource Management, Third Edition, Boston, Houghton Mifflin Company.
6. Jayagopal, R. 1990 Human Resource Development: Conceptual Analysis and Strategies, New Delhi: Sterling Publishers Pvt. Ltd.
7. Moorthy, M. V. 1982 Priciples of Labour Welfare, New Delhi, Oxford & IBH.
8. Moorthy, M. V. 1992 Human Resource Management Psycho-Sociological Social Work Approach, Bangalore, R & M Associates.
9. Norman, M. 1960 Psychology in Industry, London, Harrap& Company.
10. Prasad, L. M. 1996 OrganisationalBehaviour, New Delhi, S. Chand & Co.
11. Rao, T. V. 1990 HRD Missionary, New Delhi. Oxford & IBH.
12. Rao, T. V. 1991 Reading in Human Resource Development, New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd
13. Rudrabasavaraj, M. N. 1984 Human Factors in Administration, Bombay: Himalaya Publishing House.
14. Sahni, P. and Sharma, K. K. 1988 OrganisationalBehaviour, New Delhi: Deep and Deep Publications.
15. Singh M. K. and Bhattacharya Personnel Management, New Delhi : (Eds.) 1990 Discovery Publishing House.
16. Vroom, V. H. and OrganisationalBehaviour and Human Grant, L. 1969 Performance, New York. Wiley.

Note: Kindly download the lecture vedios from youtube from e-pathshala government portal

**Paper Code:** MSW 4.4 A

**Paper Type:** Hard Core (Theory)

**Paper Title:** Corporate Social Responsibility

**UNIT I:**

Meaning, definition and scope of CSR – Evolution of CSR – Rationale for CSR (moral, rational and economic arguments for CSR) - strategic context of CSR – Carroll's Model of CSR (Pyramid of CSR) – CSR rules under Companies Act, 2013.

**UNIT II:**

Difference between CSR and Professional Social Work - CSR and Community Development - CSR and Environment Conservation.

Stakeholders and perspectives - interest Groups Related to CSR – Tools of CSR – Business Benefits of CSR.

CSR and Need-based Approaches.

**UNIT III:**

Designing a CSR policy – Factors influencing CSR policy – Managing CSR in an organization – Role of HR Professionals in CSR – Global Recognitions of CSR- ISO 14000 - SA 8000 - AA 1000 - Codes formulated by UN Global Compact – UNDP, Global Reporting Initiative.

**UNIT IV:**

Implementing CSR – CSR in the marketplace – CSR in the workplace – CSR in the community – CSR in the ecological environment.

Social Audit of CSR.

Case Studies: Lifebuoy Soaps' *Swasthya Chetna*, ITC's *e-Choupalventure*, Titan Industries Limited, Tata Power.

Current CSR trends in Indian Industries.

**UNIT V:**

CSR in India: Legal provisions and specifications on CSR – TCCI (Tata Council for Community Initiatives), Tata Model on CSR – National CSR HUB, TISS Mumbai – Success and failure with CSR initiatives – CSR Awards in India – Role of social workers in CSR.

## References

1. Benn & Bolton, (2011). *Key concepts in corporate social responsibility*. Australia: Sage Publications Ltd.
2. Bradshaw, T. and D. Vogel. (1981). *Corporations and their critics: Issues and answers to the problems of corporate social responsibility*. New York: McGraw Hill Book Company
3. Brummer, J.J. (1991). *Corporate Responsibility and Legitimacy: An interdisciplinary analysis*. Westport, CT: Greenwood Press.
4. Cannon, T. (1992). *Corporate responsibility* (1st ed.) London: Pitman Publishing.
5. Crane, A. et al., (2008). *The Oxford handbook of corporate social responsibility*. New York: Oxford University Press Inc.
6. Ellington, J. (1998). *Cannibals with forks: The triple bottom line of 21st century business*. New Society Publishers
7. Grace, D. and S. Cohen (2005). *Business ethics: Australian problems and cases*. Oxford: Oxford University Press.
8. Reddy, Sumati and Stefan Seuring. (2004). *Corporate Social Responsibility: Sustainable Supply Chains*. Hyderabad: ICFAI University Press.
9. Werther, W. B. & Chandler, D. (2011). *Strategic corporate social responsibility*. Thousand Oaks, CA: Sage.
10. [http://www.die-gdi.de/CMS-Homepage/openwebcms3.nsf/%28ynDK\\_contentByKey%29/ENTR-7BMDUB/\\$FILE/Studies%2026.pdf](http://www.die-gdi.de/CMS-Homepage/openwebcms3.nsf/%28ynDK_contentByKey%29/ENTR-7BMDUB/$FILE/Studies%2026.pdf)
11. <http://www.tatapower.com/sustainability/environmental.aspx>

## Acts and Statutes:

The Companies Act - 2013  
Special Economic Zone Act 2005  
Water (Protection and Control of Pollution) Act - 1974  
Air (Prevention and Control of Pollution) Act -1981  
The Environment (Protection) Act – 1986

Corporate Social Responsibility: Vidya Mitra

<https://www.youtube.com/watch?v=HHZE4pWalec>

Corporate Management: Corporate Social Responsibility – Tutorial Point (Pvt) Ltd

<https://www.youtube.com/watch?v=Me5GH9Iqvss>

Sustainability and CSR: Driving Business Values: Radhika Lalit

<https://www.youtube.com/watch?v=ZKUgIISlgwI>

Toyota CSR Corporate Vedio: [https://www.youtube.com/watch?v=IflCPKSQ\\_90](https://www.youtube.com/watch?v=IflCPKSQ_90)

Corporate Social Responsibility: V yas 24 hours Educational Channel

<https://www.youtube.com/watch?v=Npqbg9ksuh0>

## MAGAZINES

*Black Enterprise Magazine*

*Business Today*

*Business World*

*Delhi Social Review*

*Education in India*

*Global Social Crisis*

*India Today*

*Model Rules of Conduct for Employees/ Professionals*



**Paper Code:** MSW 4.5 A

**Paper Type:** Hard Core (Practical)

**Paper Title:** Social Work Practicum-IV A (Concurrent Field Work and Block Placement)

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

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

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

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

**References:**

- Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
- Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
- Mathew, G. *Supervision in Social Work*. Mumbai: TISS.
- Roy, S. 2012. *Fieldwork in Social Work*. Jaipur: Rawat Publications.
- Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
- Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
- University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.

**Paper Code:** MSW 4.6 A

**Paper Type:** Hard Core (Practical)

**Paper Title:** Research Project – A

Each student is expected to undertake empirical, evidence-based research, under the guidance of his/her faculty supervisor. The project shall comprise of selection of the topic, methodological details, analysis, interpretation and deductions made. The respective college / the department of the university should strictly adhere to the guidelines given by BOS.

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

**Research Conference:**

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

## Specialization - B: Community Development (CD)

**Paper Type:** Hard Core (Theory)

**Paper Title:** Tribal Development and Ecological Social Work

### Objectives

- To facilitate the students to have broader understanding about various aspects of Tribal Community Development with special reference to its programs in Indian context.
- Apply knowledge on Social Work for the development of tribal community in India
- To sensitise the learner on the basics and relevance of ecological social work
- To develop a perspective about the interrelatedness of human life and environment
- To understand the problems arising out of environmental degradation and globalisation

### Course Content

**UNIT I: Tribes:** Definition, concept, characteristics of the tribal community; nomadic and denotified tribes; History of Indian Tribes and tribes in Karnataka; Regional distribution of tribes and Nehru's Panchsheel Principles of tribes.

**UNIT II: Social System of Tribes:** Socio economic conditions; Cultural and religious aspects; Status of tribal women: dress, food, & marriage - polygamy, polyandry, Dormitory marriage; Status of Children; Tribal leadership and Political Participation - Local, State, and National levels.

**UNIT III: Tribal Development Administration:** Administrative structure at Central, State and District levels; Hill Development Councils; Functions of Tribal Development Blocks / Agencies; Constitutional provisions for the protection of tribes; Research and Training in Tribal Development. Role of Voluntary Agencies in Tribal Development.

Tribal Development Programmes: Tribal Development Policies, Tribal Area Development Programme, Need and Importance of social work practice in Tribal areas, Application of social work methods in tribal development.

### UNIT IV: Environmentalism, Ecology and Social Work

Understanding the interrelatedness of living organisms and natural resources; Global Environmental Crisis and its linkages to the development process: Global warming, environmental politics and resource development regimes; Sustainable development - Management & Conservation change.

**UNIT V: Ecosystem and Human Right Issues:** Concept of Ecosystem – the food-chain and sustainability - Eco-system/Indigenous People – role of ecosystem persons in preserving the environment and life – eviction and alienation of aboriginal people – Case Studies: Land Struggles Tribals (the Marayoor Issue), Goshree Islands, Vilapilsala, Koodumkulam, Aranmula Airport (KGIS) - Ecotourism and Eco-development Committees (Thekkady Experience) – International Conventions and Protocols.

Role of social workers and NGO in environment education and protection.

**References:**

- Agarwal and Singh, 1984 The Economics of underdevelopment, Delhi: Oxford University.
- Babuji, M. (1993) Tribal Development Administration, Kanishka Pub., New Delhi.
- Brashmunda P.R Panchamuki V.R 1987 Development process and Indian economy, Bombay: Himalaya.
- Chaudhuri (1981) Tribal Development in India, Inter India Pub. Delhi.
- Sing & Vyas (1989) Tribal Development, Himanshu, New Delhi,
- Devendra Thakur (1994) Tribal life in India (Ten Vols), Deep & Deep Pub., New Delhi. Kulkarani, P. D and Nanavati Mehra, D. 1997 Social Issues in Development, New Delhi:
- UPPAL. Rajeeva (1988) An Introduction to the Tribal Development in India, International, Dehradun.
- Ramana Rao, D.V.V (1992) Tribal Development, Discovery Pub, New Delhi
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- Jones, P. et al (2011). Voices from Denova: Eco-social Justice, Books for Change: Bangalore
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- Zapf, MK, (2009). "Social Work and the Environment: Understanding People and Place", Ontario: Canadian Scholar's Press.
- Coates, J. (2003). Ecology and Social Work Towards a New Paradigm. Black Point, Nova Scotia: Fern Publishing. 14.
- Mary, NL, (2008). Social Work in a Sustainable World. Chicago: Lyceum

**Paper Code:** MSW 4.4 B

**Paper Type:** Hard Core (Theory)

**Paper Title:** Development of Children and Differently-Abled

**Introduction:**

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

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

**Objectives:**

1. To gain insight into children and adolescents as a special group in varied perspectives, child development and healthy development
2. To understand children facing difficult circumstances and the impact of difficult circumstances on children's development.
3. To gain an overview of agencies where children form the major client group, and appropriate evaluation of children's problems.
4. To impart to the trainee, specific social work intervention methods in dealing with children as a client group; to understand the Rights of children in the legal, national and international context.
5. To gain knowledge about the concept of and different types of disabilities
6. To become skilled at undertaking social work interventions with and through all stakeholders in the field of disability.

**Course Content**

**UNIT I**

Introduction to Social work Profession - Meaning, Principles, Values and Scope of Social Work. Understanding the children from different perspectives - psychological, developmental, familial, and sociological; Importance of supportive environment in upbringing of the children.

**UNIT II**

Children in difficult circumstance and situations - abandoned and orphaned children, adoption issues, children in institutions, psychological problems in children, street children, child abuse, child trafficking, child marriage and child labour.

**UNIT III**

Intentional and Non-intentional Child Care Services - child care centers, child guidance clinics, pediatric hospitals, Observation Homes, residential schools, orphanages, homes for children in conflict with law, and agencies dealing with differently-abled children.

**UNIT IV**

Social Work Skills and Techniques - home visits, school visits, life skills training, creative use of play therapy, dance, drama and other mediums for helping children, child help lines (1098), adoption services, special rehabilitation services for rescued children and any other.

National Policy for Children-2013, National Commission for protection of Child Rights, Legislations pertaining to children, International, National and Non-Governmental organizations working with children, Rights of the children.

## UNIT V

Types of disability – physical, sensory, intellectual, multiple disabilities, learning developmental disabilities, psychosocial disability – causes, types and care for persons with disabilities (medical and other interventions including aids and appliances); process of rehabilitation: early identification, education, vocational rehabilitation and social inclusion and empowerment within the family and community.

National and international instruments (Salamanca Declaration, Standard Rules, UNCRPD) and legislations governing disability (Persons with Disability Act, 1995, RPD Bill, MHC Bill, RCI Act, National Trust Act, 1999) for advocacy; State's role in implementation of legislations.

### References:

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

**Paper Code:** MSW 4.5 B

**Paper Type:** Hard Core (Practical)

**Paper Title:** Social Work Practicum - IV B (Concurrent Field Work and Block Placement)

**Concurrent Fieldwork** for the students of Urban and Rural Community Development shall continue to be in the open communities chosen in the third semester. It will be of two-days a week as an ongoing learning opportunity to develop intervention skills in reality situations. The learners may be placed in agencies or in communities to initiate and participate in direct service delivery. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with agency/development organisations. The minimum required number of visits in this semester for concurrent fieldwork would be twelve days.

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

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

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

**References:**

Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.  
Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.  
Mathew, G. *Supervision in Social Work*. Mumbai: TISS.  
Roy, S. 2012. *Fieldwork in Social Work*. Jaipur: Rawat Publications.  
Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Millia Islamia.  
Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.  
University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.

**Paper Code:** MSW 4.6 B

**Paper Type:** Hard Core (Practical)

**Paper Title:** Research Project - B

Each student is expected to undertake empirical, evidence-based research, under the guidance of his/her faculty supervisor. The project shall comprise of selection of the topic, methodological details, analysis, interpretation and deductions made. The respective college / the department of the university should strictly adhere to the guidelines given by BOS.

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

**Research Conference:**

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



## Specialization - C: Medical and Psychiatric Social Work (MPSW)

**Paper Code:** MSW 4.3 C

**Paper Type:** Hard Core (Theory)

**Paper Title:** Medical and Psychiatric Social Work

### Course Content:

#### Unit I

Introduction to Medical and Psychiatric Social Work- Meaning, scope and historical background. Teamwork and Multidisciplinary Approach. Application of Social Work methods in Medical and Psychiatric Social Work.

Patient as a Person. Illness Behaviour, Impact of illness on patient and family.

#### Unit II

Care of Mentally Ill: Day-care centre, night care centre, half-way-home, sheltered workshop, occupational therapy units - Role of Voluntary Organisations.

Legal aspects of Health: Forensic Medicine, Procedures in Medico-legal practices, Medical Termination of Pregnancy Act, Prevention and Control of Pre-natal Diagnostic Techniques Act.

#### Unit III

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

Psycho-socio Intervention- Psychotherapy, Identifying needs of caregivers of patients.

#### Unit IV

Organisation of Psychiatric Social Work and Community Medicine Department- Functions and collaboration with other Departments.

Functions of Social Worker – Psychiatric and Medical Social Worker in Hospitals.

Role of Medical and Psychiatric Social Worker in Hospital and Community

Difficulties and challenges faced by Medical and Psychiatric Social Workers.

#### Unit V

Rehabilitation – meaning, components, psychosocial rehabilitation, psycho-education, case management, discharge planning, rehabilitation settings- therapeutic community, Day care Centres, half way homes, Quarter-way homes, shelter homes, hostels, foster care; community-based rehabilitation matrix of WHO.

Role of Medical and Psychiatric Social Workers in treatment and Rehabilitation of patients and their families.

#### References:

Bajpai P. K. (Ed) 1998 : Social Work Perspectives on Health, Rawat Publications, Jaipur

Clark, D. W. and MacMahon, B. (Ed.) 1981 Preventive and Community Medicine, Boston.

Little, Brown and Company,

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

Butrym, Zofia and Horder, John. 1983 Health, Doctors and Social Workers, London: Routledge and Kegan Paul.

Lawani B. T. 2010 Medical Social Work, Current Publishers, Agra.

Johnson, J.L. & Grant, G. (Ed) Medical social work, New York: Peason, Allyn & Bacon

Pathak, S. H. 1968 Medical Social Work, Chapter.25, In Wadia, A R (Ed.) : History and Philosophy of Social Work in India, Bombay: Allied Publishers.

Seligman, L. 2004 Technical and conceptual skills for mental health professionals, New Jersey: Herrill Prentice Hall

Banerjee, G. R. 1968 Psychiatric Social Work, Chapter 26, In. Wadia, A. R. (Ed.): History and Philosophy of Social Work in India, Bombay: Allied Publishers.

Bhatia M.S. 2004 Essentials of Psychiatry, CBS Publishers & Distributors, New Delhi

Dinesh Demon. 2009 Mental Illness in the Family Raj Publishing House, Jaipur

French, Lois Meredy. 1940 Psychiatric Social Work, New York; The Commonwealth Fund.

Hudson, Barbara L. 1982 Social Work with Psychiatric Patients, London: Macmillan.

Strean, Herbert S. 1979 Psychoanalytic Theory and Social Work Practice, New York: Free Press.

Laxmi K. S. 2008 Encyclopedia of Guidance & Councelling, Vol- 1 to 4, Mithal Publications, New Delhi

Robert C. Carson. 2009 Abnormal Psychology, Pearson Education, Inc, Delhi

Sekar K and Others. 2007 Hand book of Psychiatric Social Work, NIMHANS, Bangalore.

Stroup, H. H. 1960 Social Work - An Introduction to the Field, (Chapter 9: Psychiatric Social Work), New Delhi: Eurasia Publishing House

**Paper Code:** MSW 4.4 C

**Paper Type:** Hard Core (Theory)

**Paper Title:** Social Defense and Gerontological Social Work

### **Course Content**

#### **Unit I**

Social Defense: Meaning, Development, Functions and Scope of Social Defence.

NISD- Objectives and functions, significance of NISD.

Social Work and Social Defense.

#### **Unit II**

Governmental Measures and Social Work Interventions for the Empowerment of Marginalised People.

Governmental Measures and Social Work Interventions for the Empowerment of People Involved in Substance Abuse.

#### **Unit III**

Gerontological Social Work – Meaning and Scope.

Application of Social Work methods in the Empowerment of the Elderly.

#### **Unit IV**

Care setting for Elderly: Issues in Healthcare and coping with aging process.

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

Social Security Schemes for the Elderly.

#### **Unit V**

Theories of Successful Aging: Disengagement Theory and Activity Theory.

National Policy on Older Persons, Constitutional and Legal safeguards of Senior Citizens.

Role of Social Worker in care and support of Elderly.

**References:**

- Bali . P. Arun, 2001 Care of the Elderly in India. Shimla, Indian Institute of Advanced Studies.
- Dandekar, Kumudini. 1996 The Elderly In India, New Delhi, Sage Publications.
- Desai, Murli and Raju, Siva (Ed.) 2000. Gerontological Social Work in India - Some issues and Perspectives. Delhi, BR Publishing House
- Dey, A. B (Ed.) 2003 Ageing in India: Situation Analysis and Planning for the Future. New Delhi / WHO and AIIMS.
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- TISS. 1998 An Attempt to Develop Gerontological Social Work in India: A seminar report, Mumbai.
- Bhattacharya, S.K. (1981), "The Concept and Areas of Social Defence", in Readings in Social Defence edited by N.C. Joshi and V.B. Bhatia, Wheeler Publishing, Allahabad
- Srivastava, S.P., April (2000), "Explaining the Concept of Social Defence", Social Defence, Vol. 49, No. 144.
- Chowdary, D. P. 1992 Aging and the Aged, New Delhi: Inter-India Publications.

**Digital sources:**

National Institute of Social Defence, Ministry of Social Justice and Empowerment, Govt of India  
[http://www.nisd.gov.in/content/233\\_1\\_SocialDefence.aspx](http://www.nisd.gov.in/content/233_1_SocialDefence.aspx)

**Journals:**

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

**Paper Code:** MSW 4.5 C

**Paper Type:** Hard Core (Practical)

**Paper Title:** Social Work Practicum - IV A (Concurrent Field Work and Block Placement)

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

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

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- Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
- University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.

**Paper Code:** MSW 4.6 C

**Paper Type:** Hard Core (Practical)

**Paper Title:** Research Project – C

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**The Teaching-Learning Experience - The Institution and The Teachers**

Curriculum 'the written word document' becomes a positive educational experience when the institution offering/housing the programme, the teachers and the learners, all work towards the educational goals.

The Institutions - the colleges, departments of universities, departments of colleges and those of deemed universities all as structures in this country, have educational programmes for the Social Work Profession. The structures, the rules and regulations of affiliating universities, pose constraints, especially when comparisons are drawn between disciplines or between disciplines and professions.

The nature of instructional time frame, practice learning opportunity provisions, instructions for practice learning, along with the nature of assessment for social work are different. The curriculum classification categories and nature of educational experiences necessary for this profession back this need. Three different norms as requirements accepted in Second Review Committee Report (1975) and reiterated in the Curriculum Development Center's Report (1990) are stated here:

1. Practice teaching-learning is like learning in a laboratory. The difference is that, this learning is carried out in real life situations of communities, groups, families/individuals and in organizations providing services. Every learner is required to spend a minimum of fifteen hours a week in a setting/agency/organization to learn practice. Each learner should get about forty-five to sixty minutes of individual instruction, hence the teacher-learner ratio suggested is 1:8 to 10. Practice learning calls for individual guidance, and small group guidance .
2. Core domain instruction - calls for small group teaching methods and class-room practice. These methods are best employed when the numbers making up the class is small, necessitating break up of large groups into those around twenty. The number of teachers required for the same content is naturally larger.