



# **DEPARTMENT OF PG STUDIES & RESEARCH IN SOCIAL WORK**

## *Syllabus of* **Masters' Degree Programme In Social Work (MSW)**

**(CHOICE BASED CREDIT SYSTEM (CBCS) SEMESTER SCHEME)**

**2016-17 ONWARDS**

**(EFFECTIVE FROM ACADEMIC YEAR 2024-25)**

**Approved by the BOS meeting held on 28-02-2024**

**Approved in Academic Council meeting held on 23-03-2024**

### **1. Preamble:**

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

### **2. Department of PG Studies and Research in Social Work, SDM College, Ujire**

The department was established in the year 2001 with the vision plan “**ACADEMIC UPGRADATION AND IMPROVING THE EMPLOYABILITY SKILLS OF STUDENTS WITH HUMAN TOUCH**”. The department works with the objective of projecting students around quality based education and imparting professional Social Work Education with participative and holistic approach for the betterment of the society. MSW courses in locality like Ujire are more appropriate for the practical learning of the theories, principles, methods and values of Social Work because providing avenues for experiential learning to enhance social awareness and sensitivity towards social issues itself is the goal of Social Work Education. Special activities conducted by the department include yearly Mega event SAMBHRAMA which is National Level Conference focusing on contemporary issues and challenges, study tours, Social Work rural/tribal camps, summer and winter internships, Focused Group Discussions, article reviews and value education. The department enriches the students by encouraging research activities so as to craft specialist and professional leaders in the fields of Social Work.

### **3. Title and Commencement**

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

#### **4. Programme Objectives:**

- ✓ To impart education and training in Professional Social work to those who desire to make a career in the fields of Social work.
- ✓ To promote among students a sense of dedication and commitment for appropriate service to the cause of the poor, under privileged and vulnerable sections of the society.
- ✓ To acquire knowledge and skills in undertaking practice-based research and to administer human service organizations.
- ✓ To provide opportunities through intensive field Practicum to work with a variety of people in their development and provide service to those who are in need of it.
- ✓ To provide interdisciplinary collaboration for better understanding of human problems, services and issues related to human development.
- ✓ To build confidence among Social Work Trainees to sense themselves as change agents/social engineers for better change and transformation.

#### **5. Eligibility for Admission**

**Master of Social work- MSW:** A Candidate who has passed any Bachelor's Degree examinations of Mangalore University or any other University considered as equivalent they too are eligible for the programme with minimum of 45% in aggregate of all subjects (40% for SC/ST/Category-I candidates). Selection of candidates shall be on merit-cum reservation on the basis of 50:50 weightage of marks in the entrance and qualifying examinations.

#### **6. Selection Procedure**

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

#### **7. Duration of the Programme**

The Programme, Master of Social Work shall extend over a period of 4 semesters (two academic years) of 16 weeks each (90 actual working days) including instructions and examinations.

#### **8. Maximum Period For Completion of the Programme**

The candidates shall complete the Programme within 5 years from the date of admission. The term completing the programme means passing all the prescribed

examinations of the programme to become eligible for the degree. No candidate shall be permitted to appear for the examinations after the prescribed period for completing the programme.

### **9. Medium of instruction**

The medium of instruction shall be English.

### **10. Hours of Instruction per Week**

There shall be 24-30 hours of instructions per week in courses/subjects without practical/field work and 28-34 hours of instructions per week in subjects with practical/field work. These hours may be distributed for Chalk-talk/Audio-Visual lectures, seminars, Group Discussions, article reviews, practical's (Individual Conferences, Group Conferences), case study discussions, project work and other modes of instruction which individual courses may demand.

### **11. Attendance**

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

### **12. Definitions**

#### **Programme**

An Educational programme leading to MSW Degree.

#### **Semester**

Each semester will consist of a minimum of 16 weeks of academic work equivalent to 90 days of actual teaching/instructions days. The odd semester is ordinarily scheduled from July to December and even semester from January to June.

#### **Credit**

A unit by which the course work is measured. It determines the number of hours of instructions required per week.

#### **Course**

A unit of study (earlier called "paper") within a subject carrying a fixed number of credits.

***Different papers of study are labeled as defined as follows:***

### **Hard Core**

A paper which should compulsorily be studied by a candidate as a core requirement is termed as a Hard Core Paper.

### **Soft Core Paper**

If there is a choice or an option for the candidate to choose a paper from a pool of papers from the main discipline/subject of study or from a related discipline/subject which supports the main discipline/ subject is termed as Soft Core Paper.

### **Elective Paper**

Generally a paper which can be chosen from a pool of papers and which may be very specific or specialized or advanced or supportive to the discipline which provides an extended scope or which enables an exposure to some other discipline/ subject/ domain or nurtures the student's proficiency/skill is called an Elective paper. Elective papers may be offered by the main discipline/subject of the study/by related discipline. A soft core paper may also be considered as an elective.

### **Open Elective Paper**

An elective paper chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called an open elective. Thus, it is a course to be opted by the student from out of the choices offered by other departments.

### **Elective papers offered:**

| Sl.No. | Paper Code | Paper title                                     |
|--------|------------|---|
| 1      | STE 531    | Inferential Statistics and Data Analysis        |
| 2      | PYE 507    | Human Behaviour and Mental Health               |
| 3      | PHE 507    | Applied Physics                                 |
| 4      | JMC OE 3.1 | Writing for Media                               |
| 5      | ENG 21OE   | Individual Development and Communication Skills |
| 6      | ECO 3.7    | Resource Economics                              |
| 7      | IBOE 3.1   | Banking Practices                               |
| 8      | CM OE 3.1  | Entrepreneurship Development And Start Up       |
| 9      | CHE 506    | Medicines in Daily Life                         |
| 10     | BTE 508    | Industrial Biotechnology                        |

### **Research Project/ Dissertation:**

A Project/dissertation is a hard core, a special paper involving application of research knowledge in solving/analyzing/ exploring a real life situation and has 4 credits.

MSW Post Graduate programme will comprise of “core” and “elective” courses. The

“Core course” will further consist of “hard” and “soft” core courses. Hard Core courses have 4 credits and Soft core courses also have 4 credits. Open Electives have 3 credits each. Total credit of the programme is 86 including open electives. Out of the total 86 credits of the programme, the hard cores is 44 Credits(51.16%) of the total credits, soft core is 32 Credits (37.20%) the open electives have fixed 6 credits (3 credits\*2 courses),

Project Work has 4 Credits (4.65%).

### **13. Programme Pattern:**

The programme, Master of Social Work shall extend over a period of 4 semesters (two academic years). The MSW programme offers 3 specializations, wherein the students have to choose one of them. The candidates shall be allotted specialization on the basis of their requirement and have to undergo the course/subject in terms of their respective specialization.

| Sl. No. | Specializations Offered                                    |
|---------|--|
| 1       | Community Development (CD)                                 |
| 2       | Medical & Psychiatric Social Work (MPSW)                   |
| 3       | Human Resource Management & Industrial Relations(HRM & IR) |

### **14. Guidelines for choosing of specialization**

The Department/ College shall provide choice to the students to opt specialization during second year, in 3<sup>rd</sup> semester. There shall be 3 specializations offered by the department / college and the students can opt for the required one. The choices of the students may be obtained by the end of the second semester in order of preference. The student list allotted for each specialization has to be communicated to the Registrar (Evaluation), SDM College, Ujire, within 10 days after the commencement of the third semester.

### **15. Social Work Practicum/Concurrent Field Work Practicum**

A distinctive feature of instructional programmes in Social Work is the emphasis laid on Social Work Practicum. The students shall be placed in Grama Panchayat /Schools/Community/Organizations to gain experience of working with people at individual, intra-group, community and organizational levels during the first two semesters and in a setting appropriate to their specialization during the last two semesters. Concurrent Field Work Practicum (two days in a week) is applied for the first three semesters. Students are required to go to a specified field work agency assigned to them by the Department / College to get the practical exposure related to the programme and their opted specialization. Social Work practicum for a month is incorporated for the final semester wherein candidates are free to choose the field

work agencies based on their requirement aiming to provide benefits of networking and identifying available job opportunities.

The agency / institution allotted should be communicated to the faculties and students of the department in every semester after the allocation in the beginning of semester.

## **16. Scheme of Examination and Evaluation**

### **Theory Examination:**

Each Theory course shall carry a maximum of 100 marks out of which 30 marks shall be for Internal Assessment (IA). The remaining 70 marks shall be for Theory, Semester examination. Theory examination shall be conducted as per the rules and regulations prescribed by the Mangalore University.

***Question paper for the Semester examination is of three hours duration and shall be set as per the model given below***

The Question Paper consists of four Sections, wherein Section A shall be of five compulsory questions which carry two marks each ( $2 \times 5 = 10$ ). Section B consists of 4 questions, wherein 3 questions has to be answered carrying 5 marks each ( $3 \times 5 = 15$ ), Section C comprises of four questions wherein, three questions has to be answered which carries 10 marks each ( $10 \times 3 = 30$ ) and section D consists of two questions, wherein a question has to be answered for 15 marks ( $15 \times 1 = 15$ ) with the total score of 70.

### **Internal Assessment (Theory)**

The Internal Assessment of 30 marks shall be based on two compulsory tests. Test papers shall be set and evaluated by the concerned teachers and shall carry 20 marks. Test 1 comprises a written examination and Test 2 is an online examination. Assignment will be given by the concerned subject teacher which carries 10 marks.

### **Assessment of Field Work Practicum**

The performance of the student's infield work practicum shall be assessed by the internal faculty supervisor out of 30 marks. The Evaluation report should be submitted to The Registrar (Evaluation) SDM College, Ujire. The viva-voce examination during every semester shall carry 70 marks. It shall be conducted by a team of two examiners approved by the Board of Studies (BOS). The viva-voce examination will ordinarily be conducted in the College. The viva-voce would cover Social Work Practicum and the programme theory during respective semesters.

### **Assessment of Research Project**

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

## **I Semester**

### **Note1: Internal Assessment of Each Course**

| <b>Sl.No.</b> | <b>Internal Assessment Aspects</b> | <b>Marks</b> |
|---------------|------------------------------------|--------------|
| 1             | Consolidated score of Test 1 & 2   | 20           |
| 2             | Assignment                         | 10           |
|               | <b>Total</b>                       | <b>30</b>    |

### **Note2: Concurrent Field Work Practicum:**

- ✓ The details of Institution/ community allotted for Concurrent field work practicum should be communicated to the Registrar, SDM College in the beginning of each semester.
- ✓ Internal assessment of 30 marks is to be allocated by Faculty supervisor based on the performance of the student in the concurrent field work practicum and the Field Work evaluation report should be sent to the Registrar, Evaluation SDM College before the commencement of theory examination along with the internal marks allotted to the student.
- ✓ A distinctive feature of the social work programme is its strong emphasis on concurrent social work practicum including Case work, Group work and Community programme.

### ***The Field work diary has to be maintained in the following format:***

- ✓ The students shall maintain Field Work Diary in a format prescribed by the Department which has a page constituting the daily work done which shall be duly signed by the Social Work trainee, Agency supervisor with date and organization seal and the report has to be assessed by the respective faculty supervisor.
- ✓ The field work report should have the following content: Detailed Field Work report followed by Self Evaluation Report
- ✓ Each field work report should be duly signed by the faculty supervisor in the weekly conferences held immediately after the field work days.

## **II Semester MSW**

### **Note1: Internal Assessment of each course**



| Sl. No. | Internal Assessment Aspects      | Marks     |
|---------|----------------------------------|-----------|
| 1       | Consolidated score of Test 1 & 2 | 20        |
| 2       | Assignment                       | 10        |
|         | <b>Total</b>                     | <b>30</b> |

#### **Note 2: Social Work Practicum**

| Sl. No. | Field Work Assessment | Marks     |
|---------|-----------------------|-----------|
| 1       | Field Work practice   | 20        |
| 2       | Social Work Camp      | 10        |
|         | <b>Total</b>          | <b>30</b> |

- ✓ Internal assessment of 30 marks is to be allocated by the Faculty supervisor on the following criteria. 10 Marks for Rural / Tribal exposure camp. In the second semester a student besides the Concurrent Field work practicum has to compulsorily attend the Rural/Tribal exposure camp for a period of 5/6 days. Each student has to prepare a document and has to report the same based on camp objectives experience. Students who do not attend Rural/Tribal exposure camp are not eligible to attend the field work viva voce examination.
- ✓ Field Work evaluation report should be sent to The Registrar (Evaluation), SDM College, Ujire, a week before the commencement of the theory examination.

#### ***Field work Viva - Examination***

There will be a Viva-Voce examination for Social Work Practicum/Concurrent Field Work Practicum for 70 Marks. The Examination will be conducted by any two examiners approved by Registrar (evaluation). The examiners should go through the records to check 225 field work practice hours (30 days including days of Social Work Camp) of concurrent field work completed within the weeks of that concerned semester. The Field Work Diary should be duly signed by the agency supervisor with the seal of the agency. In case of semesters having Social Work Camp/ Study Tour, a certification by the head of the Department shall be issued.

### **III Semester**

During second year, III semester, the students will be allotted for an organization based on the specialization chosen by them to practice concurrent field work. Students of Community Development specializations will be sent for NGOs, Gram Panchayats and Schools, Medical & Psychiatry students are sent to hospitals offering Medical Social Work & Psychiatric Services wherein, Human Resource Management & Human Resource Development students for Industries & Hospitals which are in and

around Mangalore and Ujire for field work placement training. In the Third semester a student besides the Concurrent Field Work practicum has to compulsorily attend the study tour for a period of 5/7 days. Students who do not attend study tours are not eligible for Viva Voce Examination.

**Note 1: Internal Assessment of each course**

| Sl.No. | Internal Assessment Aspects      | Marks     |
|--------|----------------------------------|-----------|
| 1      | Consolidated score of Test 1 & 2 | 20        |
| 2      | Assignment                       | 10        |
|        | <b>Total</b>                     | <b>30</b> |

**Note 2: Social Work Practicum**

| Sl.No. | Field Work Assessment | Marks     |
|--------|-----------------------|-----------|
| 1      | Field Work practice   | 20        |
| 2      | Study Tour            | 10        |
|        | <b>Total</b>          | <b>30</b> |

**IV Semester**

During the second year, IV semester, the students can choose their organization based on the specialization they have chosen. Social Work practicum for a month is incorporated for the final semester wherein candidates are free to choose the field work agencies based on their requirement aiming to provide benefits of networking and identifying available job opportunities.

**Note1: Internal Assessment of for each course**

| Sl.No | Internal Assessment Aspects      | Marks     |
|-------|----------------------------------|-----------|
| .     |                                  |           |
| 1     | Consolidated score of Test 1 & 2 | 20        |
| 2     | Assignment                       | 10        |
|       | <b>Total</b>                     | <b>30</b> |

**Note 2: Social Work Practicum**

| Sl.No. | Field Work Assessment | Marks     |
|--------|-----------------------|-----------|
| 1      | Field Work Practice   | 30        |
|        | <b>Total</b>          | <b>30</b> |

Internal assessment of 30 marks is to be allocated by the Faculty supervisor based on

the performance of the student in Social Work Practicum. The Field Work Evaluation report should be duly signed by respective faculty supervisor and Head of the Department of Post Graduate Studies in Social Work and to be forwarded the same to the Registrar Evaluation, SDM College, Ujire at least a week before the commencement of theory examination along with the internal marks of Social Work practicum allotted to the students.

**Research Project:**

The research project offers students an opportunity to plan a study, prepare research tools, collect data in the field, analyze the data, and write up the project under the guidance of the faculty.

The students select the research topic at the end of second semester in consultation with the faculty in-charge of concerned students and report the same to the head of the institution in writing. The tools of data collection should be finalized and data collection shall be completed during the end of third semester.

Two Bound copies of the research project, duly signed by the Research Guide, Head of the Department and Principal /Head of the Institution should be submitted to the Registrar, Evaluation SDM College Ujire on or before the last working day of the academic year.

## CONTENT OF THE COURSE AND SCHEME OF EXAMINATION

### I Semester M.S.W:

| Sl. No       | Type      | Subject Code | Title of the Course  | Max. Marks |            | Total Marks | Hours per week | Credits   |
|--------------|-----------|--------------|--|------------|------------|-------------|----------------|-----------|
|              |           |              |  | IA         | Sem Exam   |             |                |           |
| 1            | Hard core | SWHT 501     | Social Work Profession   | 30         | 70         | 100         | 4              | 4         |
| 2            | Hard core | SWHT 502     | Social Work Practice with Individuals                                | 30         | 70         | 100         | 4              | 4         |
| 3            | Hard core | SWHT 503     | Social work Practice with Groups                                     | 30         | 70         | 100         | 4              | 4         |
| 4            | Hard core | SWHP 501     | Social Work Practicum I (Orientation Visits & Concurrent Field Work) | 30         | 70         | 100         | 4              | 4         |
| 5            | Soft core | SWST 501     | Dynamics of Developmental Psychology                                 | 30         | 70         | 100         | 16             | 4         |
| <b>Total</b> |           |              |  | <b>150</b> | <b>350</b> | <b>500</b>  | <b>32</b>      | <b>20</b> |

## II Semester M.S.W.

| Sl. No       | Type      | Subject Code | Title of the Course                                  | Max. Marks |            | Total Marks | Hours per week | Credits   |
|--------------|-----------|--------------|--|------------|------------|-------------|----------------|-----------|
|              |           |              |  | IA         | Sem Exam   |             |                |           |
| 1            | Hard core | SWHT 551     | Community Organization & Practice                    | 30         | 70         | 100         | 4              | 4         |
| 2            | Hard core | SWHT 552     | Social Welfare Administration & Social Action        | 30         | 70         | 100         | 4              | 4         |
| 3            | Hard core | SWHT 553     | Social Work Research & Statistics                    | 30         | 70         | 100         | 4              | 4         |
| 4            | Hard core | SWHP 556     | Social Work Practicum 16 hours                       | 30         | 70         | 100         | 16             | 4         |
|              | Soft core | SWST 551     | Management & Communication Skills for Social Workers | 30         | 70         | 100         | 4              | 4         |
| 7            | OE        | SWOE 551     | Social Policy & Planning                             | 30         | 70         | 100         | 3              | 3         |
| 8            | OE        | SWOE 552     | Social Development, Change & Transformation          | 30         | 70         | 100         | 3              | 3         |
| 9            | OE        | SWOE 553     | Ecology, Environment & Development                   | 30         | 70         | 100         | 3              | 3         |
| <b>Total</b> |           |              |  | <b>180</b> | <b>420</b> | <b>600</b>  | <b>36</b>      | <b>23</b> |

### III Semester M.S.W.:

| Sl. No | Type      | Subject Code | Title of the paper  | Max. Marks |            | Total Marks | Hours per week | Credits   |
|--------|-----------|--------------|---|------------|------------|-------------|----------------|-----------|
|        |           |              |   | IA         | Sem Exam   |             |                |           |
| 1      | Hard core | SWHT 601     | Project Planning & Development                                  | 30         | 70         | 100         | 4              | 4         |
| 2      | Hard core | SWHP 601     | Social Work Practicum III ( Concurrent Field Work & Study Tour) | 30         | 70         | 100         | 16             | 4         |
| 3      | Soft core | SWST 601     | Organisational Behavior & Development                           | 30         | 70         | 100         | 4              | 4         |
| 4      | Soft core | SWST 602     | Public Health Administration                                    | 30         | 70         | 100         | 4              | 4         |
| 5      | Soft core | SWST 607     | Sustainable Development and Social Entrepreneurship             | 30         | 70         | 100         | 4              | 4         |
| 6      | Soft core | SWST 603     | Medical Social Work   | 30         | 70         | 100         | 4              | 4         |
| 7      | Soft core | SWST 604     | Strategic Human Resource Management                             | 30         | 70         | 100         | 4              | 4         |
| 8      | Soft core | SWST 608     | Community Development and social Change                         | 30         | 70         | 100         | 4              | 4         |
| 9      | Soft core | SWST 605     | Psychiatric Social Work   | 30         | 70         | 100         | 4              | 4         |
| 10     | Soft core | SWST 606     | Labour Legislations   | 30         | 70         | 100         | 4              | 4         |
| 11     | OE        | SWOE 601     | Management of Non-Government Organizations                      | 30         | 70         | 100         | 3              | 3         |
| 12     | OE        | SWOE 602     | Gender Equity   | 30         | 70         | 100         | 3              | 3         |
|        |           |              | <b>Total</b>  | <b>180</b> | <b>420</b> | <b>600</b>  | <b>36</b>      | <b>23</b> |

### IV Semester M.S.W.:

| Sl. No | Type                | Subject Code | Title of the paper  | Max. Marks |            | Total Marks | Hours per week | Credits   |
|--------|---------------------|--------------|---|------------|------------|-------------|----------------|-----------|
|        |                     |              |   | IA         | Sem Exam   |             |                |           |
| 1.     | Hard core Practical | SWHP651      | Social Work Practicum IV (Block field Placement)            | 30         | 70         | 100         | 16             | 4         |
| 2.     | Soft core           | SWST 651     | Family & Child Welfare                                      | 30         | 70         | 100         | 4              | 4         |
| 3.     | Soft core           | SWST 652     | Human Resource Development                                  | 30         | 70         | 100         | 4              | 4         |
| 4.     | Soft core           | SWST 657     | Urban Community Development                                 | 30         | 70         | 100         | 4              | 4         |
| 5.     | Soft core           | SWST 653     | Therapeutic Counseling                                      | 30         | 70         | 100         | 4              | 4         |
| 6.     | Soft core           | SWST 654     | Employee Welfare & Industrial Relations                     | 30         | 70         | 100         | 4              | 4         |
| 7.     | Soft core           | SWST 658     | Citizen Participation, Social Policy and Social Development |            |            |             |                |           |
| 8.     | Soft core           | SWST 655     | Rehabilitation & After Care Services                        | 30         | 70         | 100         | 4              | 4         |
| 9.     | Soft core           | SWST 656     | Management Concepts and Corporate Communication             | 30         | 70         | 100         | 4              | 4         |
| 10.    | PW/D                | SWPD651      | Research Project  | 30         | 70         | 100         | 4              | 4         |
|        |                     |              | <b>Total</b>  | <b>150</b> | <b>350</b> | <b>500</b>  | <b>32</b>      | <b>20</b> |

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

| Semester |       | Hard core |   |         | Soft core |   |         | Open Electives |   |    | Project | Total |
|----------|-------|-----------|---|---------|-----------|---|---------|----------------|---|----|---------|-------|
|          | I     | 4         | 4 | 16      | 1         | 4 | 4       | -              | - | -  | -       | 20    |
|          | II    | 4         | 4 | 16      | 1         | 4 | 4       | 1              | 3 | 3  | -       | 23    |
|          | III   | 2         | 4 | 08      | 3         | 4 | 12      | 1              | 3 | 3  | 4       | 23    |
|          | IV    | 1         | 4 | 04      | 3         | 4 | 12      | -              | - | -  | 4       | 20    |
|          | Total |           |   | 44      |           |   | 32      |                |   | 6  |         | 86    |
|          |       |           |   | 51.16 % |           |   | 37.20 % |                |   | 7% | 4.65%   | 100%  |

**Certificate Course**

Social Skills and Etiquette for Professionals



| <b>Social Work Profession – Semester-I</b>   |                 |                                   |                |
|--|-----------------|-----------------------------------|----------------|
| <b>Subject Code:</b>   | <b>SWHT 501</b> | <b>Internal Marks: Final Exam</b> | 30:70<br>100   |
| <b>Number of Teaching Hours Per week</b>   | 04              | <b>Credits</b>                    | 04             |
| <b>Course Objectives:</b>  |                 |                                   |                |
| To make students to understand the need of Social Work and uphold Social Work Profession.  |                 |                                   |                |
| To expose students to some ideologies concerning human equity and their significance for Social Work.  |                 |                                   |                |
| To orient students on origin of Social Work in India and Abroad  |                 |                                   |                |
| <b>Course Outcome:</b>   |                 |                                   |                |
| Acquire knowledge of the History and Philosophy of Social Work and its emergence as a Profession.  |                 |                                   |                |
| Examine the various ideological influences on Social Work Profession.  |                 |                                   |                |
| Understand the importance of Professional values, functions , goals and ethics in Social Work Practice   |                 |                                   |                |
| <b>Module- 1</b>   |                 |                                   | Teaching Hours |
| Concepts relevant to Social Work: Society and Social Stratification, Social Reform, Social Services, Social Welfare, Social Policy, Social Security, Social Justice.   |                 |                                   | 12             |
| Social Work: Definition, purpose, objectives, scope and distinguishing characteristics of Social Work.   |                 |                                   |                |
| Elizabethan Poor Law-1601, Poor Law Reform: 1834, Charity Organization Society (COS) 1869, Settlement House Movement- 1886   |                 |                                   |                |
| <b>Module-2</b>  |                 |                                   |                |
| Difference between an occupation and a Profession, Attributes of a Profession, Social Work as a Profession, Difference between Voluntary and Professional Social Work, |                 |                                   | 12             |
| Values, Principles and Methods of Social Work- Introduction to Core and Auxiliary methods, Roles and Functions of a Professional Social Worker,                        |                 |                                   |                |
| Code of ethics of Professional Social Work, Limitations/ Challenges of Professional Social Work.   |                 |                                   |                |
| <b>Social Work Education:</b> Importance of Social Work Practicum, Training, Supervision, Reporting. Problems and challenges of Social Work Practice                   |                 |                                   |                |

|  |    |
|--|----|
| <b>Module-3</b>  |    |
| Micro, Mezzo and Macro practice of Social Work, Models of Social Work:-Relief, Welfare, Clinical/Therapeutic and Developmental models, Systems, Theory and Ecological approach to Social Work, Integrated Social Work Practice, Human Rights, and Radical Social Work. Understanding Society and social stratification System.<br>Role of government and non- government organizations in Social Welfare | 12 |
| <b>Module-4</b>  |    |
| Perspectives of Social Work in different religions: Buddhism, Christianity, Hinduism, Islam and Jainism. Indian Social Reformers and their contribution to Social Work : Raja Ram Mohan Roy, Swami Vivekananda, Mahatma Gandhi, B. R.Ambedkar, Baba Amte, Mother Theresa, Constitutional guarantees for Social Welfare in India: Fundamental Rights and Directive Principles of State Policy.            | 12 |

## References:

1. Antony, A. Vass 1996 New Directions in Social work – Social work Competencies – Core Knowledge values & Skills New Delhi: Sage Pub.
2. Banks, S. 1995 Ethics & values in Social Work : Practical Social Work Series , London : Macmillan Press Ltd.
3. Bowden , P 1997 Caring : Gender Sensitive Ethics, London : Routledge & Kegan Paul
- Connaway R.S & Gentry M.E 1988 Social work Practice, New Jersey; Prentice Hall
- Dasgupta. S (ed) 1967 Towards Philosophy of Social Work in India, New Delhi: Popular book service.
4. Davies, Martin (ed) 1997 The Blackwell Companion to Social Work, Oxford: Blackwell.
5. Gangrade, K.D 1976 Dimensions of Social Work in India, New Delhi: Marwah Publications
6. Gilbert Neil et al. 1990 An Introduction to Social Work Practice, New Jersey : Prentice Hall
7. Gore, M.S , 1993 Social work context of Ideology : Ambedkar's Social & Political thought , New Delhi : Sage Publications
8. Hajira Kumar , 1995 Theories in Social Work Practice : Delhi : Friends Publication ( India)
9. Hugman, R & Smith, O (Eds) 1995 Ethical issues in Social work London: Routledge.
10. Iyer .R Moral & Political writings of Gandhi, Vol. 3, Delhi Oxford University Press
11. Jatav D.R 1997 Social Philosophy of B.R.Ambedkar Jaipur : Rawat Publication
12. Natarajan 1971 19<sup>th</sup> century of Social Reform in India, New Delhi : Macmillan India Pvt.Ltd

- 13.Klenk & Ryan The Practice of Social work,California Wordsworth Publishing Co.Inc
14. Kothari. S & Sethi .W ( ed) 1991 Rethinking Human Rights Lokayan
15. Michael Reish, Eileen Gambrill 1997 Social Work in the 21<sup>st</sup> Century. New Delhi
- 16.Muzumdar, Ammu Menon 1964Social welfare in India Bombay ; Asia Publishing House
17. Nair T.K 1981Social Work Education & Social Work Practice in India. ASSWI
- 18.Nanda B.R , 1985Gandhi & his Critics , Delhi : Oxford University Press

| <b>Social Work Practice with Individuals- Semester-I</b>   |          |                      |                      |       |
|--|----------|----------------------|----------------------|-------|
| <b>Subject Code</b>  | SWHT 502 | <b>Internal Exam</b> | <b>Marks: Final</b>  | 30:70 |
| <b>Number of Teaching Hours Per week</b>   | 04       | <b>Credits</b>       |                      | 04    |
| <b>Course Objectives:</b><br>Understand casework as a method of social work.<br>Develop the ability to establish & sustain a working relationship with individuals<br>Understand the process of working with Individuals<br>Develop the ability to analyze and assess the components and process of case work  |          |                      |                      |       |
| <b>Course Outcome:</b><br>Students' Will be able to understand the foundations of working with individual as a method of social work<br>Students Will demonstrate their comprehension of working with individuals and its scope in current change in the psycho social situations of individuals<br>Students will demonstrate their comprehension by applying the values, principles and appropriate attitudes while working with individuals, as well as their ability to emphasize with the clients in problematic situations. |          |                      |                      |       |
| <b>Module- 1</b>   |          |                      | <b>Teaching Hour</b> |       |
| <b>Social work practice with Individuals</b><br>Case work: Definition, objectives and scope. Philosophical assumptions, history and values of case work. Introduction of casework as a method of social work.  |          |                      | 12                   |       |
| <b>Module-2</b>  |          |                      |                      |       |
| Principles of Case Work: Individualization, Acceptance, Controlled emotional involvement, Non judgmental attitude, Purposeful expression of feelings, Client's self determination, Confidentiality. Components of case work- Person, Problem, Place, and Process. Process of Case work: Intake, Study, Diagnosis, Treatment, Evaluation, Termination, Follow up.   |          |                      | 12                   |       |
| <b>Module-3</b>  |          |                      |                      |       |
| Case Work Tools and Techniques-Interview, Home visit, Observation, Listening, Communication Skills, Relationship building, Counseling and Recording. Behavioral modification therapy and Transactional analysis. Development of Professional self, Self awareness and use of Supervision.  |          |                      | 12                   |       |

|  |    |
|--|----|
| <b>Module-4</b>  |    |
| Application of Case Work Method in different settings - family welfare, women's welfare, child welfare settings, marriage counseling centers, schools settings, medical and psychiatric settings, correctional institutions, and industry. Crisis Intervention and Disaster management | 12 |

### References:

1. Ashton, S. (2000). Cormier, S. and Cormier, B. Interviewing strategies for helpers: Fundamental skills and cognitive behavioral interventions. Canadian Journal of Counseling and Psychotherapy.
2. Biestic, Felix . P 1957 The Casework relationship London: George, Allen & Unwin Ltd,
3. Biestek, F. P. (1994). An analysis of the casework relationship, Families in Society, 75(10), 630.
4. DuBois, B. L., & Miley, K. K. (2005). AN EMPOWERING PROFESSION
5. Friedlander, W. A. (Ed.). (1976). Concepts and methods of social work. Prentice Hall Professional.
6. Friedlander, Walter. A 1978 Concepts & methods of social work
7. Fischer, J. (1978). Effective social work practice: An eclectic approach. New York: McGraw.
8. Hamilton, G. (1946). Principles of social case recording.
9. Hamilton, G. (1940). Theory and practice of social case work. New York School of Social Work, Columbia University.
10. Harlow, E. (2013). The Casework Relationship.
11. Jordon William 1970 Client work Transactions London: Routledge & Kegan Paul
12. Mathew, Grace, 1987 Case work in Encyclopaedia of Social Work
13. Delhi: Ministry of Social Welfare.
14. Misra, P. D. "Practice of Social Casework." Social Work Intervention with Individuals and Groups 46 (2010).
15. Panda, K.C Education of exceptional children New Delhi. Vikas Publishing House.
16. Perlman, Helan Harris 1957 Social Casework a problem-Solving Process, Chicago: University of Chicago
17. Richmond, Mary. E Social Diagnosis Free Press Social Diagnosis

- 18.** Sainsbury, Eric 1970 Social Diagnosis in Case Work, London: Routledge & Kegan Paul
- 19.** Stewart, Charles J. & William B. Cash Interviewing Principles & Practices, W.M.C Brown Co- Publishers
- 20.** Turner, F. J. (1979). Effective Casework Practice: An Eclectic Approach.
- 21.** Theory & Practice of Case Work New York: Columbia Univ.Press
- 22.** Thangavelu, Pillari Vimala, 1984 Social Work Practice: Case Studies, Bangalore: Asian Trading Corporation
- 23.** Timms Noel 1972 Recording in Social work, London: Routledge & Kegan Paul
- 24.** Zastrow, Charles 1995 The Practice of Social Work California: Brooks / Cole.
- 25.** Zastrow, C. (1995). The practice of social work, Pacific Grove. CA: Brooks/Cole.

| <b>Social Work Practice with Groups - Semester I</b>   |          |                                   |                       |
|--|----------|-----------------------------------|-----------------------|
| <b>Subject Code</b>  | SWHT 503 | <b>Internal Marks: Final Exam</b> | 30:70                 |
| <b>Number of Teaching Hours Per week</b>   | 04       | <b>Credits</b>                    | 04                    |
| <b>Course Objectives:</b><br>Develop the ability to establish & sustain a working relationship with Groups<br>To acquire the skills and techniques of working with Groups<br>To upgrade the skills required for the Group Worker to work in various settings   |          |                                   |                       |
| <b>Course Outcome:</b><br><br>Understand group work as a method of social work.<br>Understanding human Behaviors in group life.<br>Knowing the Skills in organizing Programme.<br>To learn Designing a training programme.   |          |                                   |                       |
| <b>Module- 1</b>   |          |                                   | <b>Teaching Hours</b> |
| <b>Social work practice with Individuals</b><br>Group Work: Definition, Objectives, Scope and Evolution .Types of Groups, Educational, Growth – oriented, remedial, socialization, task (Committees, teams, councils) and therapeutic groups. Stages of group development. Field instruction in group work.  |          |                                   | 12                    |
| <b>Module-2</b>  |          |                                   |                       |
| Principles of working with groups, Process of Group work: Intake, study, analysis and assessment negotiating contracts, treatment, evaluation, and termination disengaging from relationships, stabilization of change effort.<br>Use of relationships: Verbal and non/verbal communication  |          |                                   | 12                    |
| <b>Module-3</b>  |          |                                   |                       |
| Factors of group formation: Selection of members, goal formation, contract for work. Homogeneity factors, Heterogeneity factors, group structure, Group size, Membership.<br>Dynamics of groups: Bond, sub-groups, role, leadership, isolates, scapegoats, and new comer conflicts, Decision Making, Group control, Hostility, Behavior Contagion.               |          |                                   | 12                    |
| <b>Module-4</b>  |          |                                   |                       |
| Programme Planning: Use of programme media, Skills in organizing a programme, designing a training programme, skills required for programme planning.<br>Importance of recording in group work. Role play, Brainstorming, FGD, camp<br>Use of group work in various settings: Schools, Hospitals, Industries and Communities. Training volunteers in group work. |          |                                   | 12                    |

## References:

Alissi, A.S (1980) Perspectives on Social Group Work Practice: A book of Readings, New York: The Free Press

Brandler.S & Roman C.P (1999) Group Work skills & strategies for effective Intervention, New York: The Howonh Press

Catwright, Dorwin Alvin Zander (1970) Group Dynamics Research & Theory London: Tavistock Publications

D'Abreo, A.Desmond (1993) Group Discussion & Team Building Mumbai: Better you books

Davis Bernard (1975)Theuse of groups in Social Work practices. London & Boston: Routledge & Kegan Paul

Garland, J.A (1992) Group Work Reaching out: People, places & power New York:

Hart Ford Margaret(1971)Group in Social Work, New York: Columbia University Press

Hubert Bonner (1959) Group Dynamics, Principles & Application, New York The Ronald Press Company

Kurtland R. & Salmon, R.(1998) Teaching Methods Course in Social Work with Groups, Alexandria: Council on Social Work with Groups.

Ribes Peter S.J 1990 build up your group, Mumbai: St.Paul Publications

Rogers, Carl 1970 Encounter Groups, New York, Evanston, San Francisco, London Harper & Routledge & Kegan Paul Sundel.M (1985) Individual Change Through Small Groups, New York: The Free Press

Toseland W.Ronals Rivas (1984) An Introduction to group work practice New York: Macmillan Publishing Company

Trecker Harleigh B (1970) Social Group Work Principles & Practice, New York Association Press

United Nations (1959) The General Principles of Social group work United Nations Technical Assistance Off.



| <b>DYNAMICS OF DEVELOPMENTAL PSYCHOLOGY Semester I</b>  |          |                        |                       |
|---|----------|------------------------|-----------------------|
| <b>Subject Code:</b>  | SWST 501 | <b>Internal Marks:</b> | 30:70                 |
| <b>Number of Teaching Hours Per week</b>  | 04       | <b>Final Exam</b>      |                       |
| <b>Number of Teaching Hours Per week</b>  | 04       | <b>Credits</b>         | 04                    |
| <b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• Understand the basic concepts of Psychology relevant to Social Work practice</li> <li>• Gain an understanding of nature, human needs and behavior, basis of human growth &amp; personality Development</li> <li>• To develop sensitivity towards needs, development tasks &amp; health status at various stages of human life span.</li> </ul>   |          |                        |                       |
| <b>Course Outcome:</b> <ul style="list-style-type: none"> <li>• Understand Human Needs &amp; Human Behaviour</li> <li>• Gain an understanding of nature, basis of human growth &amp; personality Develop sensitivity towards needs, development tasks &amp; health status.</li> <li>• Realize the adjustment and maladjustment pattern</li> </ul>   |          |                        |                       |
| <b>Module-1</b>   |          |                        | <b>Teaching Hours</b> |
| <b>Introduction to Psychology:</b> Concept, Definitions, Nature, Scope of Psychology, Uses and Application of Psychology for Social Workers. Role of Heredity and Environment as determinants of Human Growth and Behaviour. Basic Human Needs- Physical, Psychological, Social & Intellectual needs. Maslow's Hierarchical Theory.<br>Skill Component: Life examples and experience sharing  |          |                        | 12                    |
| <b>Module-2</b>   |          |                        |                       |
| <b>Adjustment and Maladjustment:</b> Concept, Meaning, Definition, Characteristics of an adjective person. Qualities of maladjustment. Stress: Concept, Definition, Types of Stress- Eustress and Distress, Effects of stress on human life, unhealthy ways of coping with stress, Techniques of stress management. Sources of Stress - Frustration, Conflict and Pressure. Types of Conflict: Double Approach, Approach-Avoidance and Double Avoidance. Stress Coping Mechanisms- Task oriented and Defence oriented stress coping mechanisms.<br>Skill Component: Role Play |          |                        | 12                    |
| <b>Module-3</b>   |          |                        |                       |

|   |    |
|---|----|
| <p><b>Personality:</b> Meaning &amp; Definition, Nature, Classifications of Personality – Hippocrates's, Kretschmer's, Eysenck's, Sheldon's and Carl Jung's contribution.</p> <p>Projective and Non-Projective Techniques of Personality Assessment.</p> <p>Theories of Personality: Psycho-analytic Theory, Psycho- Sexual Theory and Psycho-Social Theory of Personality Development.</p> <p>Skill Component: Seminar Presentation</p>                      | 12 |
| <b>Module-4</b>   |    |
| <p><b>Life Span Development:</b> Stages and Perspectives. Prenatal stage, Infancy, Babyhood and Childhood - Characteristics and problems of various stages of development special focus on role of Social Workers.</p> <p>Later stages of Life Span: Adolescents, Adulthood, Middle and Old age- Characteristics and problems of later stages of development and Role of Social Workers during the stages.</p> <p>Skill Component: Case Study Discussion.</p> | 12 |

### References:

|   |
|---|
| 1. Berger C.R & Chaffee S.H 1987 Handbook of communication science Sage: New Delhi  |
| 2. Berk , L.E Child 1966 Development – Prentice Hall of India ,New Delhi  |
| 3. Bidwai. P et .al Religion , Religiosity & communalism Manohar , New Delhi  |
| 4. Commer Ronald. JWorth 2001 Abnormal Psychology , New York , Publications, 41 Madison Avenue  |
| 5. Davidoff L.L 1981 Introduction to Psychology London McGraw Hill Inc. Book Inc. Co Engler , Barbara 1991 Personality                              |
| 6. Theroies An Introduction 3 <sup>rd</sup> Edition. Houghton Mifflin Company, Boston.  |
| 7. Feldman Robert S1999 Understanding Psychology , New Delhi , Tata Mc Graw Publishing Comp.Ltd, West Patel Nagar,                                  |
| 8. Hall C.S & Lindsey 1978 Theories of Personality John Wiley & Sons, New York.   |
| 9. Hayes, Nicky 1994 Foundation of Psychology: An introductory Text , Routeldege, London.   |
| 11. Hewvstone M.et al 1997 The Blackwell Reader in Social Psychology, Blackwell, Oxford   |
| 12. Hilgard E.R , Atkinson R.C , Atkinson R.L Jovanovic .H Introduction of Psychology NewYork Harcourt Brace  |
| 13. Hiolle Larry. A & Ziegler, Daniel. J 1976 Personality:Theories – Basic Assumptions Research & Applications , McGraw Hill Book Company, New York |
| 14. Hogan, R, Johnson. J & Brigg. S 1997 Handbook of Personality Psychology, Academic Press, San Diego  |

|   |
|---|
| <b>15.</b> Hurlock E.B 1976 Personality Development , Bombay , Tata McGraw Hill   |
| <b>17.</b> Hurlock, Elizabeth1989 Child Development, 6 <sup>th</sup> Edition , International student Edition , McGraw Hill Pub .Co. USA           |
| <b>18.</b> Hurlock , Elizabeth Developmental Psychology-Alife–span Approach , 5 <sup>th</sup> Ed – Tata McGraw Hill Publishing Co.Ltd , New Delhi |
| <b>19.</b> Jowett G.S & O Donnell, V 1991 Propaganda & Persuasion (2nded) Sage London   |
| <b>20.</b> Karkar,S.1979IndianChildhood, cultural ideals & social Reality , Delhi : Oxford University Press                                       |
| <b>21.</b> Kali, R.V & Cavanagh J.C .1996 Human Development, Pacific grove: CA: Brooks / Core Publishing Company.                                 |

## II SEMESTER

| <b>COMMUNITY ORGANIZATION AND DEVELOPMENT PRACTICE– Semester- II</b>   |          |                                   |                       |
|--|----------|-----------------------------------|-----------------------|
| <b>Subject Code</b>  | SWHT 551 | <b>Internal Marks: Final Exam</b> | 30:70                 |
| <b>Number of Teaching Hours per week</b>   | 04       | <b>Credits</b>                    | 04                    |
| <b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• Understanding the concepts related to working with Communities and processes involved in it.</li> <li>• To make students understand the use and practice of community organization in various fields of Social Work.</li> <li>• To provide the knowledge about the role of Social Worker in social change and social development.</li> <li>• To familiarize the emerging trends and experiments in community organization</li> </ul>  |          |                                   |                       |
| <b>Course Outcomee:</b> <ul style="list-style-type: none"> <li>• Students will be able to understand the importance and implications of community organization.</li> <li>• Students will be able to analyze the community development needs, issues and respective solutions for a given community.</li> <li>• Students will be able to demonstrate their skills and efficiency in community mobilization as a method of social work.</li> <li>• Students will be able to describe the need and significance of participation and participatory methods in the community development process.</li> </ul>   |          |                                   |                       |
| <b>Module- 1</b>   |          |                                   | <b>Teaching Hours</b> |
| <b>Community and community organization</b><br><br>Concept of Community, historical development and objectives Community organization. Theoretical foundations for the study of community organizations. Community Work, Community Development and community Welfare: Rural, Tribal and Urban communities. Gender sensitive and ecological sensitive community work.<br><br>Concept, meaning, definition, scope, principles of community organization and its relevance. Process or phases of community organization. Models of community organization. Locality development, social planning, social action. Democratic model and Gandhian model. |          |                                   | 12                    |
| <b>Module-2</b>  |          |                                   |                       |

|   |    |
|---|----|
| <p><b>Community power structure and local self government</b></p> <p>Community power structure and political organizations. Factions, subgroups and leadership in different types of community. Theories of leadership, symbols and rituals.</p> <p>Concept of local self government: History, the Constitution 73<sup>rd</sup> and 74<sup>th</sup> Amendment, significance and feature of local self government. Structure, functions and finances. Ward sabha and grama sabha. Concept, significance and principles of People's participation. Participation of SC's, ST's and BCs. in Panchayath Raj Institutions</p>  | 12 |
| <b>Module-3</b>   |    |
| <p><b>Roles, skills, strategies and methods of community organization practitioner</b></p> <p><u>Roles</u>: Enabler, facilitator, guide, researcher, moderator, philosopher, activist.</p> <p><u>Skills</u>: Organizing, Communication, training, consultation, public relations, resource mobilizations, liaison, conflict resolution.</p> <p><u>Strategies</u>: Individual contact, conscientisation, negotiation, collaborative, pressure, advocacy, legal sanction, public relations, political organization, conflict resolution, violence and peace initiative. Contextual usage of strategies.</p> <p><u>Methods</u>: Awareness generation, planning, education, communication, community participation, Involvement of groups and organizations, collective decision making leadership, resource mobilization, community action, legislative and non legislative promotions and coordination.</p> <p>Participatory Rural Appraisal or Participatory Learning for Action</p> | 12 |
| <b>Module-4</b>   |    |
| <p><b>Good Governance and Civil Society Organizations</b></p> <p>Self learning concepts:</p> <p>Intervention and initiatives of community workers in good governance and civil society organizations. Non Government Organizations, media, people based community organizations in Good Governance.</p> <p>Civic Consciousness: Concept &amp; Significance.</p> <p>Factors promoting and hindering civil society participation in Good Governance.</p> <p>Corporate Social Responsibility, Social Auditing, Role of Social Workers in promoting people's participation and good governance. NIITI Ayog. PPP model.</p> <p>Athmanirbhara Bharath</p>   | 12 |

---

**References:**

1. Chowdhry, D. P. 2001. Introduction to Social Work. New Delhi: Atma Ram.
2. Christopher, A.J., and Thomas William, 2006. Community Organization and Social Action. New Delhi: Himalaya Publications.
3. Cox, F.M. et al. 1964. Strategies of Community Organization. Illinois: Peacock Publishers. Inc.
4. Dunham, Arthur. 1970. The New Community Organization. New York: Thomas, Y. Crowell Company.
5. Freire, Paulo. 1970. Education for the Oppressed. New York: Seaburg Press.
6. Freire, Paulo. 1972. Cultural Action for Freedom. Harmondo Worht: Penguin.
7. Gangrade, K.D. 1971. Community Organization in India. Bombay. Bombay: Popular Prakasam.
8. Gilbert, Neil. et. al. 2002. An Introduction to Social Work Practice. New Jersey: Prentice Hall.
9. Kramer, Ralph and Harry Specht. 1975. Readings in Community Organization. Practice. London: Prentice Hall International.
10. Mathew, Grace. 1992. An Introduction to Social Case Work. Bombay: Tata Institute of Social Sciences.
11. Ross, M G. 1955. Community Organization. New York: Harper and Row.
12. Siddiqui. H. Y. Ed. 1984. Social Work and Social Action. New Delhi: Harnam Publications.
13. Skidmore, A. Rex and Milton. G. Thackeray. 1976. Introduction to Social Work. New Jersey: Prentice Hall.
14. Arthus Dunham K., 1987 Community Organization. New Delhi: Arnold.
15. Biklen, Bouglas, P., Community Organizing - Theory and Practice. New Jersey: Prentice.
16. Christopher, A. J. and Community Organization and Social Action.
17. William Thomas, A., 2006 Mumbai: Himalaya
18. Clarence King, 1974 Working with People in Community Action – Strategies of Community Organization: Illinois: Peacock

| <b>SOCIAL WELFARE ADMINISTRATION AND SOCIAL ACTION – Semester II</b>   |          |                                   |                       |
|--|----------|-----------------------------------|-----------------------|
| <b>Subject Code:</b>   | SWSH 452 | <b>Internal Marks: Final Exam</b> | 30:70                 |
| <b>Number of Teaching Hours Per week</b>   | 04       | <b>Credits</b>                    | 04                    |
| <b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• Acquire the knowledge of Social Welfare Administration and Social Action as methods of Social Work.</li> <li>• Gain the knowledge and skills to administer the policies, programmes and functions of Governmental and Non-Governmental Organizations.</li> <li>• Enable the students to understand and analyze the concept of Social Policy and their importance in the development</li> </ul>  |          |                                   |                       |
| <b>Course Outcome:</b> <ul style="list-style-type: none"> <li>• Acquire knowledge of Social Welfare Administration and its Emergence as a Profession. Understand the importance of functions, principles and various</li> <li>• Issues of Social Welfare Administration and its Practical aspects. Examine the various issues related with Establishment of Service</li> <li>• Organizations and Social policies on vulnerable groups.</li> </ul>  |          |                                   |                       |
| <b>Module-1</b>  |          |                                   | <b>Teaching Hours</b> |
| <b>SOCIAL WELFARE ADMINISTRATION:</b> Administration: Concept and Types, Social Administration and Social Welfare Administration. Social Welfare Administration: Meaning, Definition, Principles, Nature, Scope and Historical Development of Social Welfare Administration in India. Social Welfare Administration as a method and profession, Functions of Social Welfare Administration: Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting (POSDCORB), Ministries and Statutory Bodies at Central and State level concerned with the Social Welfare Administration., .Central Social Welfare Board (CSWB) and State Social Welfare Board (SSWB), Ministry of Social Justice and Empowerment |          |                                   | 12                    |
| <b>Module-2</b>  |          |                                   |                       |

|  |    |
|--|----|
| <p><b>NGOs and Social Welfare:</b> Establishment of Service Organizations (NGOs): Meaning, Concept, Features, NGOs and Social Welfare/Development, Legislations related to Establishment of Service Organizations (NGOs) and their salient features - Indian Societies Registration Act 1860, Indian Trust Act 1882 and Foreign Contribution Regulation Act 1976.</p> <p>FundRaising and Resource Mobilizations for NGOs, Problems and Challenges of NGOs in India.</p> <p>Public Relation: Concept, Need and Importance, Network Building, Use of Media for Publicity, Program Development and Management, Office Management, Accountability, Training and Competence Building, People's Participation and Empowerment.</p> | 12 |
| <b>Module-3</b>  |    |
| <p><b>SOCIAL POLICY IN INDIA:</b> Social Policy and Social Welfare Policy – Meaning, Features, and Importance of Social Policy. Evolution of Social Policies in India: - Models of Social Policy, Social Policy and Constitution, Social Policy and Social Legislation. Social Policy and Social Development, Planning Commission/NITI Aayog – Its legal status, Social Policies in India:-Education, Health, Women, Youth, Population, Family Welfare, Environment and Ecology.</p>   |    |
| <b>Module-4</b>  |    |
| <p><b>SOCIAL ACTION AND SOCIAL WORK:</b> Social Action: Meaning, concept features and strategies of Social Action, Principles Process and Models of Social Action; Social Action as a method of Social Work: History of Social Action in India, Social Change and Conflict, Approaches and Strategies of Social Action – Paulo Friere, Mahatma Gandhi, Ambedkar, and E.V.R.Periyar, Advocacy as a tool for Social Change, Process of Social Advocacy.</p>  | 12 |



**References:**

1. Snehalath chandra (2003) NGO Management in India Kanishka Publishers
2. M.K Singh 2015 Social Policy and Social welfare Administration , Vayu Education Of India; First edition
3. Anoop Kumar Bhartiya 2009 Social Policy in India , New Royal Book Company 2009
4. Bhatnagar, Ved (1998) Challenges to India's Integrity: Terrorism, Casteism, Communalism, New Delhi: Rawat Publication.
5. Sachdeva, D. R. (2000) An Introduction to Sociology, Allahabad: Kitab Mahal
6. Desai, A. R. (1994) Rural Sociology in India, Bombay: Popular Prakashan.
7. Madan, G.R. (2002) Indian Social Problems, Mumbai: Allied Publishers Pvt. Ltd
1. Puniyani, Ram (2003) Communal Politics: Facts Versus Myths, New Delhi : Sage Publication.
2. Anil Taneja (2009) Social welfare Administration in India Neha Publishers

| <b>SOCIAL WORK RESEARCH AND STATISTICS – SEMESTER II</b>   |          |                        |                       |
|--|----------|------------------------|-----------------------|
| <b>Subject Code:</b>   | SWHT 553 | <b>Internal Marks:</b> | 30:70                 |
| <b>Number of Teaching Hours Per week</b>   | 04       | <b>Credits</b>         | 04                    |
| <b>Course Objectives:</b> <ul style="list-style-type: none"> <li>To familiarize the students with basic concepts of social work research as a method of social work</li> <li>To understand the methodology used in social work method</li> <li>To gain the better understanding of current trends practices of social work research and to acquire the skills of data analysis and research writing</li> <li>To enable the students to understand the skills of statistics application in social work research and to gain experience and skill using software to analyze the statistical data.</li> </ul> |          |                        |                       |
| <b>Course Outcome:</b> <ul style="list-style-type: none"> <li>Students will become familiarize with the basic concepts of social work research as a method of social work</li> <li>Students will learn basic methodology of social work research, which enables them to demonstrate the process of building the research tools and the use of scales accordingly</li> <li>Become familiar with some of the basic statistical techniques and their application in field of social work research and social work practice.</li> </ul>  |          |                        |                       |
| <b>Module-1</b>  |          |                        | <b>Teaching Hours</b> |
| Research: Definition and objectives, Social Work Research: Meaning, objectives, functions and limitations; Scope of Social Work research in India; Agencies sponsoring and conducting Social Work research, ethics in research.<br><br>Problem identification: Criteria for the selection of research problems; Problem formulation. Concepts, constructs, variables, conceptual and operational definitions. Hypothesis: Meaning, importance and types.   |          |                        | 12                    |
| <b>Module-2</b>  |          |                        |                       |
| Research design-Meaning and Importance-Types of research design-exploratory, descriptive, experimental and diagnostic research design<br>sampling: Sample and Population- Characteristics of sampling; methods and techniques of sampling<br><br>Data Collection-Methods and Techniques, sources of data (primary and secondary) Tools of data collection: Observation, Interview, and questionnaire   |          |                        | 12                    |

| <b>Module-3</b>  |    |
|--|----|
| Data Processing-Editing, Coding, data classification, tabulation of data, diagrammatic and graphical presentation, Data Analysis and Interpretation<br>Research reporting: contents of research report: foot-note, references, bibliography, preparation of abstract; the art of making book review. | 12 |
| <b>Module-4</b>  |    |
| Definition, functions and importance. Measures of Central Tendency; Measures of Dispersion. Chi-square, Correlation Coefficient, 't' distribution; Analysis of Variance and 'F' distribution, SPSS package.  | 12 |

### **References:**

1. Antony Joseph , 1986 Methodology for Research , Bangalore : Theological Publications in India
2. Asthana , B.N 1976 Elements of Statistics , Allahabad : Chaitanya Publishing House
3. Bajpai 1992 Methods of social survey & Research , Kanpur , Kitab House
4. Blalock , Hubert , M 1972 Social statistics Tokyo : McGraw Hill Kogakusha Ltd
5. Britha , Mikkelsen 1995 Methods for Development Work & Research , New Delhi : sage Publications
6. Bruce. A. Chadwick, Howard. M Bahr , Stan L Albrecht 1984 Social Science Research Methods , New Jersey: Prentice Hall Inc
7. Devendra , Thakur 1993 Research Methodology in Social Sciences , New Delhi : Deep & Deep Publications
8. Feldman, Martha. S 1995 Strategies for interpreting qualitative Data , New Delhi : sage Publications.
9. Society for Participatory Research in Asia 1995 Participatory Research : An Introduction ( Participatory Research Network series No.3 ) New Delhi : Priya
10. Swartz Omar 1997 Conducting socially responsible research , New Delhi : sage Publications
11. Young Pauline . V 1946 Scientific Social Surveys & Research , New York Prentice Hall

| <b>Management and Communication skills for Social Workers – Semester II</b>   |                 |                                   |                       |
|---|-----------------|-----------------------------------|-----------------------|
| <b>Subject Code</b>   | <b>SWST 551</b> | <b>Internal Marks: Final Exam</b> | 30:70                 |
| <b>Number of Teaching Hours Per week</b>  | 04              | <b>Credits</b>                    | 04                    |
| <b>Course Objectives:</b> <ul style="list-style-type: none"> <li>To familiarizing the students with the basic concepts of Management.</li> <li>To understand the theories and functions of Management.</li> <li>To enhance the communication skills of the students</li> </ul>  |                 |                                   |                       |
| <b>Course Outcomes:</b> <ul style="list-style-type: none"> <li>Recognize the basic concepts of management and related aspect</li> <li>Materialize the practical issues of communication skills</li> </ul>   |                 |                                   |                       |
| <b>Module-1</b>   |                 |                                   | <b>Teaching Hours</b> |
| <b>Management:</b> Concept of Management, Management: Art and Science, Management as a Profession, Management skills, Roles, Qualities of a Manager<br>Evolution of Management thought: Early contributions: Taylor and Scientific Management, Human Relations and Modern Approaches.   |                 |                                   | 12                    |
| <b>Module-2</b>   |                 |                                   |                       |
| <b>Functions of Management:</b> Planning: Concept of planning, Significance of planning,<br>Staffing: Concept, Objectives of Staffing Decision Making: Concept of decision making, Types of decision making, Essentials of effective decision making.<br>Controlling: Concept, Importance of controlling, Types of control  |                 |                                   | 12                    |
| <b>Module-3</b>   |                 |                                   |                       |
| Communication: Concept, Nature, Importance, Types, Models, and Process of Communication, Role of listening and Barriers to effective communication, Patterns of communication - Circle, Chain, Y and Wheel.<br>Written Communication - Principles of Effective Written Communication; Preparing Minutes of Meeting, Memo, Office Order, Office Circular, Office Note.   |                 |                                   | 12                    |
| <b>Module-4</b>   |                 |                                   |                       |
| Non Verbal Communication: Relevance and effective usage Para language, Chronemics, Haptics, Proxemics, Body language.<br>Business Presentation: Audience Analysis, Preparing effective PowerPoint presentation, Delivering of presentation, Handling questions<br>Report Writing: Purpose and Scope of a Report, Fundamental Principles of Report Writing, Project Report Writing, Fieldwork and Internship Reports |                 |                                   | 12                    |

## References:

|   |
|---|
| 1. Barrett , Harold , 1975 Practical Uses of Speech Communication New York: Holt , Rinehart & Winston   |
| 2. Beal , et Al 1967 Leadership & Dynamic Group Action The Iowa State – University Press  |
| 3. Bell , A.H & Klammer J.P 1976 The Practicing Writer Boston : Hughton Mifflin Company   |
| 4. Bobker , L.R 1974 Elements of Film New York : Harcourt Brace Jovanovich Inc  |
| 5. Brooks, W.D 1976 Interpersonal Communication; Emmert P. wm. C . Brown Company  |
| 6. Bulatao , Jaime 1965 The techniques of Group Discussion air, Jacquelyn B 1979 Communicating & Relating Sydney : The Benjamin Cummings Publishers   |
| 7. Carnegi , Dale 1962 The quick & esay way to Effective Speaking New York : Pocket Books   |
| 8. Chomsky, Noam 2000 New Horizons in the study of Language & Mind ; Cambridge : Cambridge University Press   |
| 9. Civikly Jean . M 1974 Message : A Reader in human communication New York : Random Hous<br>C Colwell C.C & Knox J.H 1974 The Complete Term Papaer Reston : Reston Publishing Company<br>Condon John. C 1977 Interpersonal Communication New York : Macmillan Publishing Co/ Inc |
| 10. Dahama, O.P & Bhatnagar, O.P 1985 Education & Communication for Development New Delhi : Oxford & IBH Pub .Co. Pvt. Ltd  |
| 11. Druckman D et Al 1982 Non – verbal Communication London: Sage Publications.<br>Eisenberg , A.M 1978 Understanding Communication in Business & the Professions 12.New York : Macmillan Publishing Co.  |
| 12. Elihukatz & Szecsko,1981 Mass Media & Social Change London : Sage Publications  |

| <b>SOCIAL POLICY AND PLANNING-SEMESTER II</b>  |                  |                                   |                       |
|--|------------------|-----------------------------------|-----------------------|
| <b>Subject Code</b>  | <b>SWSOE 551</b> | <b>Internal Marks: Final Exam</b> | <b>30:70</b>          |
| <b>Number of Teaching Hours Per week</b>   | <b>03</b>        | <b>Credits</b>                    | <b>3</b>              |
| <b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• Students will improve the skill of effective community participation.</li> <li>• To prepare students to establish the core professional and personal skills required to work in social policy and to engage in professional practices in social development.</li> <li>• To give students an opportunity to develop the skills to meet the challenges of society.</li> <li>• Acquire knowledge of the systems and process of policy formulation and social planning in India.</li> </ul> |                  |                                   |                       |
| <b>Course Outcome:</b> <ul style="list-style-type: none"> <li>• Develop ability to analyze the systems of policy formulation and planning as well as development plans and programmes.</li> <li>• Identify linkages between social needs, problems, development issues and policies.</li> <li>• Locate strategies and skills necessary to facilitate policy change and social development, with a view to reinforce values of social justice, gender justice and equality and ecological sustainability.</li> </ul>  |                  |                                   |                       |
| <b>Module- 1</b>   |                  |                                   | <b>Teaching Hours</b> |
| Social Policy<br>Concept of Social Policy – Sectoral Policies and Social Services.<br>Relationship between Social Policy and Social Development.<br>Values underlying Social Policy in India (Constitution –Fundamental Rights, Directive Principles and Human Rights)   |                  |                                   | 12                    |
| <b>Module-2</b>  |                  |                                   |                       |
| Policy Formulation<br>Approaches to Social Policy – Unified, Integrated and Sected.<br>Different models of Social Policy and their applicability to the Indian situation.<br>The process of Social Policy Formulation, the Contribution of Research, the role of Interest Groups.<br>(Discussion-The problem of conflict of interests in social policy and its solution)   |                  |                                   | 12                    |
| <b>Module-3</b>  |                  |                                   |                       |
| Policies: Brief history of Social Policy in India. Different Sectoral Policies in India- Policies concerning to Education, Health, Women, Children, Elderly, Population and Family Welfare, Differentially abled Urban Development Policy and Tribal Development.<br><b>Concept and scope of Social Planning.</b> Goals and Sectors of Social Planning. Planning Commission of India.CSR<br><b>NITI Ayog</b><br>Historical Background, Objectives, Organizational Structure/Set up and Functions/Programs  |                  |                                   | 12                    |

**Reference:**

1. Dennison. D & Chepman, Valeries: Social Policy and Administration, London: George Allan and Unwin.
2. Dreze, Jean (ed). (2016). Social Policy, Hyderabad: Orient Blackswan Pvt. Ltd.
3. Encyclopaedia of Social Work in India- Vol I & III. (1987). Ministry of Welfare. Government of India.
4. Friedlander, W.A (1958). Introduction to Social welfare New Delhi: Prentice Hall.
5. Inamdar N. R. (1992), Development Administration in India, New Delhi: Rawat Publications.
6. Jacob, K. K. (1989). Social policy in India, New Delhi: Himanshu Publications.
7. Kulkarni P.D. (1979) Social Policy and Social Development in India. Bombay: Lalvani Publishing
8. Kulkarni P. D. (1952). Social Policy in India, New York: McGraw-Hill Book Company
9. Midgley, J., & Michelle, L. (Eds.) (2009). The handbook of social policy. USA: Sage
10. Sachdeva, D. R. (1978). Social Welfare Administration in India, Allahabad Kitab Mahal.
11. Shanmugavelayutham, K. (1998). Social Legislation and Social Change, Chennai: Vazhga Valamudan Publishers.
12. Titmuss, R. (1974). Social policy London: Routledge
13. Pathak, S. H. (2013). Social policy, social welfare and social development. Bangalore: Niruta

| <b>SOCIAL DEVELOPMENT, CHANGE AND TRANSFORMATION<br/>Semester-II</b>  |                 |                                   |                       |
|---|-----------------|-----------------------------------|-----------------------|
| <b>Subject Code</b>   | <b>SWOE 552</b> | <b>Internal Marks: Final Exam</b> | 30:70                 |
| <b>Number of Teaching Hours Per week</b>  | 03              | <b>Credits</b>                    | 03                    |
| <b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• To understand the concept of social development, change and transformation</li> <li>• To equip students to examine social realities from different perspectives</li> <li>• To Familiarize With the contemporary discourse on social development</li> </ul>   |                 |                                   |                       |
| <b>Course Outcome:</b> <ul style="list-style-type: none"> <li>• Students will learn different ideologies of social Development</li> <li>• Students will explore various JOB SCOPE and Required skills in Development sector</li> <li>• Students will learn tools of Development.</li> <li>• Students will understand the contemporary social problems and measures to work on it.</li> </ul>  |                 |                                   |                       |
| <b>Module- 1</b>  |                 |                                   | <b>Teaching Hours</b> |
| Development:Definition,Meaning, Social Development, Economic Development, sustainable development. Social Change,Concept, process, Factors of social Change - Urbanization, Modernization, Industrialization, Bureaucratization and social disorganization Indian ideologies to development.  |                 |                                   | 12                    |
| <b>Module-2</b>   |                 |                                   |                       |
| International Funding for Development: World Bank, International Monetary Fund, and World TradeOrganizations. Social clauses and influencing international policies.<br><br>Development Issues in India .Third Gender and cross cutting issues.   |                 |                                   | 12                    |
| <b>Module-3</b>   |                 |                                   |                       |
| Tools of Development and Change. People’s participation, Awareness Building, Development of education, accountability, Human rights.<br><br>Social Work and Development: Development paradigm in social work; changing trends in social work practice.<br><br>Application of social work methods in development and transformation<br><br>Role of Non Government Organization in Development. |                 |                                   | 12                    |



## References:

1. Afridi, A., (2011) Social networks: their role in addressing poverty. Report. Joseph Rowntree Foundation Programme Paper on Poverty and Ethnicity. York: Joseph Rowntree Foundation.
2. Bertot, J.C., Jaeger, P.T., Grimes, J.M., (2010) Using ICTs to create a culture of transparency: E-government and social media as openness and anti-corruption tools for societies. In: Government Information Quarterly 27, 264-271
3. Brophy, Peter & Halpin, Edward (1999) Through the Net to freedom: information, the Internet and human rights. In: Journal of Information Science. Vol. 25, No. 5
4. Cammaerts, B. and Carpentier, N. [eds] (2007) Reclaiming the media: communication rights and democratic media roles. Intellect: Bristol, UK
5. Castells, M. (2001) The Internet Galaxy. Oxford: Blackwell
6. Hemer, Oscar & Tufte, Thomas (2005) Media and Global Change. Rethinking Communication for Development. Buenos Aires: CLACSO
7. Jørgensen, Rikke Frank [ed.] (2006) Human Rights in the Global Information Society. Cambridge: MIT Press
8. Klang, Mathias & Murray, Andrew [ed.] (2005), Human Rights in the Digital Age, London: Glasshouse.
9. Lievrouw, Leah (2011) Alternative and Activist New Media. Oxford: Polity Press
10. Lovink, Geert & Zehle, Soenke (2005) the Incommunicado Reader. Amsterdam: Institute of Network Cultures 9 pp. 20– 23
11. UN (1948) The Universal Declaration of Human Rights. [Retrieved: 2013-03-03] Available at: <http://www.un.org/en/documents/udhr/index.shtml#a19>
12. UN (1966) International Covenant on Civil and Political Rights. [Retrieved: 2013-03-03] Available at: <http://treaties.un.org/doc/Publication/UNTS/Volume%20999/volume-999-I-14668-English.pdf>
13. Webster, Frank (2006) Theories of the Information Society. London: Routledge

| <b>ECOLOGY, ENVIRONMENT AND DEVELOPMENT - Semester-II</b>  |                 |                        |                       |
|--|-----------------|------------------------|-----------------------|
| <b>Subject Code</b>  | <b>SWOE 553</b> | <b>Internal Marks:</b> | <b>30:</b>            |
|  |                 | <b>Final Exam</b>      | <b>70</b>             |
| <b>Number of Teaching Hours Per week</b>   | <b>03</b>       | <b>Credits</b>         | <b>03</b>             |
| <b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• Develop sensitivity about the interconnectedness between environment and human beings.</li> <li>• Understand the connections between environmental issues and development.</li> <li>• Understand international, national, local governments and the responses of civil society groups to environmental concerns</li> </ul>  |                 |                        |                       |
| <b>Course Outcome:</b> <ul style="list-style-type: none"> <li>• Understand the basic knowledge about Environment and Eco-System in connection with society.</li> <li>• Acquire the knowledge and to have the awareness on various environmental issues and its impact on human life and society</li> <li>• Know the various agencies/organizations working for the protection of environment at International, National and Local level</li> </ul> |                 |                        |                       |
| <b>Module- 1</b>   |                 |                        | <b>Teaching Hours</b> |
| <b>Ecology and environment:</b> Concept, definition and types, Resources depletion and sharing of resources. Environmental Degradation and Conservation: Socio-religious and cultural factors influencing environmental degradation, causes of deforestation Conservation and preservation, methods of environmental protection- drip irrigation, watershed management, wasteland reclamation, bio- farming, social forestry and afforestation.    |                 |                        | 12                    |
| <b>Module-2</b>  |                 |                        |                       |
| <b>Environmental movements and people's participation in environmental movements:</b> Chipko, Appiko, Narmada Bachao Andolan Movements, Global Summits and Contemporary Environmental movements. Case study( Saalumarada Timmakka)   |                 |                        | 12                    |
| <b>Module-3</b>  |                 |                        |                       |
| <b>Environmental Legislations:</b> The Water (Prevention and Control of pollution) Act 1974, The Air (Prevention and Control of pollution) Act 1981, The Environment (Protection) Act 1986, The Forest Conservation Act 1927, Developmental activities and its impact on environment, Environmental Accounting.  |                 |                        | 12                    |

## References

1. R. Rajagopalan, 2011. Environmental Studies, Oxford IBH Pub.
2. Kogent, 2012, Energy, Environment, Ecology and Society, Learning Solutions Inc., Dreamtech.
3. Rag, R. L, Ramesh, Lekshmi Dinachandran, Introduction to sustainable engineering
5. P. D. Sharma, 2007, Ecology and Environment; Volume 22 of Popular Biology Text Books Rastogi Publications,
6. Stanley E. Manahan, 1993, Fundamentals of Environmental Chemistry; Publisher: CRC Press.
7. M. H. Fulekar, 2010, Environmental Biotechnology; Science Publishers, 8. M. Dayal- Renewable Energy; Environment and Development, Konark Pub.Pvt.Ltd.
9. E.D. Enger, B. E. Smith; Environmental Sciences-A study of Inter relationships, WCB Publication

### III SEMESTER

| <b>PROJECT PLANNING AND DEVELOPMENT– Semester- III</b>   |          |                                   |                       |
|--|----------|-----------------------------------|-----------------------|
| <b>Subject Code</b>  | SWHT 601 | <b>Internal Marks: Final Exam</b> | 30:70                 |
| <b>Number of Teaching Hours Per week</b>   | 04       | <b>Credits</b>                    | 4                     |
| <b>Course objectives:</b> <ul style="list-style-type: none"> <li>• Acquire knowledge and skills required to facilitate participatory project planning and management.</li> <li>• Develop competency to facilitate processes of participatory planning with varied groups.</li> <li>• Imbibe values and attitudes that are essential for participatory intervention in society.</li> </ul>  |          |                                   |                       |
| <b>Course Outcome:</b> <ul style="list-style-type: none"> <li>• Students will be able to describe a project life cycle, and can skillfully map each stage in the cycle</li> <li>• Students will identify the resources needed for each stage, including involved stakeholders, tools and supplementary materials</li> <li>• Students will describe the time needed to successfully complete a project, considering factors such as task dependencies and task lengths</li> <li>• Students will be able to provide internal stakeholders with information regarding project costs by considering factors such as estimated cost, variances and profits</li> <li>• Students will be able to develop a project scope while considering factors such as customer requirements and internal/external goals</li> </ul> |          |                                   |                       |
| <b>Module- 1</b>   |          |                                   | <b>Teaching Hours</b> |
| <b>Project Planning and Management:</b> Project Planning and Management. Concepts, Components, Classification of Projects, Project Cycle .Participatory Project Planning and Management. Non Participatory Project Planning and management.  |          |                                   | 12                    |
| <b>Module-2</b>  |          |                                   |                       |
| <b>Project formulation and Analysis:</b> Process of Project Formulation: Participatory Study /Assessment of Situation. Problem Identification and Problem Analysis: Cause/ Effect analysis, Problem Statement, Stake Holder Analysis, General and measurable Objective, Analysis of Alternatives, Ways of achieving objectives: Force Field Analysis, Choice of Alternatives.  |          |                                   | 12                    |
| <b>Module-3</b>  |          |                                   |                       |

|   |    |
|---|----|
| <p><b>Project Planning tools and techniques:</b> GANTT chart, Personnel Plan, Financial Plan, Budget, Understanding development sectors. Monitoring: Participatory Monitoring Plan, planning for evaluation, Criteria and means of evaluating, Breakeven analysis. PERT, Uses of PERT in monitoring and evaluation.</p> <p>Project Matrix: A Synthesis Of Project Plan: Vertical Logic: Inputs, outputs, purpose and goal Horizontal logic: Narrative summary, Verifiable indicators. Means of Verification, Assumption and Risk factors.</p> | 12 |
| <b>Module-4</b>   |    |
| <p><b>Drafting Project Proposal:</b> Self learning concepts: Designing Project Proposal: Writing Project Proposal: Production oriented Micro Enterprises, Projects on Education/ Training/ Entrepreneurship Development, Organizations and Empowerment of Marginalized. Project Planning formats and requirement of funding organizations (Local, State, National and International). Analysis of situation, problem and stakeholder</p>  | 12 |

### References:

|                                      |   |
|--------------------------------------|---|
| Fields G.S                           | Poverty , Inequality & development , Cambridge : Cambridge University Press                             |
| Friberg M & Hettne B 1985            | Development as Social Transformation , London : Holder & Stoughton                                      |
| HAQ Mahbub UL 1995                   | Reflections on Human development : New Delhi : Oxford University Press                                  |
| Judge I S & Little IMD ( eds) 1997   | India's Economic Reforms & Development , New Delhi : Oxford University Press                            |
| Leonard , P 1997 Emancipatory        | Postmodern Welfare : Reconstructing an Project , London : Sage  |
| Linda S ( eds) 2002                  | State of the World 2002, New York : World watch Institute: & W W . Norton & Co                          |
| Mies M & Shiva Vandana 1993          | Eco feminism , New Delhi : Kali for women   |
| Nagendra , S.P 1994                  | Development & change , New Delhi : Concept Publishing Company   |
| Rajat Acaryya & Moitra B ( eds) 2001 | Effects of Globalization on Industry & Environment, New Delhi : Lancer's Books                          |
| Rao D.B ( Ed) 1998                   | World summit for Social development   |
| Sachs , W 1997                       | Development Dictionary  |
| Schuurman Frans J ( ed) 2002         | Globalization & Development studies : Challenges for the 21 <sup>st</sup> century ; New Delhi : Ventura |

|                                    |   |
|------------------------------------|---|
| Sen, Amartya 2000                  | Development as freedom : New Delhi : Oxford University Press  |
| Seitz J.L 1988                     | The Politics of Development : An Introduction to Global issues Oxford : Basil Blackwell               |
| Shurnur , Smith .P 2002            | India – Globalization & change , New Delhi : Oxford University Press                                  |
| Singh R.R ( Ed) 1995               | Whither Social Development? New Delhi : ASSWI   |
| Subramanian S (ed) 2001            | India's Development Experience : selected writings of S. Guhan , New Delhi : Oxford University Press  |
| UNDP                               | Human Development reports , Oxford University Press   |
| Westendorff & Ghai D.G ( eds) 1993 | Monitoring Social Progress in the 1990, Avebury, Aldershot  |
| World Bank                         | World Development Reports ( Annual ) Oxford University Press  |
| World Bank , 2000                  | World Development Report 1999-2000<br>Entering the 21 <sup>st</sup> century , Oxford University Press |
| World Bank , 2000                  | World Development Report 2000/ 2001 , The World Bank, Washington , D.C                                |

| <b>Organizational Behavior and Development – Semester III</b>   |                 |                                   |                       |
|---|-----------------|-----------------------------------|-----------------------|
| <b>Subject Code:</b>  | <b>SWST 601</b> | <b>Internal Marks: Final Exam</b> | 30:70                 |
| <b>Number of Teaching Hours Per week</b>  | 04              | <b>Credits</b>                    | 04                    |
| <b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• To acquaint the students with the knowledge of theories and practices that governs human behavior at work</li> <li>• To help the learner understand the value and worth of human resources in an organization.</li> <li>• To impart knowledge about individual, group and organizational dynamics and their consequences.\</li> <li>• To impart knowledge about individual, group and organizational dynamics and their consequences,</li> <li>• To understand the application of Transactional Analysis in several areas of employee management.</li> </ul> |                 |                                   |                       |
| <b>Course Outcome:</b> <ul style="list-style-type: none"> <li>• Students will understand various concepts of OB.</li> <li>• Students will Understand and apply OB knowledge at workplace.</li> <li>• Students will Understand and analyse the motivational factors among employees.</li> <li>• Students will Understand and Contribute for organizational development and organizational change.</li> <li>• Helps students in understanding how to develop assertive behavior skills.</li> </ul>  |                 |                                   |                       |
| <b>Module-1</b>   |                 |                                   | <b>Teaching Hours</b> |
| <b>Organization Behavior:</b> Definitions & Concept, Approaches, Scope and Historical background of Organization Behavior. Job satisfaction and Employee Morale: Meaning, influences and outcomes and Measuring job satisfaction.<br><br>Assertiveness Training: Meaning, Benefits of Assertiveness, Components of assertive behavior, Measuring assertiveness. Handling fear, Handling anger, Handling depression and developing assertive behavior skills.<br><br>Skill Component: Case Studies   |                 |                                   | 12                    |

|  |    |
|--|----|
| <b>Module-2</b>  |    |
| <b>Transactional Analysis (TA):</b> TA and Self Awareness, Johari Window- a heuristic exercise, Winners and Losers, Structural analysis, Interaction analysis, Life positions, Strokes, Life scripts and Game. Motivation: Concept, Theories – Maslow’s Theory, ERG Theory, X and Y Theory, Two factor Theory, Vroom’s Expectancy Theory, Techniques of motivation, Role of reinforcement and punishment, Motivation and Organization reward system, Awards, Employee empowerment and engagement.<br>Skill Component: Group Discussions and Case Study presentations   | 12 |
| <b>Module-3</b>  |    |
| <b>Leadership:</b> Meaning, Roles, Skills, and Styles/ Types of leadership- Autocratic, Participative, Free Rein, Paternalistic and Situational. Theories of Leadership - Trait approach, Situational & Participation Theory, Great Man and Path Goal Theory, Blake Mouton Leadership Grid- Improvised, Authority-Compliance, Middle-of-the Road and Team Management. Powerful persuasion strategies. Skill Component: Seminar Presentations   | 12 |
| <b>Module-4</b>  |    |
| <b>Organization Development:</b> Concept, emerging approaches and techniques, Foundations of OD, Organizational Diagnosis. OD interventions – Individual and Interpersonal interventions, Team/group interventions, Comprehensive interventions, Organizational Conflict: Concepts, causes and types, Conflict-resolution strategies.<br>Organizational Change: Concept, Forces of change and Resistance to change, Managing organizational change.<br>Managerial Ethics: Individual ethics, Ethical dilemmas in management and Ethical practices of Indian Managers.<br>Skill Component: Experience sharing by Indian Managers. | 12 |

### References:

1. Aswathappa K. 2012. Organizational behaviour. Himalaya Publication house. Mumbai.
2. Bhonsle, Y.B. 1999. Personnel management: Indian scene. Deborah Prayer House. Mumbai.
3. France, Wendell and Cecil. 1995. Organisation development. Prentice-Hall of India Ltd. New Delhi.



4. Luthans Fred. 2000. Organisational behaviour. McGraw Hill Ltd. Singapore.
5. Pareek, Udai. 1999. Organizational behaviour process. Rawat Publications. Jaipur.
6. Pippa Riley. 2011. Organizational behavior. Viva books publications. New Delhi.
7. Robbins Stephen. P. et al. 2012. Organizational behaviour. Pearson publications. Delhi.
8. Szilagyi, Andrew and Marc Wallace. 1997. Organisational behaviour and performance. Scott Foresman and Company. London.
9. Tupper. F. Cawsay, Gene Deszca, Cynthia Ingols. 2012. Organizational change. Sage Publications: New Delhi.
10. Prasad L M, Organisational behaviour (Sultan Chand & Sons, New Delhi)
11. Uma Sekaran. Organisational behaviour: Text and Cases. (Tata McGraw Hill, New Delhi)
12. Stephen P. Robbins. Organisational behaviour (Prentice- Hall of India, New Delhi)
13. Andrew, Dubrin J, 2006 Leadership – Research Findings, Practice, and Skills, New Delhi, Biztantra Publication.
14. Aswathappa K, 2008 Organisational Behaviour- Text, Cases and Games, Mumbai, Himalaya Publication House.
15. Khanka, S S and S Chand, 2008 Organisational Behaviour, New Delhi Co., Ltd.
16. ICFAI, 2004 Organisational Behaviour, Hyderabad, Centre for Management Research.
17. Kumar Arun and Organizational Behaviour: A Modern Approach, Meenakshi N, 2009
18. NIILM Center for Management Studies, New Delhi.
1. Luthans Fred, 2005 Organisational Behaviour, New York, McGraw Hill International Edition.

| <b>Public Health Administration – Semester III</b>  |          |                                   |                       |
|---|----------|-----------------------------------|-----------------------|
| <b>Subject Code:</b>  | SWST 602 | <b>Internal Marks: Final Exam</b> | 30:70                 |
| <b>Number of Teaching Hours Per week</b>  | 04       | <b>Credits</b>                    | 04                    |
| <b>Course Objectives:</b> <ul style="list-style-type: none"> <li>● Course designed to prepare scholar-practitioners with knowledge and skills in the core concepts of public health including health behavior, research and statistics in health, environmental health, epidemiology, and health administration, as well as in the planning, evaluation, organization, and conduct of community and public health services.</li> <li>● The planned course of study adopts an interdisciplinary focus and includes the development of tailored skills through the successful completion of experiential learning.</li> <li>● Understand the concept of public health and related terminologies. Realize the evolution and structure of the public health system in India. Identify the public health issues and needs facing the country and design social work interventions. Critically review the functioning of the public health system. Develop skills for social work intervention in the field of public health.</li> </ul>              |          |                                   |                       |
| <b>Course Outcome:</b> <ul style="list-style-type: none"> <li>● The Course will prepare students who are interested in pursuing health-related careers in health promotion, program delivery; health communication, community organization, and behavior change for entry-level to middle and senior-level positions in service and research in health departments, public health agencies, community-based organizations, outreach education programs, hospitals, private health organizations, and corporate wellness settings.</li> <li>● Students will learn the Concept of public health and its multi-dimensional approaches</li> <li>● Students will learn the Need and Evolution of public health approach in the Indian context</li> <li>● Students will learn the Structure and functioning of the public health system in the country<br/>The Public Health issues and its related challenges and interventions</li> <li>● Students will learn the Skill to engage Public Health Social Work practice in various settings</li> </ul> |          |                                   |                       |
| <b>Module-1</b>   |          |                                   | <b>Teaching Hours</b> |

|  |    |
|--|----|
| Concept of health and disease; Concept of public health and related terminologies like Community health, Preventive and Social Medicine (PSM), Health management etc. Historical development of public health, Internationalization; Basics of Epidemiology - Distribution, determinants and basic measures of health; Health Indicators; Health in developed and developing countries. Public health: Issues of Availability, Accessibility and Affordability. Diseases of Public health importance; Concept of prevention, Levels of prevention; History, structure, function and organization of health services in India: Primary, Secondary and Tertiary healthcare; Experience of voluntary sector organizations in the implementation of health services in India; Job descriptions of various functionaries; Overview of the various National health programmes. | 12 |
| <b>Module-2</b>  |    |
| Relationship between Nutrition, Health and Development: Types of diseases Communicable, Non-communicable, Nutrition deficiency diseases; Diseases that can be easily prevented or treated; Approaches for prevention and promotion of health, curative and rehabilitative services. Alternative systems of Medicine  | 12 |
| <b>Module-3</b>  |    |
| Health Policies and Health planning- National Health Policy, National Rural Health Mission, Health policy analysis, Health programs, National Leprosy Eradication Program, National Malaria & Phileria Control Programs, Pulse Polio, Revised National Tuberculosis Control Program, National Mental Health Program, Universal Immunization Program, National Tobacco Control Program, National Program for Prevention and Control of Deafness, National Aids Control Program, National Program for Control of Blindness, School Health Program, National Vector Borne Diseases Control Program, Prevention and Control of Non-Communicable Diseases Program National Cancer Control Program, their implementation; advocacy and lobbying.   | 12 |
| <b>Module-4</b>  |    |

|  |    |
|--|----|
| Strategies and approaches in social work in public health; Health education and Behaviour change communication strategies, Counseling and referral, Community needs assessment, Community mobilization and organization, Rehabilitation, Health system restructuring and reform, Capacity building and training, Resource mobilization and application, National and International agencies of health.<br>PANDAMIC | 12 |
|--|----|

### References :

1. (1983). National Health Policy. New Delhi: Ministry of Health and Family Welfare.
2. National Health Policy. (2002) New Delhi: Department of Health Ministry of Health and Family Welfare.
3. Ashton, J. and Seymour, H. (1988) The New Public Health. Philadelphia: Open University Press.
4. Breslow, L. (2002) Encyclopedia of Public Health. New York: Macmillan Reference USA
5. Butrym, Zofia and Horder, John (1983). Health, Doctors and Social Workers, London: Routledge and Keagan Paul.
6. Clark, D.W and MacMohan, B (Ed.) Preventive and Community Medicine, Boston Little: Brown and Company
7. Duggal, R. and Gangolli, L. (2005). Review of Healthcare in India. Mumbai: CEHAT.
8. Dziegielewski, S (2003). The changing face of Health care social work: Professional practice in managed behavioral Health care, New York: Springer publishing company
9. Government of India (1946). Report of the Health Survey and Planning Committee. Simla: Government of India Press.
10. Hilleboe, H.E and Larimore, G.W. (1966). Preventive Medicine, Philadelphia: W.B. Saunders company
11. Holland, W. W., Knox, G. and Detel, R. (2002). Oxford Textbook of Public Health. Volume 1, 2 and 3, Oxford: Oxford University Press
12. Lathem, W. and Newbery, (190). Community medicine Teaching, Research and Health care. London: Butterworths
13. Levy, B.S. (2006). Social Injustice and Public Health. New York: Oxford and Sidel

14. Lloyd, M. (2010). A practical guide to care planning in Health and Social care: Maiden England: Open University Press.
15. Mathur, J.S. (191). Introduction to Preventive and Social Medicine, New Delhi: Oxford and L.B.H. publishing company
16. Moye, L. and Kapadia, A. S. (2000). Difference equations with public health applications. New York: MarcelDekker.
17. Park, J.E. (2009). Textbook of Social and Preventive Medicine, Jabalpur: BanarsidasBhanot.
18. Pokrana (1994). Social Beliefs, Cultural practices in Health and Disease, New Delhi: Rawat Publications
19. Qadeer, I. Sen, K. and Nayar, K. R. (Eds.) (2001). Public Health and the Poverty of Reforms. New Delhi: Sage Publications.
20. Ramachandrudu, G. (1997). Health Planning in India, New Delhi: A.P.H. Publishing Corporation
21. Rowitz, L. (2003). Public Health Leadership. Boston: Jones and Bartlett Publishers.
22. Rusk, Howard. A(1977). Rehabilitation Medicine, Saint Louis: Mosby Company
23. Schneider, Mary- Jane (2006). Introduction to Public Health. London: Jones and Bartlett.
24. Smith, B.C. (1979). Community Health: an Epidemiological Approach. New York: Macmillan Pub. Co

| SUSTAINABLE DEVELOPMENT AND SOCIAL ENTREPRENEURSHIP  |           |                               |                       |       |
|--|-----------|-------------------------------|-----------------------|-------|
| SEMESTER- III  |           |                               |                       |       |
| Subject Code   | SWS T 607 | Internal Marks:<br>Final Exam |                       | 30:70 |
| Number of Teaching Hours Per week  | 04        | Credits                       |                       | 4     |
| <b>Course objectives:</b> <ul style="list-style-type: none"><li>To orient professionals about the importance of Sustainable Development.</li><li>To make and prepare students familiar with entrepreneurship skills</li></ul>  |           |                               |                       |       |
| <b>Course Outcome:</b> <ul style="list-style-type: none"><li>Students will orient about Job Scopes</li><li>Students will learn opportunities in Entrepreneurship</li></ul>   |           |                               |                       |       |
| <b>Module- 1</b>   |           |                               | <b>Teaching Hours</b> |       |
| <b>Sustainable Development:</b> Concept, nature, characteristics, history and significance of Sustainable Development. International co-operation and sustainable development. Sustainable Development Goals (2015), Contemporary situation of Sustainable Development in local, state, national and international level.  |           |                               | 12                    |       |
| <b>Module-2</b>  |           |                               |                       |       |
| <b>Various Dimensions of Sustainable Development:</b> Environment and Sustainable Development, Agriculture, energy, manufacturing industries. Protecting and managing the natural resource base of economic and social development. Roles and responsibilities of civil society organization and its participation in Sustainable Development. Media, Non Government Organizations, educational institutions, various people based Organizations. Sustainable Development in a globalizing world. Health and Sustainable Development. Development at the local, national and international level. The initiative, standards, challenges and strategies for the better Sustainable Development. |           |                               | 12                    |       |
| <b>Module-3</b>  |           |                               |                       |       |

|   |    |
|---|----|
| <b>Social Policy</b><br><br><b>Entrepreneurship:</b> Concepts, essentials, characteristics, overview, evolution growth and process of entrepreneurship. Role of entrepreneurship in economic development. Factors responsible for the growth of entrepreneurship. Entrepreneurial outcome, current theories of entrepreneurship. Myths and success stories about entrepreneurship. NSDC, Skill Development and skill INDIA. | 12 |
| <b>Module-4</b>   |    |
| <b>Social Legislations</b><br><br>Entrepreneurial culture, Entrepreneurial society, women entrepreneurship, rural entrepreneurship, emerging trends in entrepreneurship development, entrepreneurship potential and potential entrepreneur, difference between a business and social entrepreneurship, perspectives on entrepreneurship. Academic and practitioner's view, case studies, social entrepreneurship in India   | 12 |

**Referenes:**

|                     |  |
|---------------------|--|
| Aranha. T           | Social Advocacy – Perspective of Social work<br>Bombay: College of Social work.                            |
| Bayley. D.M , 1969  | The Police and political Development in India, New Jersey.   |
| Buxi. V. 1982       | Alternatives in Development Law, the crisis of the Indian Legal system. New Delhi: Vikas Publishing House. |
| Gangrade K.D , 1978 | Social legislation in India Part I & II , New Delhi : Concept Publishing Co.                               |

| Medical Social Work– Semester-III  |          |                            |                       |
|--|----------|----------------------------|-----------------------|
| Subject Code: SWS  | SWST 603 | Internal Marks: Final Exam | 30:70                 |
| Number of Teaching Hours Per week  | 04       | Credits                    | 04                    |
| <b>Course Objectives:</b> <ul style="list-style-type: none"><li>• Understand the concept and dimensions of health.</li><li>• Understand the issues related to the prevention, clinical features and treatment of major communicable and non-communicable diseases.</li><li>• Understand the policies and programmes related to health care, Health services and systems at different levels.</li></ul>   |          |                            |                       |
| <b>Course Outcome:</b> <ul style="list-style-type: none"><li>• Develop a holistic and integrated concept of health.</li><li>• Develop ability to access and analyze health problems and related issues.</li><li>• Develop skills to handle the psycho – social problems associated with health problems.</li></ul>   |          |                            |                       |
| <b>Module- 1</b>   |          |                            | <b>Teaching Hours</b> |
| <b>Introduction to Health:</b> Meaning and definitions of Health, Physical, Social, Mental and Spiritual dimensions of health- Positive health, Determinants of health - Health and development - Indicators of health. Concept of Prevention: Levels of prevention - Hygiene, public health, preventive medicine, community health, social medicine, community medicine. Health Care of the Community; Concept of health care - Levels and principles of healthcare. Alternative systems of Medicine    |          |                            | 12                    |
| <b>Module-2</b>  |          |                            |                       |
| <b>Introduction to Communicable and NonCommunicable Diseases:</b> Meaning and definition, signs and symptoms, treatment of Leprosy, Tuberculosis, Sexually Transmitted Diseases (STDs), HIV/AIDS, Cancer, Hypertension, Accidents, Diabetes, Blindness, Neurological problems, Covid 19, Dengue, Malaria, Typhoid,<br><b>Terminal and Chronic illness:</b> Meaning and definition of Terminal and Chronic illness. Introduction to Major Illnesses, Role of Medical Social Worker in Prevention and Cure |          |                            | 12                    |
| <b>Module-3</b>  |          |                            |                       |



|  |    |
|--|----|
| <p><b>Introduction to Medical Social Work:</b> Meaning, Definition and Scope, Historical background and nature of Medical Social Work in India and Abroad, Team work and Multidisciplinary approach in health care; Hospital Administration: Meaning and definition, Role of Medical Social Worker as a Hospital Administrator and Challenges</p> <p>Role of Social Worker: Understanding the patient as a person and Illness, Impact of illness on the patient and family, Skills required to a Medical Social Worker, Role of Social Worker with patients and their families</p> | 12 |
| <b>Module-4</b>  |    |
| <p><b>Social Legislations related to Health:</b> Introductions to Health legislations and their salient features, Health System in India - at the Centre, at the State level, at the district level, and village level. Health Education and Communication,</p> <p>International health Agencies- World Health Organization (WHO), UNICEF, UNDP, FAO, ILO, World Bank, Non - governmental and other Agencies - Ford Foundation, CARE, International Red Cross, Indian Red Cross.</p>   | 12 |

### References:

|  |
|--|
| 1. Abbolt, Fedrick . M 2001 The TRIPS agreement & the WTO Doha Ministerial Conference Geneva United Nation Office                                      |
| 2. Anderson. R & Bury . M ( Eds) 1988 Living with Chronic illness – The Experience of Patients & their families : unwin Hyman London                   |
| 3. Banerjee U 1977 Health Administration in a Metropolis : Abhinav publications, New Delhi   |
| 4. Bartlett H.M, 1961 Social Work Practice in the Health Field : National Association of Social workers , New York                                     |
| 5. Bennett , Sara et al Private Health provides in Developing countries : Serving the public Interest? London : Zed Book                               |
| 6. Bose A & Desai P.B , 1982 Studies in the Social dynamics of primary Health Care : Hindustan Publishing Co. Delhi Social Work Perspectives on Health |
| 7. Bury M ( Ed) 1997 Social work perspectives on Health : Rawat Publications, Delhi  |
| Deepal Kumar ( ed) 2001 Disease & Medicine in India : A historical Overview , New Delhi , Indian History Congress & Tuleka Books                       |
| 8. Field M, 1963 Patients are people – A Medico – Social Approach to Prolonged Illness , Columbia University Press, New York                           |

|   |
|---|
| 9. ICBSR / ICMR 1981 Health for all : An Alternative Strategy Pune : Indian Institute of Education  |
| 10. Kannan K.P , 1991 Health Development in Rural Karnataka Thiruvanthapuram Kerala Sahitya Parishad  |
| 11. Miller D. 1976 Dimensions of Community Health : Iowa : C : Brown Co. Publications   |
| 12. Nanda V.K , 1997 Park J.E & Park , 1997   |
| 13. Text book of Preventive & Social Medicine : Jabalpur : Banarasidas Bhanot   |
| Pathak S.H 1961 Phillips D.R Medical Social Work in India : Delhi : DSSW Primary Health Care in the Third World   |
| 14. Prasad L 1997 Rehabilitation of the Physically Handicapped : Konark Publishers, Delhi.  |
| 15. Raghuram.S ( ed) Health & Equity , Effecting change : Humanist Institute for Cooperation with developing Countries ( HIVOS) , Technical Report series – 8 Bangalore National Printing Press |
| 16. WHO ( 1995) WHO Report Bridging the Gaps : Geneva WHO , 2001  |
| 17. WHO Policy perspectives in Medicine , Globalization TRIPS & Access to Pharmaceuticals , Geneva : WHO  |

| <b>Strategic Human Resource Management– Semester-III</b>  |                 |                                   |                       |
|---|-----------------|-----------------------------------|-----------------------|
| <b>Subject Code</b>   | <b>SWST 604</b> | <b>Internal Marks: Final Exam</b> | <b>30:70</b>          |
| <b>Number of Teaching Hours Per week</b>  | <b>04</b>       | <b>Credits</b>                    | <b>04</b>             |
| <b>Course Objectives:</b> <ul style="list-style-type: none"> <li>To develop knowledge and understanding of the nature and functions of Human Resource Management.</li> <li>Summarize the objectives of Human Resource planning, Recruitment and selection process</li> </ul>  |                 |                                   |                       |
| <b>Course Outcome:</b> <ul style="list-style-type: none"> <li>Identify the key HRM functions and operations;</li> <li>Define, explain, illustrate and reason with the key human resource management concepts;</li> <li>Identify the linkages between HRM functions and operations and organizational strategies,</li> <li>Exhibit behaviour and performance that demonstrates enhanced competence in decision-making, group leadership, oral and written communication, critical thinking, problem-solving, planning and team work</li> <li>Understand the leadership role of human resources in shaping the future of organizations such as: Creating and managing global workforces, working in diverse organizations, managing strategic change in the organization, creating strategic partnerships both within the organization and external to the organization, and managing the well-being of employees.</li> </ul> |                 |                                   |                       |
| <b>Module- 1</b>  |                 |                                   | <b>Teaching Hours</b> |
| Introduction, Concept, Scope of Strategic Human Resource Management.<br><br>Functions of Human Resource Management, Importance and Evolution of the concept of HRM.<br><br>Principles of HRM, Role and skills of HR Manager.  |                 |                                   | 12                    |
| <b>Module-2</b>   |                 |                                   |                       |
| Process of Human Resource Planning, Need for Human Resource Planning, Job analysis, HR Forecasting Techniques, Successful Human Resource Planning. Recruitment and Selection: Concept of Recruitment, Factors Affecting Recruitment, Sources of Recruitment, Recruitment Policy, Selection, Selection Process, Application Forms, Selection Test, Interviews, Evaluation, Placement, Induction.   |                 |                                   | 12                    |
| <b>Module-3</b>   |                 |                                   |                       |

|  |    |
|--|----|
| <p>Learning and Development, Objectives, scope and principles of training.</p> <p>Need for learning and development, Determination of training needs, techniques and problems in training programs.</p> <p>Latest Methods and areas of training.</p> <p>Effectiveness and evaluation of training: evaluation techniques, Standard operation procedure, Training manual</p> <p>Compensation Management: Concept and objectives of compensation/ Payment systems.</p> <p>Emerging issues and trends in wage and salary administration.</p> | 12 |
| <b>Module-4</b>  |    |
| <p>International HRM and Emerging Horizons of HRM: Concept, importance, and models of International HRM; Challenges of International HR Managers; Global HR practices; E-HRM; HRIS (Human Resource Information System); Measuring intellectual capital; Impact of HRM practices on organizational performance; contemporary issues in Human Resource Management.</p>   | 12 |

### References:

|                      |  |
|----------------------|--|
| Abraham E 1988       | Alternative approaches & strategies of Human Resource Development , Rawat Publications, Jaipur |
| Agarwal R.D 1973     | Dynamics of Personnel Management in India Tata MacGraw Hill , Delhi                            |
| Bhargava P.P , 1990  | Issues in Personnel Management , Printwell Publishers  |
| Cole , G.A           | Personnel Management Theory & Practice, D.P Publishers , London                                |
| Cushway & lodge 2001 | Organizational Behaviour & design , Inst Publishing house: New Delhi                           |
| Cushway 2001         | Human Resource Management , New Delhi : Crest Publishing House                                 |
| Davar R.S 1980       | Personnel Management & Industrial Relations, Vikas Publishing House , New Delhi                |
| Davis, Keith , 1983  | Human Behaviour at work , Tata McGraw Hill , New Delhi   |
| Dyer W.G 1987        | Team Building , Addison Wisley London  |

|                                   |   |
|-----------------------------------|---|
| Flippo , Edwin . B 1981           | Principles of Personnel Management , McGraw Hill , Tokyo  |
| Ian Beardwell & Len Holden , 1998 | Human Resource Management – A Contemporary Perspective published by McMillan India Ltd, New Delhi |
| Mamoria C.B , 1989                | Personnel Management , Himalaya Publishing House , Bombay   |
| McGregor , Douglas 1964           | The Human side of Enterprise , McGraw Hill book Co. New York                                      |
| Paul Hersey & Ken Blanchard 1999  | Management of organizational Behaviour , Prentice Hall of India Pvt.Ltd                           |
| Rao T.V                           | Strategies of Developing Human Resources : Experiencies from 14 organizations. Ahmeddabad : IIM   |
| Sharma K.K                        |   |

| <b>Community Development and Social Change Semester-III</b>   |           |   |                       |
|---|-----------|---|-----------------------|
| <b>Subject Code</b>   | SWS T 608 | <b>Internal Marks:</b><br><b>Final Exam</b> | 30:70                 |
| <b>Number of Teaching Hours Per week</b>  | 04        | <b>Credits</b>                              | 04                    |
| <b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• The Students are enabling to enrich knowledge regarding Concept of Development and social Change and its related aspects.</li> <li>• The Students are enable to enrich knowledge regarding Concept and problems of Rural Community and Tribal Community</li> <li>• To Upgrade students knowledge regarding Community Development Approaches, Programmes and Schemes</li> </ul>     |           |   |                       |
| <b>Course Outcome:</b> <ul style="list-style-type: none"> <li>• Student will learn the skills of Community Development</li> <li>• Students will be oriented about various job scope</li> <li>• Students will know the various Community development projects.</li> </ul>  |           |   |                       |
| <b>Module- 1</b>  |           |   | <b>Teaching Hours</b> |
| Development: Definition and Meaning, Change in the concept of development. Ideologies and approaches to development and change International funding for Development. Development Issues in India. People's participation in development. Development paradigm in social work. Changing trends in social work practice. Application of social work methods in development and transformation. Role of NGOs in development.                            |           |   | 12                    |
| <b>Module-2</b>   |           |   |                       |
| Rural Community Concepts, Approaches and Projects Rural Community Development: Definition, Meaning, Objectives, Scope and Models. Rural Development Approaches. India's strategy for Rural Development Issues and Challenges.<br><br>Pre and Post Independent Rural Development Programmes and Schemes: Government Policies and Programmes for Sectoral development –A study on NIRD and SIRD, CAPART –Structure, Objectives, Schemes and Programmes. |           |   | 12                    |
| <b>Module-3</b>   |           |   |                       |

|  |    |
|--|----|
| <p>Tribal Community and development: Tribes: Definition, Concept, Characteristics of the Tribal Community; Premittive and Nomadic Tribes; Regional distribution of Tribes; Problems of Tribes. Exploitation and Atrocities on Tribes; Immigration and its related problems; Tribal resettlement and Rehabilitation and its related problem; Tribal Movements in India. Constitutional provisions for the protection of Tribes. Research and Training in Tribal Development; Tribal Development Policies and Program Tribal Development Administration: Administrative structure at Central, State and District levels.</p> | 12 |
| <b>Module-4</b>  |    |
| <p>FGD's on Globalization, Privatization and Liberalization.</p> <p><b>Models of development:</b> SKDRDP Model, SIRI Model, RUDSETI Model, Co-operative Model, Agricultural Model.</p> <p>Class seminar on Annual plans and Tribal Development.</p> <p>Rural community Development administration. Administration of Panchyat Raj System and Functions. Tribal community Development. Administration of Tribal Development corporations. Zillah Panchayat (Exposure Visit)</p>   | 12 |

### References:

1. Agarwal and Singh 1984 The Economics of under development, Delhi: Oxford University.
2. Aruna sharma and 1995 Planning for rural development Rajagopal Administration, New Delhi:
3. Rawat Bhadouria and 1986 Rural Development Dual Strategies Perspectives, Delhi: Anmol.
4. Brashmanda P.R 1987 Development process of Panchamuki V.R (Ed the Indian economy, Bombay:Himalaya.
5. Dahama O.P. 1982 Extension and rural welfare, Agra: Ram Prasad and Sons.
6. Das Basanti 2007 Governmental programmes of rural Development, New Delhi: Discovery.
7. Dubey M.K 2000 Rural and urban Development, New Delhi, Common wealth.
8. Gopalakrishna 1985 Technological change for Asari.V. Rural Development in India, Delhi ,B.R.
9. Kulkarani,P.D and 1997 Social Issues in Development, Nanavati mehar.D. New Delhi: uppal.

10. Jain, Sures Chandra 2005 Indigenous for rural development
11. New Delhi: concept. Joshi R.B. and Narwani G.S 2005 Panchayat Raj in India New Delhi: Rawat.
12. Ledwith Margret 2006 Community Development New Delhi:
13. Rawat. Midgely, James 1995 Social Development: The Development perspective in Social Welfare, Newdelhi: Sage
14. Mudgal Rahul 2006 Rural Development policies and Management, New Delhi: Sarup and Sons.
15. Publication Division 2000 India: A reference manual, New Delhi: Ministry in India of Information and Broad Casting
16. Rajeswari Dayal 1962 Community Development Programme in in India, Allahabad: Kitab Mahal
17. Singh. D .R. 1990 Panchayati Raj and Rural Organizations: Allahabad, Charugh.
18. Thakur, B.N 1988 Sociology of Rural Development, New Delhi: Ashish.
19. Vijay C.M 1989 Rural Development Administration in in India, Jaipur :prateeksha.
20. Devendra Thakur (1994) Tribal life in India (Ten Vols), Deep & Deep Pub., New Delhi.
21. Rajeeva (1988) An Introduction to the Tribal Development in India, International, Dehradun.
22. Ramana Rao, D.V.V (1992) Tribal Development, Discovery Pub, New Delhi,.
23. Babuji, M. (1993) Tribal Development Administration, Kanishka Pub., New Delhi.
24. Patel M.C. (1983) Planning Strategy for Tribal Development, Inter India Pub, New Delhi.
25. Chaudhuri (1981) Tribal Development in India, Inter India Pub. Delhi. Sing & Vyas (1989) Tribal Development, Himanshu, New Delhi



| <b>PSYCHIATRIC SOCIAL WORK-SEMESTER III</b>   |                 |                                       |                       |
|---|-----------------|---------------------------------------|-----------------------|
| <b>Subject Code</b>   | <b>SWST 605</b> | <b>Internal Marks:<br/>Final Exam</b> | 30:70                 |
| <b>Number of Teaching Hours Per week</b>  | 04              | <b>Credits</b>                        | 04                    |
| <b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• To acquire knowledge of the phenomenology, symptom etiology and treatment of Common Mental Disorders.</li> <li>• To develop skills in identifying Mental Disorders in Health Care and Community settings.</li> <li>• To develop the capacity of the student to apply knowledge and skills of the methods of Professional Social Work, as a member of the Mental Health Team, in Field Work setting in Psychiatry.</li> <li>• Understand the concept of mental health and mental illness.</li> <li>• Understand the signs and symptoms, Etiology, diagnosis and treatment of mental health problems approaches and skill to apply it to meet the needs of people.</li> <li>• Understand historical background of psychiatric social work in India and abroad, understand the nature of psychiatric social work services</li> <li>• Understand the need for and methods of community mental health promotion.</li> </ul> |                 |                                       |                       |
| <b>Course Outcome:</b> <ul style="list-style-type: none"> <li>• Students will be able to understand the various aspects related to Mental health and Mental Illness</li> <li>• Students will gain the capacity to apply knowledge and skills of methods of Professional Social Work, as a member of the Mental Health Team, in Field Work setting in Psychiatry.</li> <li>• Students will acquire the knowledge of community mental health promotion, rehabilitation and Acts related to Mental Health</li> </ul>   |                 |                                       |                       |
| <b>Module- 1</b>  |                 |                                       | <b>Teaching Hours</b> |
| Concept of Mental Health and Mental illness, Characteristics, etiology and impact of mental illness, social stigma regarding mental illness. International Classification of Mental Disorders.  |                 |                                       | 12                    |
| <b>Module-2</b>   |                 |                                       |                       |

|   |    |
|---|----|
| <p>Psychiatric Social Work - Meaning Definition and Scope, Historical development of psychiatric Social Work in abroad and India.Current trends in Psychiatric Social Work.</p> <p>Role of Psychiatric Social Worker in General Hospitals, Day Hospitals, Half way homes, Sheltered workshops, Occupational therapy units, Child Guidance Clinics, Epilepsy Clinics, Adolescent Clinics, Geriatric Clinics.</p>   | 12 |
| <b>Module-3</b>   |    |
| <p>Signs, Symptoms, Etiology, Diagnosis, Prognosis and Management of the following:F00-F09-Organic, including symptomatic mental disorders, F20-F29-Schizophrenia, F30-F39-Mood (affective) disorders,</p> <p>F40-F48-Neurotic, stress related and somatoform disorders, F 60-F 69- Disorders of adult personality and behavior, F90-F98 Behavioural and emotional disorders with onset usually occurring in childhood and adolescence, F70-F79-Intellectual Disability, Psychiatric Case History Taking Format</p> | 12 |
| <b>Module-4</b>   |    |
| <p>Psychiatric Rehabilitation-Role of Psychiatric Social Worker Rehabilitation Centers.Community Mental Health- Brief History, Need and models of community psychiatry. Role of the Psychiatric Social Worker in Community Mental Health Programmes., Policies Related to Mental Health: Mental Health Act – 1986, National Trust Act- 1999, Rights of Persons with Disability – 2016, Mental health care Act- 2017.</p>  | 12 |

## 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 PressLtd.
3. Banerjee, G. R. 1968 Psychiatric Social Work, Chapter 26, In. Wadia, A. R. (Ed.): Historyand Philosophy of Social Work in India, Bombay: Allied Publishers.
4. Brody, Elaine M. and A Social Work Guide for Long-term care Contributors 1974 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. Dickerson, Martha Ufford. 1981 Social Work Practice with the Mentally Retarded, New York: Free Press.
7. Freedman, A. M. and Comprehensive Textbook of Psychiatry, Kaplan, H. I. (Eds.) 1967
8. Baltimore, Williams and Wilkins Company. French, Lois Meredity. 1940 Psychiatric Social Work, New York; The Commonwealth Fund.
9. Friedlander, W. A. 1967 Introduction to Social Welfare, (Chapter 12: Social Work in Medical and Psychiatric Settings), New Delhi: Prentice-Hall of India.
10. Feldman Robert S 1997 Understanding Psychology, 4<sup>th</sup> Edition, Tata McGraw-Hill Publishing Company Limited, New Delhi
11. Golan, Naomi. 1978 Treatment in Crisis Situations, New York: Free Press.
12. Henderson, Sir David Textbook of Psychiatry, New York and Batchelor, I. R. C. 1962 Oxford University Press.
13. Hudson, Barbara L. 1982 Social Work with Psychiatric Patients, London: Macmillan. York:
14. Gardner Press. Page, J. D. 1983 Abnormal Psychology, New York, McGraw-Hill. Robbins, Arthur J. 1957 Mental Hospitals in India and Social Work Service, Delhi School of Social Work.

| <b>LABOUR LEGISLATIONS -SEMESTER - III</b>   |                |                           |                       |
|--|----------------|---------------------------|-----------------------|
| <b>Subject Code</b>  | <b>SWST606</b> | <b>Internal Marks:</b>    | <b>30:70</b>          |
| <b>Number of Teaching Hours Per week</b>   | <b>04</b>      | <b>Final Exam Credits</b> | <b>04</b>             |
| <b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• To familiarize the students with labour legislation's.</li> <li>• To understand the concept of occupational safety, health and working conditions of employees.</li> <li>• To enhance the knowledge about wages, social security measures and industrial relations.</li> <li>• To gain knowledge about labour administration and mechanisms.</li> <li>• To develop skills to deal with legislative functions.</li> </ul>          |                |                           |                       |
| <b>Course Outcome:</b> <ul style="list-style-type: none"> <li>• Students will know the development and the judicial setup of Labour Laws.</li> <li>• Students will learn the salient features of welfare and wage Legislation's also to integrate the knowledge of Labour Law in General HRM Practices.</li> <li>• Students will learn the laws relating to Industrial Relations, Social Security and Working conditions and also learn the enquiry procedural and industrial discipline.</li> </ul> |                |                           |                       |
| <b>Module- 1</b>   |                |                           | <b>Teaching Hours</b> |
| <b>Acts related to occupational safety, health and working conditions:</b> <ul style="list-style-type: none"> <li>➤ The Factories Act, 1948.</li> <li>➤ The Mines Act, 1952.</li> <li>➤ The Plantations Labour Act, 1951.</li> <li>➤ The Contract labour (Regulation and Abolition) Act, 1970</li> </ul>   |                |                           | 12                    |
| <b>Module-2</b>  |                |                           |                       |
| <b>Acts related to Wages:</b> <ul style="list-style-type: none"> <li>➤ The Payment of Wages Act, 1936.</li> <li>➤ The Minimum Wages Act, 1948.</li> <li>➤ The Payment of bonus Act, 1965.</li> </ul>   |                |                           | 12                    |
| <b>Module-3</b>  |                |                           |                       |
| <b>Acts related social security:</b> <ul style="list-style-type: none"> <li>➤ The Employees State Insurance act, 1948.</li> <li>➤ The Employees provident fund and miscellaneous provisions act, 1952</li> <li>➤ The Maternity Benefit act, 1961</li> <li>➤ The Payment of gratuity Act, 1972</li> </ul>   |                |                           | 12                    |
| <b>Module-4</b>  |                |                           |                       |
| <b>Acts related to Industrial Relations:</b> <ul style="list-style-type: none"> <li>➤ Industrial Employment (Standing order) Act- 1946</li> <li>➤ Industrial Disputes Act, 1947</li> <li>➤ The Trade Union Act, 1926</li> </ul>  |                |                           | 12                    |

## References:

### **"Industrial Relations and Labour Laws" by S.C. Srivastava:**

–This book provides an in-depth analysis of industrial relations and labor laws in India. It covers topics such as industrial disputes, collective bargaining, and the legal framework governing labor.

### **"Labour and Industrial Laws" by P.K. Padhi:**

–P.K. Padhi's book is a comprehensive guide to labor and industrial laws in India. It covers various aspects of labor legislation, including industrial disputes, social security, and employment conditions.

### **"Labour Law in India" by H.L. Kumar:**

–H.L. Kumar's book offers insights into labor laws in India, with a focus on both principles and practical applications. It covers topics such as industrial relations, trade unions, and social security.

### **"Labour Laws in India" by P.L. Malik:**

–P.L. Malik's book is a well-regarded resource for understanding labor laws in India. It covers key aspects of labor legislation, including industrial disputes, social security, and occupational health.

### **"Commentary on the Industrial Disputes Act" by S.N. Mishra:**

–This book specifically focuses on the Industrial Disputes Act, providing a detailed commentary on its provisions and case laws. It is a valuable resource for those interested in understanding the legal intricacies of industrial disputes.

### **"Law of Industrial Disputes" by S.C. Sarkar:**

–S.C. Sarkar's book is dedicated to the legal aspects of industrial disputes in India. It covers the Industrial Disputes Act and related legislation, offering insights into dispute resolution mechanisms.

### **"Employment and Labour Laws" by P.K. Padhi:**

–Another notable work by P.K. Padhi, this book covers a wide range of employment and labor laws in India. It includes discussions on wages, working conditions, and social security.

### **"Labour and Industrial Law" by N.L. Mathur:**

–N.L. Mathur's book provides a comprehensive overview of labor and industrial laws, covering topics such as collective bargaining, industrial disputes, and workers' participation in management.

### **"Labour and Industrial Law" by S.N. Mishra:**

–S.N. Mishra's book is a detailed guide to labor and industrial laws in India. It covers aspects such as industrial relations, trade unions, and the legal framework governing employment.

### **"Industrial Labour and General Laws" by Munish Bhandari:**

–This book is designed for students and professionals preparing for professional examinations in India, such as the Company Secretary (CS) and Chartered Accountant (CA) exams. It covers industrial and labor laws comprehensively.**References:**

|  |
|--|
| 1.Achar M.R 1979 Labour Rules in Karnataka , Bangalore Yellamma Publications   |
| 2.Bare Acts ( Booklets ) Published by different Publishers like –Allhabad Law Delhi Law House , Eastern Book Company   |
| 3.Kapoor N.D 1992 Elements of industrial Law New Delhi : Sultan Chand & Sons   |
| 4.Kothari G.M Law relating to Disciplinary matters & standing orders , Bombay N.M Tripathi Pvt.Ltd   |
| 5.Kumar H.L 1992 Law relating to Strike Gherao & Demonstration , New Delhi : Universal Book Traders.   |
| 6.Malhotra O.P 1985 Industrial Disputes Act 1947 , Lucknow : Easter low Book Company   |
| 7.Mishra , Srikant 1989 Modern Labour Laws & Industrial Relations, New Delhi : Deep & Deep Publications.   |
| 8.Rekhapalli, Giridhari Lal , 1992 Domestic enquiries into charges against employees & workmen: Principles, Procedures, New Delhi: Deep & Deep Publications. |
| 9.Srivastava K.D 1990 Commentaries on payments of Wages Act 1936 New Delhi : Deep & Deep Publications  |
| 10.Srivastava K.D 1992 Commentaries on Factories ( Regulation & abolition ) Act 1970, New Delhi : Deep & Deep Publications                                   |
| 11.Davar R.S 1981 Personnel Management & Industrial Relations Richard D Irwin Inc  |
| 12.Kudchekar L.S 1979 Aspects of Personnel Managemnet & Industrial Relations, New Delhi: Tata McGraw Hill Publishing Co.                                     |
| 13.Madhusudhan Rao, 1986 Labour Management Relations & Trade Union Leadership , New Delhi : Deep & Deep Publications   |
| 14.Mamoria C.B & Mamoria. S Dynamics of industrial Relations in industries Himalaya Publishing house   |
| 15.Mathur A.S 1968 Labour policy & Industrial Relations in India. Bombay : Himalaya Publishing House   |
| 16.Monappa A 1989 Industrial Relations ; New Delhi : Tata Mc Graw Hill   |

- 17.Naga Raju . S 1968 Industrial Relations system in India , Allahabad Sage Publications
- 18.Patil B.R Collective bargaining Perspectives & Practices Universities Press ( T) Ltd ,  
Hydrabad.
- 19.Sexena R.C 1990 Labour Relations in India , Lucknow ; Prakashana Kendra
- Sharma A.N 1989 Industrial Relations – Conceptual & legal Frame work : Bombay :  
Himalaya Publishing House
- 20.Varma Pramod 1979 Management of Industrial Relations, Ahmedabad : Vora  
Prakashana.

| <b>MANAGEMENT OF NON GOVERNMENT ORGANIZATIONS–<br/>Semester-III</b>  |                 |   |                       |
|--|-----------------|---|-----------------------|
| <b>Subject Code</b>  | <b>SWOE 601</b> | <b>Internal Marks:</b><br><b>Final Exam</b> | 30:70                 |
| <b>Number of Teaching Hours Per week</b>   | 04              | <b>Credits</b>                              | 3                     |
| <b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• Develop an understanding about the role of NGOs in Societal Development.</li> <li>• Develop the knowledge and skills about Management of NGOs</li> <li>• Develop an ability to identify collaboration strategies between NGOs and other stakeholders in the process of development</li> </ul> <b>Course Outcome:</b> <ul style="list-style-type: none"> <li>• To acquire the knowledge of Non-Governmental Organization and its management/administrations.</li> <li>• To understand the legal aspects and programmes/activities/collaborations of Non-Governmental Organizations.</li> <li>• To know the role/functions of Non-Governmental Organizations towards the welfare of vulnerable sections of the society</li> </ul> |                 |   |                       |
| <b>Module- 1 Non-Governmental Organization – Concept and Function</b>  |                 |   | <b>Teaching Hours</b> |
| Non-Governmental Organization:-Concept, Features, Types of NGOs, Historical background of NGO's in India, Importance and Functions of NGOs at present context.Non-Governmental Organization: Organizational Vision, Mission and Goals of NGOs – Translating Vision and Mission to Action.Non-Governmental Organization: People's Participation and Empowerment, NGOs and Accountability.<br><br><b>(Self-Learning Component)</b> Leadership Styles suited for NGOs, Networking and Public Relation in NGOs, Training and Development, Team Work  |                 |   | 12                    |
| <b>Module-2 NGOs Administration and Challenges</b>   |                 |   |                       |
| (Theory)<br><br>CentralSocial Welfare Board- Objectives, Administrative Structure, Functions and Programs of CSWBResource Management for NGOs – Governmental [Grant-in-Aid] and Non-Governmental sources of  |                 |   | 12                    |





**References:**

1. Balsara Jal F 1984 Perspectives on Social Welfare in India. Chand Co.Ltd., New Delhi..
2. Chowdhury Paul D., 1979.Social Welfare Administration. Atma Ram Sons., Delhi.
3. Peter F. Drucker 2005 Managing the Nonprofit Organization,Harper Business; Reprint edition
4. Goel S.L., 1988.Social Welfare Administration VOL.2: Theory andPractice. Deep &Deep Publications.
5. Goel S.L., &Jain R.K., 1998Social Welfare Administration Vol.1: Theory and Practice. Deep &Deep Publications
6. Garain, S. 1998.Organizational Effectiveness of NGOs. Jaipur: University Book House.
7. Kohli A.S., &Sharma S.R., 1996. Encyclopedia of Social Welfare and AdministrationVol.1-7. Anmol Pub. Pvt. Ltd., New Delhi.
8. Lauffer, A 1977.Getting the Resources You Need. New Delhi: Sage Publications.  
Lewis Judith A1991 Management of Human Services, Programs. Broke Cole Publishing Co..

| <b>GENDER EQUITY– Semester- III</b>  |                 |                                   |                       |
|--|-----------------|-----------------------------------|-----------------------|
| <b>Subject Code</b>  | <b>SWOE 602</b> | <b>Internal Marks: Final Exam</b> | 30:70                 |
| <b>Number of Teaching Hours Per week</b>   | 04              | <b>Credits</b>                    | 3                     |
| <b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• The Course on Gender Equity aims to provide students:</li> <li>• An understanding of the basic concepts related to Gender, the norms and the processes that shape Gender perceptions and the importance of Gender equity and equality.</li> <li>• A comprehension of the various indicators of Gender inequality, and the institutions and processes that sustain it.</li> <li>• An awareness of the various Conventions, constitutional and legal provisions for Gender equity.</li> <li>• An understanding of the concept, importance, measurement and indicators of Gender disaggregated data and Gender audit.</li> </ul>   |                 |                                   |                       |
| <b>Course Outcome:</b> <ul style="list-style-type: none"> <li>• Have an understanding of the various concepts related to Gender, social norms and processes that foster gender inequality, and the importance of Gender equity and equality.</li> <li>• Understand the variables of Gender inequality, institutions and processes that foster discrimination, prejudiced portrayal and violence against women</li> <li>• Be equipped with the knowledge of various international conventions, Constitutional and legal provisions available for bringing about greater Gender equity and equality</li> <li>• Be aware of the concept, measurement and indicators of gender equity and gender equality and appreciate the value and importance of gender data and gender audit</li> </ul> |                 |                                   |                       |
| <b>Module- 1</b>   |                 |                                   | <b>Teaching Hours</b> |
| - Sex, Gender, Sexuality, Patriarchy, Gender Stereotypes, Gender Division of Labour, Gender Bias.<br>Socialisation, Internalisation of Gender values, Devaluation and Marginalisation<br>Gender Equity –Meaning and Definition; Gender Equality –Meaning and Definition; Gender Equity and Gender Equality - Relationship; The importance of Gender Equity and Gender Equality in society.   |                 |                                   | 12                    |
| <b>Module-2</b>  |                 |                                   |                       |

|   |    |
|---|----|
| <p>Indicators of inequality - Sex Ratio, Education, Health and nutrition, Work participation.</p> <p>Institutions of Gender Inequality- Family, Economy, Religion, Education and Political institutions.</p> <p>Discrimination and Violence - Female Foeticide, Infanticide, Child Marriage, Domestic Violence, Unequal access to property, Unequal access to political participation.</p> <p>Trafficking and commodification of Women's body, Representation of women in Media.</p>  | 12 |
| <b>Module-3</b>   |    |
| <p>International Conventions - CEDAW, Millennium Development Goals (MDG's), Sustainable Development Goals (SDG's)</p> <p>Constitutional Rights of Women in India (Relevant articles of Fundamental Rights and Directive Principles)</p> <p>Protective Legislation for Women in India – The Dowry Prohibition Act, 1961; Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013; Protection of Women from Domestic Violence Prevention Act, 2005</p> <p>National Commission for Women - – Composition, powers and functions; Karnataka State Commission for Women – Composition, powers and functions</p> | 12 |

### Reference:

1. Neera Desai and Maithreyi Krishna Raj, Women and Society in India, Delhi: Ajantha, 1987.
2. Alfred D'Souza, ed., Women in Contemporary India, Delhi: Ajantha, 1997.
3. Maria Mies, Indian Women and Patriarchy, Delhi: Concept, 1980.
4. Flavia Agnes, Sudhir Chandra and Monmayee Basu, Women and Law in India, New Delhi: OUP, 2016.
5. Shailly Sahai. Social Legislation and Status of Hindu Women, Jaipur: Rawat, 1986.
6. Alka Singh, Women in Muslim Personal Law, Jaipur: Rawat 1991.
7. Devaki Jain and Pam Rajput, Narratives from Women's Studies Family – Recreating Knowledge, New Delhi: Sage, 2003
8. H.M. Hemalatha, Mahila Adhyayana 1 mattu 2, Mysore: DVK Murthy, 2004
9. R. Indira, Mahila Mattu Kautimbika Himse, Mysore: Srimati Yashoda Rana Trust, 2000

10. Kishori Nayak K.,ed., Gender Equity, Mangalagangothri, Centre for Women's Studies, Mangalore University, 2007
11. Kishori Nayak K.,ed., Lingatva Samanyaya, Mangalagangothri, Centre for Women's Studies, Mangalore University, 2007
12. Human Development Reports, 2018, UNDP
13. Kamal Shankar Srivastava, Women in Indian Constitution and Human Rights, Ranchi, A.P.H. Pub., 2007
14. Tara Bai S.B., Women's Studies in India, New Delhi, APH Pub., 2000
15. H.S. Srimathi, Mahila Adhyayana, Hampi, Kannada University, 1999
16. Usha Sharma, ed., Gender Mainstreaming and Women's Rights, Authorpress, 2004
17. Mary E. John, Women's Studies in India: A Reader, Penguin India, 2008
18. Mohini Chatterjee, Feminism and Gender Equality, Jaipur, Aavishkar Pub., 2005

| <b>FAMILY AND CHILD WELFARE –Semester IV</b>   |                 |                                   |                       |
|--|-----------------|-----------------------------------|-----------------------|
| <b>Subject Code</b>  | <b>SWST 651</b> | <b>Internal Marks: Final Exam</b> | 30:70                 |
| <b>Number of Teaching Hours Per week</b>   | 04              | <b>Credits</b>                    | 04                    |
| <b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• Gain knowledge on Family dynamics and develop skills to work with family</li> <li>• Understand elderly as a integral part of family dynamics</li> <li>• Learn the policies related to family and child welfare and acquire skills to work with them</li> </ul>  |                 |                                   |                       |
| <b>Course outcome:</b> <ul style="list-style-type: none"> <li>• Develop sensitivity and commitment to work with children</li> <li>• Knowledge on policies and programme related to women and children</li> <li>• Understanding on scope of Social Work in different settings</li> </ul>  |                 |                                   |                       |
| <b>Module- 1</b>   |                 |                                   | <b>Teaching Hours</b> |
| Family as an Institution: Its function and importance, Impact of urbanization on family, Changing functions of family; Family Welfare: Objectives of family welfare, Family welfare programmes in India, Development services and Socio-economic programmes for family welfare.  |                 |                                   | 12                    |
| <b>Module-2</b>  |                 |                                   |                       |
| Family planning Programmes: Aims and objectives, methods of family planning, current family planning programmes, Role of social worker in relation to family planning, Working with Elderly: Common problems faced by Aged, Dimensions of Ageing, Theories of Ageing, Scope of Geriatric Social Work.  |                 |                                   | 12                    |
| <b>Module-3</b>  |                 |                                   |                       |
| Child Welfare :Concept and principles of child welfare service in India .Programmes and services for children: crèches, day care centers, health education, trends regarding child welfare, programme services for handicapped children, institutional services, adoption, foster care, sponsorship, juvenile court, child welfare board, child guidance centers and school social work. |                 |                                   | 12                    |
| <b>Module-4</b>  |                 |                                   |                       |
| Integrated child welfare schemes: Objectives, Use of social work methods in non-correctional and correctional institutions for children, Special aspects of care of the institutional child, policies regarding intake, treatment, discharge and rehabilitation. National and international agencies for child welfare.  |                 |                                   | 12                    |

## References:

1. Chen, S. Y., & Scannapieco, M. (2010). The influence of job satisfaction on child welfare worker's desire to stay: An examination of the interaction effect of self-efficacy and supportive supervision. *Children and Youth Services Review*, 32(4), 482-486.
2. Lietz, C. A. (2009). Critical thinking in child welfare supervision. *Administration in Social Work*, 34(1), 68-78.
3. Noble, C., & Irwin, J. (2009). Social work supervision an exploration of the current challenges in a rapidly changing social, economic and political environment. *Journal of Social Work*, 9(3), 345-358.
4. Session 14 7/25 Topic: Contemporary Child Welfare Issues in New York City Required Readings: Southall, A. (2016, December 05). Brooklyn Toddler Injured in Case of Suspected Abuse Has Died. *The New York Times*, Retrieved from <http://nyti.ms/2mJHqil>
5. Southall, A. (2016, September 28). Death of 6-Year-Old Boy in Harlem Raises Questions for Child Welfare Agency. *The New York Times*, Retrieved from <http://nyti.ms/2mQkY7U>
6. Stewart, N. (2016) New York City's Child Welfare Commissioner, Gladys Carrión, Resigns. *The New York Times*, Retrieved from <http://nyti.ms/2iLpsN>

| <b>HUMAN RESOURCE DEVELOPMENT- Semester IV</b>  |                 |                           |                       |
|---|-----------------|---------------------------|-----------------------|
| <b>Subject Code</b>   | <b>SWST 652</b> | <b>Internal Marks:</b>    | 30:70                 |
| <b>Number of Teaching Hours Per week</b>  | 04              | <b>Final Exam Credits</b> | 04                    |
| <b>Course Objectives:</b> <ul style="list-style-type: none"> <li>To develop knowledge and understanding of the nature and functions of Human Resource Development.</li> <li>To Study about Performance management and employee development activities</li> <li>To know about changing trends in Human resource Management</li> </ul>  |                 |                           |                       |
| <b>Course Outcome:</b> <ul style="list-style-type: none"> <li>Effectively manage and plan key human resource functions within organizations</li> <li>Examine current issues, trends, practices, and processes in HRM</li> <li>Contribute to employee performance management and organizational effectiveness</li> <li>Problem-solve human resource challenges</li> <li>Develop employability skills for the Canadian workplace</li> <li>Develop effective written and oral communication skills</li> </ul>  |                 |                           |                       |
| <b>Module- 1</b>  |                 |                           | <b>Teaching Hours</b> |
| HRD: Meaning, Definition, Objective Process and designing HRD systems.<br>HRD Department and its Functions. Effective Team building, Managing dissatisfaction, frustration, Counseling Behaviors improvement in productivity. Employee Morale and Motivation.<br>Employee Career Planning and Growth: Concept of Employee Growth, Managing Career Planning, Succession Planning   |                 |                           | 12                    |
| <b>Module-2</b>   |                 |                           |                       |
| Performance Management, Historical development of Performance management. Development of Key Result Areas (KRA), Key Performance Indicators (KPI) goal setting and Monitoring, Performance appraisal, its importance as a tool in HRD. Different types of performance appraisal techniques. Performance management training and evaluation techniques. ; Role of HR professionals in performance management; Performance management as an aid to learning and employee empowerment; Use of technology and e-PMS Recognition and rewards systems. Organizational effectiveness |                 |                           | 12                    |
| <b>Module-3</b>   |                 |                           |                       |



|  |    |
|--|----|
| <p>Employee development activities- Approaches to employee development, leadership development, action learning, assessment and development centres; Intellectual capital and HRD; HRD mechanisms for workers; Role of trade unions; Industrial relations and HRD; Influence of motivation on development activities.</p> <p>Talent Management: Concept and approaches; Framework of talent management; Talent identification, integration, and retention.</p> | 12 |
| <b>Module-4</b>  |    |
| <p>Changing trends in HR:, Business Process Outsourcing, Right Sizing of Workforce, Flexi time, Employee Engagement</p> <p>Applications and Trends: Coaching and mentoring; Career management and development; Employee counseling; Competency mapping; 5S, Balanced Score Card, Appreciative inquiry; Integrating HRD with technology, Employer branding and other emerging trends.</p>   | 12 |

| <b>URBAN COMMUNITY DEVELOPMENT– Semester- IV</b>  |          |   |                       |
|---|----------|---|-----------------------|
| <b>Subject Code</b>   | SWST 657 | <b>Internal Marks:</b><br><b>Final Exam</b> | 30:70                 |
| <b>Number of Teaching Hours Per week</b>  | 04       | <b>Credits</b>                              |                       |
| <b>Course objectives:</b> <ul style="list-style-type: none"> <li>To understand the development and process of urbanization .</li> <li>To understand and analyze the contemporary problems and challenges exists in urban community and role and intervention of community worker in these areas</li> <li>To update the knowledge about plans and programmes by GOs and NGOs and recent trends relating to urban development</li> </ul>  |          |   |                       |
| <b>Course outcome:</b> <ul style="list-style-type: none"> <li>On successful completion of this course, the student should know various theories on urban life, problems and development.</li> <li>Develop understanding of factors associated with urbanization and its consequences.</li> <li>Develop a critical understanding of urban problems Develop sensitivity and commitment for working with the urban poor</li> </ul>   |          |   |                       |
| <b>Module- 1</b>  |          |   | <b>Teaching Hours</b> |
| <b>Introduction to Urban Community:</b> Urban Community: Meaning, Definition and Characteristics; Rural-Urban linkages and contrast, Historical development of Urban Communities, Urbanism and Urbanization- Concepts and characteristic, History of urbanization in India. Theories of Urbanization, Urban Trends in India: City: Meaning, Classification, Urban Agglomeration, Suburbs, Satellite towns, Hinterlands, New towns, Metropolis, Megalopolis;   |          |   | 12                    |
| <b>Module-2</b>   |          |   |                       |
| <b>Issues and Challenges of Urban Community:</b> Urban Problems: Overcrowding and Housing, Unemployment, Drinking Water and Sanitation, Transportation Problem, Drug Addiction, Juvenile Delinquency, Prostitution/Commercial sex, Pollution; Solid Waste Management, Urban – Industrial Syndrome, Causes and Effects Associated with Urbanization. Slum: Concept, Nature, Characteristics, Sub-culture of slums, Social change And Slums, Problems of Slum Areas, Profile of Slums in India, Slum Development Organizations and Programmes, Migration: Concepts, Rural – Urban migration, Causes and Remedies. SMART CITY. Models of Waste Management system |          |   | 12                    |

|  |    |
|--|----|
| <b>Module-3</b>  |    |
| <b>Urban Development Administration:</b> Urban Community Development: Definition, Concept, Objectives and Historical background of Urban Community Development in India, Models of Urban Development, Government Policies and Acts on Urban Community Development – Town and Country Planning Act 1976, Nagarpalika Act (74 <sup>th</sup> Amendment):- Features and Implementation.: Urban Administration at National, State and Local Levels: - Ministry of Housing and Urban Affairs and its Programmes, Karnataka Urban Development and Coastal Environment Management Plan: A Case Study, Municipal Administration – Corporations, Municipalities, Town Panchayats; Metropolitan Development Authorities; Five Year Plans and Urban Development. | 12 |
| <b>Module-4</b>  |    |
| <b>Emerging Trends in Urban Development Administration :</b> Urban Community Planning and Community Participation in Urban Development, Role of Non-Governmental Organizations in Urban Development, Application of Social Work Method and Role of Community Worker in Urban Development, Intervention of Corporate Sector for Urban Development (CSR), Public Private Partnership for Urban Development (PPP), Social Action in Urban Development, Sustainability in Urban Development – The United Nations Human Settlement Programmes, Indian Government Policy and Programmes for Sustainable Development  | 12 |

### References:

1. Aray& Abbasi 1995. Urbanization and its Environmental Impacts. New Delhi: Discovery.
2. Bhattacharya B 2006 Urban Development in India New Delhi: Concept.  
Clinard, Marshall B 1970 Slums and Community Development. New York : The Free Press.
3. Diddee, Jayamala 1993 Urbanisation – Trends, perspectives and challenges, Jaipur: Rawat.
4. Mitra, Arup 1994 Urbanisation, slums, informal sector employment and poverty. B.R. Publications, New Delhi.
5. Phadke .V.S, et al. 2007 Urbanisation, Development and Environment, New Delhi:Rawat.
6. Ramachandran 1989 Urbanisation and Urban System in India. Oxford University Press, New Delhi.
7. Sabir Ali (Ed) 2006 Dimensions of Urban Poverty, New Delhi: Rawat.

8. Singh.R.B.(ed) 2006Sustainable Urban Development New Delhi:Concept.
9. Sinha Rekha and Sinha U.P 2007 Ecology and quality of life in Urban slums, New Delhi: Concept.
10. Sudha Mohan 2005 Urban Development and New Localism New Delhi: Rawat.
11. Stanly, Selwyn 2005 Social problems and issues: Perspectives for Intervention. Allied Publication, New Delhi.
12. Thudipara, Jacob Z. 2007 Urban Community Development. New Delhi: Rawat. 13.UN Habitat (2003). The Challenges of Slums. Earthscan Publications Ltd, London.UN Habitat (2003).
14. The Slums of the World: The Faces of Urban Poverty in the new Millenium. United Nation's Centre for Human Settlement, Nairobi.
15. Vibhooti, Shukla (1988). Urban Development and Regional Policies n India. Himalaya Publication, Bombay.
16. Rangaswamy, Vimala (1967) International Conference of Social Work: Urban Community Development – Its implications for Social Welfare, New

| <b>THERAPEUTIC COUNSELLING -Semester IV</b>   |                 |                           |                       |
|---|-----------------|---------------------------|-----------------------|
| <b>Subject Code</b>   | <b>SWST 653</b> | <b>Internal Marks:</b>    | <b>30:70</b>          |
| <b>Number of Teaching Hours Per week</b>  | <b>04</b>       | <b>Final Exam Credits</b> | <b>04</b>             |
| <b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• Develop knowledge and skills of different psycho – therapeutic theories and to help the students to selectively utilize different theories in relation to individuals, families and groups.</li> <li>• Develop competence to select and integrate therapeutic counseling skills when working with different client groups in different settings.</li> <li>• Learning the skills of counseling and application of theories for different cases.</li> </ul>  |                 |                           |                       |
| <b>Course Outcome:</b> <ul style="list-style-type: none"> <li>• Learning the skills of counselling</li> <li>• Developing the professional ethics of counselling</li> <li>• Learning various techniques of counselling</li> <li>• Learning the application of theories for different cases.</li> <li>• Learning about need and importance of counselling</li> <li>• Understanding various groups and problems of society</li> <li>• Developing professional knowledge</li> <li>• Develop competence to select and integrate therapeutic counselling skills when working with different client groups in different settings.</li> </ul> |                 |                           |                       |
| <b>Module- 1</b>  |                 |                           | <b>Teaching Hours</b> |
| <b>Concept of Counseling-</b> Definition and evolution of counseling.<br>Skills of counseling, qualities of a counselor and Ethical and Legal Guidelines<br>Process and Physical requisites for the Counseling atmosphere. Current trends in counseling. Psychometry.   |                 |                           | 12                    |
| <b>Module-2</b>   |                 |                           |                       |
| <b>Approaches to Counseling:</b> Client centered therapy, Gestalt Therapy, Psycho – Analytical therapy, Behavior therapy, Multimodal Approach, Rational Emotive Behavior therapy, Neuro–Linguistic Programming., Tele counseling, Online Counseling.  |                 |                           | 12                    |
| <b>Module-3</b>   |                 |                           |                       |

|   |    |
|---|----|
| <b>Types of counseling and application of therapeutic techniques.</b><br>Vocational / career guidance & counseling. Counseling couples – Pre marital & marital counseling, Rehabilitation Counseling. Crisis Intervention & Trauma Counseling. Suicide prevention and counseling. School counseling. Industrial Counseling  | 12 |
| <b>Module-4</b>   |    |
| Case studies, Life skills helping model, Role Play, Practical Counseling sessions. Life style modification and wellness counseling. - Model- Hospital for nature cure and yoga therapy, Shanthivana Dharmasthala. Addiction counseling –Model- JanaJagruthi Vedike , SDM trust –Laila. Counseling women in distress and violence – Model- Gelathi Counseling centre SIRI Laila. SANTHVANA. Women’s helpline Belthangady. Prajna Counseling centre Mangalore. Behaviour therapy- Model- Anirveda Mangalore.<br>Palliative Care- Model- Ave Maria, Vamanjooru | 12 |

### References:

|   |
|---|
| 1. Terne Eric 1964 Games People play New York : Grove Press<br>2. Tarkhuff , Robert R Pereson , Bornard G 1977 Beyond Counselling & therapy : New York : Holt Rinehart & Wination<br>3. Tarkhuff 1980 The art of helping IV Massachusetts – Human Resource Press  |
| 4. Torey , Gerald 1977 Theory & practice of Counselling & Psychotherapy California – Brookn / Cole Publishing Company<br>5. Erickson Clifford E 1949 A Basic Text for guidance Workers New York : Prentice Hall Inc.<br>6. Duster J.M 1980 Helping in personal growth A new Approach to counselling Bombay: St. pauls Publications.<br>7. Duster J.M 1980 An Integration of Carkhuff’s Models St.Pauls Publications |
| 8. Glanner William 1965 Reality Therapy New York , Evaaston & London Harper & Row Publications<br>9. Marvin. R Goldfried &Gerald . C Davison 1976 Clinical Behaviour Therapy New York : Holt, Rinehart & Winson<br>10. Rollo, May 1977 The Art of counselling United States of American Parthenon Press At Nashville Tennessees   |

|   |
|---|
| <p>11. Villere Maurice Transactional Analysis at work New Jersey Prentice Hall Inc. Eaglewood Cliffs.</p> <p>12. Mary , Richmond 1965 Social Diagnosis London : The Free Press</p> <p>13. Helen , Harris , Perlman 1965 Social case work – A problem solving approach , Chicago : The University of Chicago Press</p> |
| <p>13. Florence , Hollis 1966 Case work – A psychosocial Therapy. New York , Random House</p> <p>Margaret , L.Ferard &amp; Noel K.Hunnybun 1962 The Case worker's use of Relationships. London : Tavistock Publications</p>   |
| <p>15. Lewis , R. Wolberg 1905 Technique of psychotherapy .Part &amp; I &amp; II San Francisco, Grllne &amp; Straltion</p> <p>16. Leslie , E.Moser &amp; Ruth , Smal Moser 1963 Counselling &amp; Guidance – An Exploration , U.S.A , Prentice Hall Inc</p>   |
| <p><b>26.</b> Ralph , Ruddock 1976 Roles &amp; Relationships . London : Routledge &amp; Kegan</p> <p>Paul Ken , Heap 1977Group therapy for social workers Newyork : Pergamon Press</p>  |
| <p><b>27.</b> Dorothy, StockWhitaker &amp;Morton , A . Liberman 1964 Psychotherapy through Group Process. New York , Prentice Hall Inc</p>  |
| <p><b>28.</b> Asya . L. Kadis., Jack D .Krasner ., Charles , Winick &amp; S.H Foulkes 1974 A Practicum of Group Psychotherapy 2<sup>nd</sup> Edition. New York : Harper &amp; Row</p>   |
| <p><b>29.</b> S.H.Foulkes&amp; E.J.Anthony 1965 Group Psychotherapy: The Psychoanalytical Approach. New York , Penguin Books.</p>   |
| <p>21. J.L.Moreno ( Ed) 1977 The International Handbook of Group Psychotherapy. London , Peter Owen</p> <p>22. Kundu C.L 1980 Personality Development. New Delhi Sterling Publishers.</p>   |

| <b>Employee Welfare and Industrial Relations – Semester IV</b>  |                 |   |                       |
|---|-----------------|---|-----------------------|
| <b>Subject Code:</b>  | <b>SWST 654</b> | <b>Internal Marks:</b><br><b>Final Exam</b> | 30:70                 |
| <b>Number of Teaching Hours Per week</b>  | 04              | <b>Credits</b>                              | 04                    |
| <b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• To gain knowledge about the concept, philosophy and evolution of labour to employee welfare.</li> <li>• To understand the components of employee welfare and their management in the overall context of human resource development.</li> <li>• To understand the dynamics of industrial relations in the industry.</li> </ul>  |                 |   |                       |
| <b>Course Outcome:</b> <ul style="list-style-type: none"> <li>• The course helps the student understand and apply the concept of industrial relations and the system in which it operates.</li> <li>• Upon completion of the course, the student would Be aware of the present state of Industrial relations in India.</li> <li>• Be acquainted with the concepts, principles and issues connected with trade unions,</li> <li>• Collective bargaining, workers participation, grievance redressal, and employee discipline and dispute resolution.</li> <li>• Understand the various processes and procedures of handling Employee Relations.</li> </ul> |                 |   |                       |
| <b>Module-1</b>   |                 |   | <b>Teaching Hours</b> |
| <b>Industry &amp; Labour Welfare:</b> Concept of Labour and Labour Welfare, Meaning Of Industry and types of industries, characteristics of labour and problems of Industrial Labour. Employee Welfare - Concepts, Principles and Evolution of Employee welfare.Role and Functions of Labour Welfare Officer.<br>Skill Component: Group Discussions   |                 |   | 12                    |
| <b>Module-2</b>   |                 |   |                       |



|  |    |
|--|----|
| <p><b>Areas of Employee Welfare :</b> Industrial Safety and Industrial Health &amp; Hygiene<br/>Industrial Accidents- Meaning Causes, Prevention and Precautions. Safety Administration and Standard Operating Systems in relation to major hazards like gas leaks / fire- Bhopal Gas Tragedy. Industrial Health and Hygiene, Occupational Hazards and Major Occupational Diseases, Preventions and Precautions. Safety officer – Role and Duties of safety officer.<br/>Skill Component: Seminar Presentations</p>  | 12 |
| <b>Module-3</b>  |    |
| <p><b>Employee Welfare facilities and Provisions:</b> Statutory Employee Welfare Facilities: Meaning, importance, and Types of statutory employee welfare facilities for Sitting, Washing, Storing and Drying clothes, First aid appliances, Shelters, Restrooms, Lunch rooms, Canteen, Crèche and Appointment of Labour /Employee Welfare officer.</p> <p>Non-statutory Employee Welfare Facilities: Meaning, Importance and Types - Education facilities, Medical facilities, Recreation facilities, Consumer co-operative societies and Employee Wellness Programme. Social Security and Social Insurance- meaning and significance, New trends- Flexi time, Moon lighting, Family gathering, Family tours, Leave travel allowance, celebration of birthdays, marriage anniversary. New Labour Policy: POSH Committee- the role and responsibilities</p> <p>Skill Component: Group Discussion on employee welfare facilities based on field work illustrations.</p> | 12 |
| <b>Module-4</b>  |    |
| <p><b>Industrial Relations:</b> Concept, meaning, objectives, growth and development of industrial relations in India, Industrial relations scenario: current issues and challenges and Need of Industrial Social Worker.</p> <p>Discipline: Meaning and approaches to Discipline, Essentials of good disciplinary system, Causes of indiscipline, Principles of Natural Justice, Judicial approach to discipline, Principles of Hot Stove Rule, Types of punishments, Enquiry procedures and Managing difficult employees. Employee Grievances and Employee Grievance Procedure, Grievances Management in Indian Industry. Collective Bargaining and Negotiations and Workers Participation in Management. Skill Component: Case Study Discussion.</p> <p>Skill Component: Case Study Discussion</p>  | 12 |

| References:                    |  |  |  |
|--------------------------------|--|--|--|
| 1.Giri V.V 1958                | Labour problems in Indian Industry Madras : Asia Publishing House                          |  |  |
| 2.Moorthy M.V 1968:            | Principles of Labour Welfare Vizg : Gupta Brothers   |  |  |
| 3.Mutalik Desai & B.R Rairkar  | Labour welfare & Industrial Relations , Bombay : 1978Noble Publishing House                |  |  |
| 4.Punekar , Deodhar & Sankaran | 1980Trade Unionism Industrial Relation & Labour welfare Bombay : Himalaya Publishing House |  |  |
| 5.Saxena R.C 1961              | :  | Labour problems & social welfare Meerut : Jaiprakashnath & Co    |  |
| 6.Silvera D.M 1991             | :  | Human Resource Development                                       | A Indian Experience New Delhi : New India Publications |
| 7.Srivastav K.N 1954           | :  | Industrial peace & Industrial Relations Allahabad : Kitab Mahal  |  |
| 8.Vaid K.N 1965                | :  | Labour welfare in India Madras : Asia Publishing House           |  |
| 9.Vaid K.N 1970                | :  | State & Labour in India Madras: Asia Publishing House.           |  |
| 10.Florence .P.Sargant 1953    | :  | Labour New York : Hutchinsen University                          |  |
| Giri V.V                       | :  | Labour problem in Indian Industry Madras : Asia Publishing House |  |
| 11.Hunter Donald 1955          | :  | The diseases of occupations Boston : little Brown & Co           |  |
| 12.Karnik V.N 1960             | :  | Indian Trade Union : A survey Bombay : Labour Education service  |  |
| 13.Lester , Richard A 1958     | :  | Labour & Industrial Relations New York: Macmillan & Co.          |  |
| 14.Memoria & Doshi             | :  | Labour problems & social welfare in India                        |  |
| S.C Pant 1985                  | :  | Indian Labour problems: Allahabad : Chaitanaya Publishing House. |  |
| 15.O.W PJ / helps 1985         | :  | Introduction of Labour Economics New York: McGraw Hill Book. Co. |  |

| <b>CITIZEN PARTICIPATION, SOCIAL POLICY AND SOCIAL LEGISLATIONS</b><br><b>Semester- IV</b>   |          |   |                       |
|--|----------|---|-----------------------|
| <b>Subject Code</b>  | SWST 658 | <b>Internal Marks:</b><br><b>Final Exam</b> | 30:70                 |
| <b>Number of Teaching Hours Per week</b>   | 04       | <b>Credits</b>                              |                       |
| <b>Course objectives</b> <ol style="list-style-type: none"> <li>1. Recognize the key concept of Citizenship, participation and Governance Institutions.</li> <li>2. Acquire understanding of the role of Social Work in promoting and implementation of social policy and social legislations</li> </ol>           |          |   |                       |
| <b>Module- 1</b>   |          |   | <b>Teaching Hours</b> |
| <b>Citizen and Citizenship</b><br>Concept of citizen and citizenship, rights & duties of citizen and citizen leadership.<br>Citizenship Act 1955 and Citizenship (Amendment) Act, 2019<br>Dual citizenship – meaning and concepts, examples of few countries. Non Resident Indians (NRI), concept and definitions. |          |   | 12                    |
| <b>Module-2</b>  |          |   |                       |
| <b>Indian Constitution</b><br>Importance of knowledge of Indian Constitution for Social Work Profession.<br>Preamble, Fundamental Rights, Fundamental Duties and Directive principles of State Policy.<br>Powers of legislature, executive and judiciary.  |          |   | 12                    |
| <b>Module-3</b>  |          |   |                       |
| <b>Social Policy</b><br>Social Policy Definition, concept, objectives and scope, Role of Professional Social Worker in formulation of Social Policy. Social Policy pertaining to Child, Women, Aged, Specially Able, Laborers, Marginal groups and youth.  |          |   | 12                    |
| <b>Module-4</b>  |          |   |                       |
| <b>Social Legislations</b><br>Self learning concepts. Understanding the concept of Law, social justice and social development .Nature and scope of social legislation. The role of Social worker in promoting social legislation. Various social legislations in India   |          |   | 12                    |

**References:**

1. Lauffer, A 1977. Getting the Resources You Need. New Delhi: Sage Publications.
2. Lewis Judith A 1991 Management of Human Services, Programs. Broke Cole Publishing Co.
3. Rao Vidya, 1987 Social Welfare Administration. Tata Institute of Social Sciences, Mumbai.
4. Sachdeva, 1998 D. R., Social Welfare Administration in India. Allahabad, Kitab Mahal.

**Journal**

5. Garain, S. Towards a Measure of Perceived Organizational Effectiveness in Non Government Organization. Mumbai: Indian Journal of Social Work.

| <b>REHABILITATION AND AFTERCARE SERVICES - Semester IV</b>  |                 |                                   |                       |
|---|-----------------|-----------------------------------|-----------------------|
| <b>Subject Code</b>   | <b>SWST 655</b> | <b>Internal Marks: Final Exam</b> | 30:70                 |
| <b>Number of Teaching Hours Per week</b>  | 04              | <b>Credits</b>                    | 04                    |
| <b>Course Objectives:</b> <ul style="list-style-type: none"> <li>To understand the concept of disability, rehabilitation and the scope for practice.</li> <li>To identify the specific client categories requiring the rehabilitation services, problem specificity and rehabilitation service interventions.</li> <li>To acquaint oneself with different rehabilitation settings, different therapeutic approaches to the rehabilitation process.</li> </ul> |                 |                                   |                       |
| <b>Course Outcome:</b> <ul style="list-style-type: none"> <li>Learning about concept , rehabilitation process and learning about various types of disability , Scientific knowledge about types of disability</li> <li>Exposure to various settings of rehabilitation</li> <li>Knowing job opportunities in rehabilitation setting</li> <li>Learning the application of social work methods in Rehabilitation Setting</li> </ul>                              |                 |                                   |                       |
| <b>Module- 1</b>  |                 |                                   | <b>Teaching Hours</b> |
| <b>Concept:</b> Definition and scope for social work interventions. History, Philosophy and Principles of Psycho-social Rehabilitation. Specific problem areas – physical handicap - vision, hearing, Orthopedic, speech and language. Neurological, Psychiatric problems, Disasters, Alcohol and drug usage, Terminal illnesses.   |                 |                                   | 12                    |
| <b>Module-2</b>   |                 |                                   |                       |
| <b>Intervention in rehabilitation:</b> Assessment, planning, intervention, evaluation, tools for assessment, follow-up services. Rehabilitation Settings - Hospital based, day-care, night-care, quarter-way home, half- way-home, group home, hostels, long-stay homes, vocational guidance centre, sheltered workshop, occupational therapy centre, and community based rehabilitation centre, home care, inclusive education and other.                    |                 |                                   | 12                    |
| <b>Module-3</b>   |                 |                                   |                       |

|  |    |
|--|----|
| <b>Legal provisions for differently abled people</b> – The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, Rehabilitation Council of India: Formation, scope and functions, governmental policies and programmes, Initiatives from the non- governmental sectors. International trends and national initiatives in the rehabilitation scenario.                       | 12 |
| <b>Module-4</b>  |    |
| Practice of Social work methods in the process of rehabilitation: Case Work, group work, community - Organization, Research, administration and social action. Orientation Visits to Rehabilitation Settings. Study of Various Rehabilitation Models<br>Ministry of Empowerment and social Justice (Dept of welfare of disabled). Role of Social Worker.<br>District Rehabilitation centre. National Rehabilitation centers. | 12 |

#### References:

1. Gupta, Manju(2002)Child Abuse–A Social Work Perspective Jaipur: Mangal Deep Publications.
2. Kumari,Ved (2004)Juvenile Justice in India: From Welfare to Right. New Delhi: oxford University press.
3. Kumari,Ved&Brooks,S.L (2004)Creative Child Advocacy. New Delhi: Sage.NIPCCD,
4. Pandey, Rajendra(1991):Street Children of India. Allahabad: Calugh Publications.
5. Neshla(1997)Atrocities Against Women. New Delhi: Harman Publishing House.
6. Strang,H.,&Braithwaite,J.(2001)Restorative Justice and Civil Society. Cambridge University Press
7. Prayas(2002)Forced Separation: Children of Imprisoned Mothers. Mumbai: Prayas
8. Rao,V.(1989)Victims of Crime, Allied Publishers Ltd., New Delhi
9. Tandon, S.L.(1990)Probation: A New Perspective. New Delhi: Reliance Publishing
10. Valier,C.(2001)Theories of Crime and Punishment. Essex

| <b>Management Concepts and Corporate Communication – Semester IV</b>   |                 |   |                       |
|--|-----------------|---|-----------------------|
| <b>Subject Code</b>  | <b>SWST 656</b> | <b>Internal Marks:</b><br><b>Final Exam</b> | 30:70                 |
| <b>Number of Teaching Hours Per week</b>   | 04              | <b>Credits</b>                              | 04                    |
| <b>Course Objectives:</b> <ul style="list-style-type: none"> <li>• To familiarizing the students with the basic concepts of Management.</li> <li>• To understand the theories and functions of Management.</li> <li>• To enhance the communication skills of the students.</li> <li>• Gain knowledge about management concepts and its evolution.</li> <li>• Understanding the functions of management and skills required in its practice</li> <li>• Acquire knowledge of modern trends in management</li> </ul>  |                 |   |                       |
| <b>Course Outcomes:</b> <ul style="list-style-type: none"> <li>• Students will learn to Recognize, discuss, and demonstrate concepts, techniques, and decision tools available to manage projects.</li> <li>• Students will learn to effectively lead work groups and teams by creating a shared vision, mobilizing energy around the vision, and managing obstacles to its achievement.</li> <li>• Students will learn to apply human resource management principles and law to evaluate human resource initiatives and manage an organization's human capital.</li> <li>• Students will learn to Utilize principles of effective negotiation to plan, prepare, and manage negotiations and conflicts.</li> </ul> |                 |   |                       |
| <b>Module-1</b>  |                 |   | <b>Teaching Hours</b> |
| <b>Management:</b> Concept of Management, Management: Art and Science, Management Vs Administration, Management as a Profession, Management skills, Roles, Qualities of a Manager<br>Evolution of Management thought: Early contributions: Taylor and Scientific Management, Fayol's Administrative Management, Bureaucracy, Human Relations, and Modern Approaches.<br>Skill Component: Case Study Discussion   |                 |   | 12                    |
| <b>Module-2</b>  |                 |   |                       |

|  |                |
|--|----------------|
| <p><b>Functions of Management:</b> Planning: Concept of planning, Significance of planning, Classification of planning, Process of planning and Barriers to effective planning. Staffing: Concept, Objectives of Staffing and Manpower planning.</p> <p>Decision Making: Concept of decision making, Types of decision making - Programmed, Unprogrammed, Strategic, Tactical, Individual &amp; Group. Entails of effective decision making. Steps in rational decision making process,</p> <p>Controlling: Concept, Importance of controlling, Types of control, Steps in control process.</p> <p>Skill Component: Case Study Presentation</p>                  | <p>1<br/>2</p> |
| <b>Module-3</b>  |                |
| <p><b>Trends in Management:</b> Total Quality Management, Quality Control, 5s Model- Seiri, Seiton, Seiso, Seiketsu, Shitsuke, Kaizen, HRIS &amp; MIS, Mc Kinsey's 7s Model, Social responsibility of managers, ISO certification, Human Resource Department Managerial Ethics- Utilitarian view, Rights view, Justice view, Social contract view.</p> <p>Skill Component: Seminars and Case study Discussion.</p>   | <p>12</p>      |
| <b>Module-4</b>  |                |
| <p>Communication: Concept, Nature, Importance, Types, Models, and Process of Communication, Role of listening and Barriers to effective communication, Patterns of communication - Circle, Chain, Y and Wheel. Grapevine Communication and Types, Tom Peter's MBWA Technique. Written Communication - Principles of Effective Written Communication; Commercial Letters, Enquiries, Quotations and Tender Notices, Placing Orders, Export Import Correspondence, Correspondence with Public Authorities, Preparing Minutes of Meeting, Memo, Office Order, Office Circular, Office Note.</p> <p>Skill Component: Hands on training through various expertise</p> | <p>12</p>      |



## References:

|  |
|--|
| 1.Cherunilam , Francis Business Environment Mumbai : Himalaya Publishing house   |
| 2.Chopra . S 1989 Management of Human Resources V.K Publishing House   |
| 3.Chowdhary , D.Paul 1992 Social Welfare Administration Delhi : Atma Ram sons  |
| 4.Chowdhary D.P 1991 Profile of Voluntary action in social welfare & development , New Delhi : Sidhartah Press   |
| 5.Covay , Stephen R 1989 The 7 habits of highly effective people London : Simon & Schuster   |
| 6.Daniel , Goleman 1995 Emotional Intelligence : Why it can matter more than I. Q London : Bloomsbury  |
| 7.Daver , Rustom S ( Reprint ) 1999 Creative Leadership : The People Oriented Task Approach , New Delhi : UBS Publishers   |
| 8.Drucker , Peter 1993 Managing the non – profit organization Delhi : Macmillan  |
| 9. Fernandes, W 1989 Voluntary Action & Government Control New Delhi : Indian Social institute.  |
| 10.Gangrade K.D 1988 Social Welfare & Social Development New Delhi : Northern Book Center  |
| 11.Garain. S 1998 Organization Effectiveness of N.G.O's Jaipur : University Book House   |
| 12.Griffin Grunig , J.F & Hunt T 1984 Management New Delhi : A.I.T.B.S , Publishers & distribution Managing Public Relation , New York : Hott , Rinehart & Winston |
| 13.Handy, C 1990 Understanding Voluntary , Organizations , London : Penguin Books  |
| 14.Harnold Kootz & Heiz Wehrich 1998 Essentials of Management , Tata McGraw Hill   |
| 15.Maheshwari S.N Advanced Accountancy – Vol-I : Vikas Publishing house Ltd  |
| 16.Misra S.K & Puri V.K Economic Environment of Business – Himalaya Publishing house   |
| 17.Monappa Arun & Saiyadain Mirza. S Personnel Management , Tata Mc Graw Hill Publishing Company Ltd   |
| 18.Mukherjee , Mukherjee. S 1989 Guidebook for strengthening Voluntary Organizations , Ghaziabad : Kendra  |
| 19.Mukherjee .M 1993 Participatory Rural Appraisal ; Methodology & Applications, New Delhi :Concept Publishers   |
| 20.Pandey , I.M Financial Management , New Delhi : Vikas Publishing House Ltd  |
| 21.Powell , Gaery 1988 Women & Men in Managemnet , Beverley Hills , California : sage Publicaions  |

## **SWSPD 651: RESEARCH PROJECT**

### **Introduction:**

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

### **Objectives:**

Develop ability to conceptualize, formulate & conduct simple research projects.

Learn to make informal assessment & judicious use of research studies & findings on a particular subject/area.

Develop skills for use of library & documentation services for research

Develop attitudes favorable to the judicious integration of practice, research & theory.

Develop ability for logical reasoning & critical analysis.

### **Common Guideline for Research Project:**

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

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

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

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

**Common Format of the Research Project:**

Each Research Project shall consist of the following sections.

Section I: Preliminaries

Section II: Body of the Report

Section III: Annexure

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

1. Title page
2. A Face sheet having details regarding the title of the study, name of the researcher with
3. Register number, name of the guide, department, and institution through which the study
4. Has been undertaken under University, year of the work.
5. Forward/Acknowledgement
6. Table of contents with Page Numbers
7. List of Tables, Charts, Graphs
8. Certification from the guide
9. Certification from the agency where study has been carried out (certificate is not compulsory in case of the topic related to the open community)

**Section-II:** it is a formal technical section which shall consist of the following chapters;

1. Introduction
2. Review of literature.
3. Methodology
4. Data presentation & analysis
5. Major Findings & conclusions reached suggestions or recommendations.

**Section (Annexure)-III:** This section shall consist of all such additional information that is not disclosed in the body of the report.

- a. A copy of the tool/tools of data collection.
- b. Additional statistical tables.
- c. Bibliography
- d. Photography
- e.

**DEPARTMENT OF PG STUDIES IN SOCIAL WORK**  
**SDM POST GRADUATE CENTRE, UJIRE**  
**FIELD WORK/CUNCURRENT PRACTICE LEARNING GUIDELINES**

**Social Work Practicum**

The Social Work Programme gives greater emphasis to fieldwork education. Learning by doing is the pedagogical approach that is adopted. Fieldwork-based learning phases are spread across the two years of the Master's programme in Social Work. It carries a weightage of around 28% in the overall curriculum. In the first year of the MSW programme in Social Work, fieldwork is generic and aims at developing perspectives, understanding practice roles and learning intervention skills. Student learning is thus directed towards understanding the contexts of engagement and core practice issues. Building on the foundation courses and core social work courses offered in the first year, students are expected to integrate theory with practice, by bringing back their learning from the field to the classroom and vice-versa. Fieldwork thus provides students the opportunity to learn, understand, integrate and apply the different facets of social work practice. Fieldwork education carries a weightage of 4+4 credits in the first year.

Field work in particular, seeks to develop capacities of students by introducing them to Social Work Methods and Processes. It also aims at providing opportunity for Interactions with a wide-ranging people, issues and sectors. It simultaneously fosters experiential learning of social work values, principles and ethics. Students are facilitated in developing the ability to critically reflect on self, Organisation, Social structure and Systems, and assimilate learning through the guided process of fieldwork supervision. It runs concurrently with classroom inputs and requires the student to complete fifteen hours of fieldwork over two specified days a week, with the field based organization that he/she has been placed at. Students are placed across a diverse range of organizations and settings.

Fieldwork programme is administered by a full time team that is based within the School of Social Work. It comprises a fieldwork coordinator and fieldwork supervisors, all of whom have extensive experience as social work practitioners and also as field work supervisors. This team is also a part of a larger Fieldwork Secretariat, which includes representatives from each of the Centers.

Total Field work hours to be completed = 225 hours per Semester

(225 hours Includes = Concurrent field visits+ Self learning lab+ Skill lab+ Attendance of conference, seminars, workshops + Social work camp + Study tour + Exposure visits)

## **PAPER H SWHT 501: Field Work Practicum ( I Semester)**

### **Objectives:**

1. Give exposure to the students to various social welfare and development programmes and services.
2. Develop sensitivity towards the needs and problems of individuals & families, groups and communities.
3. Develop an understanding of agency's structure, function and service delivery system.

### **Contents:**

**1. Orientation Programme:** Three-day orientation programme will be organized at the commencement of the course of semester-1 before starting concurrent field work. Orientation visits to welfare agencies/communities will be an integral part of the orientation programme. Attendance in orientation programme is compulsory. There shall be minimum 6 orientation visits to be made in the first four weeks to provide an exposure to and understanding of the services provided in responses to people's needs (i.e. 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. The students shall record their experiences and learnings of Orientation Visits, which they are expected to produce at the time of viva-voce examination conducted at the end of the semester.

**2. Concurrent Field Work:** The broad aim of concurrent field work practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations. This learning experience should provide an opportunity of working with communities, groups, individuals/families and managing organization tasks. It is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two or two and a half days or its equivalent (16 hours) in every week of the semester. The learner is expected to complete a minimum of 24 days of visits in a semester. The learners may be placed in agencies/community to initiate and participate in direct service delivery.

**Contents for Practice:** Study of the field work agency (organisation/ Agency/ Community), Preparation of agency profile. Social Mapping, Resource Mapping, SWOT analysis. Case works (2 per sem) , Group work ( Minimum 1 group work with 3-5 sessions )

**3. Skill Development Workshops:** The skill development workshop is a platform in which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, 'learning by doing'. Through experimental learning in the workshop, insights are acquired to develop the personal self and the professional self. The main aim of skill workshop is to build the confidence and strengthen knowledge, skills, aptitude and the attitudinal base of students through the workshops and special sessions. The activities that may be taken under skill workshop are: (i) Role Plays (ii) Use of motivational songs and other interactive visual media (iii) Preparation for street plays including script writing/ theatre (iv) Simulation exercises (v) Films screening (vi) Practice of counseling techniques (vii) Practice of participative techniques (viii) Workshops on communication (ix) Mock interviews (x) Strategic planning

**4. Organising Community extension programme:** It's a special component where students are compulsorily expected to conduct and organize community extension programme atleast one per semester.

**5) Evaluation:** The faculty supervisors through periodic, Individual conferences and Group conferences" shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

- Individual field work Conference: One per week
- Group Field work Conference : One per week
- Agency visit: Simultaneously 2 visits per Sem by faculty supervisor, compulsory visit during extension programmes.
- Self Evaluation format: (Evaluation of field work Practicum through prescribed format which consist of overall evaluation through specific criteria's related to field work) Each student has to submit self evaluation format during VIVA VOC dually evaluated and signed by faculty supervisor and HOD.

**6) Recording and reporting:**

- Each student has to report the weekly activities to agency supervisor and faculty supervisor.

- Field work dairy has to be documented for each field visits by students and should be dually supervised and signed by faculty supervisor and agency supervisor.
- Daily process report has to be documented and same has to be submitted weekly to faculty supervisor for evaluation.

**7) Viva Voc:** During end of the semester performance of the students in all above mentioned areas will be assessed by internal and External Examiners. Self Evaluation report, attendance in the field work, Individual and group conferences, understanding, Knowledge, documentation, presentation and communication, one's own growth assessment of personality will be considered in awarding marks for students.

- Internal: Internal VIVA VOC will be conducted by internal faculty members during end of the semester.
- External Viva Voc (External) will be conducted by one External faculty member and one internal faculty members during end of the semester examinations.

## **PAPER SWHP 556: Field Work Practicum ( II Semester )**

### **Objectives:**

1. Give exposure to the students to various social welfare and development programmes and services.
2. Develop sensitivity towards the needs and problems of individuals & families, groups and communities.
3. Develop an understanding of agency's structure, function and service delivery system.

### **Contents:**

**1. Orientation Programme:** Three-day orientation programme will be organized at the commencement of the course of semester-1 before starting concurrent field work. Orientation visits to welfare agencies/communities will be an integral part of the orientation programme. Attendance in orientation programme is compulsory. There shall be minimum 6 orientation visits to be made in the first four weeks to provide an exposure to and understanding of the services provided in responses to people's needs (i.e. 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. The students shall record their experiences and learnings of Orientation Visits, which they are expected to produce at the time of viva-voce examination conducted at the end of the semester.

**2. Concurrent Field Work:** The broad aim of concurrent field work practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations. This learning experience should provide an opportunity of working with communities, groups, individuals/families and managing organization tasks. It is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two or two and a half days or its equivalent (16 hours) in every week of the semester. The learner is expected to complete a minimum of 24 days of visits in a semester. The learners may be placed in agencies/community to initiate and participate in direct service delivery.



**Contents for Practice:** Study of the field work agency (organisation/ Agency/ Community), Preparation of agency profile. Social Mapping, Resource Mapping, SWOT analysis. Case works (2 per sem) , Group work ( Minimum 1 group work with 3-5 sessions )

**3. Skill Development Workshops:** The skill development workshop is a platform in which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, 'learning by doing'. Through experimental learning in the workshop, insights are acquired to develop the personal self and the professional self. The main aim of skill workshop is to build the confidence and strengthen knowledge, skills, aptitude and the attitudinal base of students through the workshops and special sessions. The activities that may be taken under skill workshop are: (i) Role Plays (ii) Use of motivational songs and other interactive visual media (iii) Preparation for street plays including script writing/ theatre (iv) Simulation exercises (v) Films screening (vi) Practice of counseling techniques (vii) Practice of participative techniques (viii) Workshops on communication (ix) Mock interviews (x) Strategic planning

**4. Organising Community extension programme:** It's a special component where students are compulsorily expected to conduct and organize community extension programme atleast one per semester.

**5) Evaluation:** The faculty supervisors through periodic, Individual conferences and Group conferences" shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

- Individual field work Conference: One per week
- Group Field work Conference : One per week
- Agency visit: Simultaneously 2 visits per Sem by faculty supervisor, compulsory visit during extension programmes.
- Self Evaluation format: (Evaluation of field work Practicum through prescribed format which consist of overall evaluation through specific criteria's related to field work) Each student has to submit self evaluation format during VIVA VOC dually evaluated and signed by faculty supervisor and HOD.

## **6) Recording and reporting:**

- Each student has to report the weekly activities to agency supervisor and faculty supervisor.
- Field work dairy has to be documented for each field visits by students and should be dually supervised and signed by faculty supervisor and agency supervisor.
- Daily process report has to be documented and same has to be submitted weekly to faculty supervisor for evaluation.

**7) Viva Voc:** During end of the semester performance of the students in all above mentioned areas will be assessed by internal and External Examiners. Self Evaluation report, attendance in the field work, Individual and group conferences, understanding, Knowledge, documentation, presentation and communication, one's own growth assessment of personality will be considered in awarding marks for students.

- Internal: Internal VIVA VOC will be conducted by internal faculty members during end of the semester.
- External Viva Voc (External) will be conducted by one External faculty member and one internal faculty members during end of the semester examinations.

## **PAPER SWHP 601: Field Work Practicum ( III Semester )**

### **Community Development Specialization**

#### **Objectives:**

- To expose the students to social realities and problem situations.
- To develop in - depth understanding among the students about the placement setting in particular and community development settings
- To foster and develop among the students professional attitude, qualities and ethics required for a Professional Social Worker in community development setting.

**1. Orientation Programme:** Compulsory orientation Visits will be done along with faculties to various community development settings and agencies. The students shall record their experiences and leanings of Orientation Visits, which they are expected to produce at the time of viva-voce examination conducted at the end of the semester.same has to be documented.

#### **2. OBSERVATIONAL VISITS:**

- To expose to different fields of community development settings like NGO's, Social welfare agencies, Govt departments and educational and training institutes of Social Work to know the practice of Social Work methods.
- To observe the role of Professional Social Worker in that particular setting.  
To observe the physical conditions of agencies
- To know the administrative structure of the organizations

**3. Concurrent field work:** Students will be placed in an NGO's, Social welfare agencies, Govt departments and educational and training institutes, through which they continue their Concurrent Field Work in the community which was taken for field work.

#### **4. Self Learning Lab:**

##### **CONTENTS of Concurrent field work:**

1. Studying the organization, history, objectives, programmes, administrative structure and funding procedure.
2. Studying the community setting in detail and developing an in-depth understanding of the field.
3. Funding Agencies
4. Mapping tools
5. Programme Planning
6. Resource Mobilisation
7. Conducting meetings
8. Reporting their study in the form of a special report.

4. Conducting Skill based extension activities/programmes/Trainings/awareness talks/Demonstrations/ Jathas/ any other

5. Attending National/International/state level conferences/workshops/Trainings any other.

6) Conducting community based Research activities. Need Based.

7) **Evaluation:** The faculty supervisors through periodic, individual conferences and Group conferences" shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

- Individual field work Conference: One per week
- Group Field work Conference : One per week
- Agency visit: Simultaneously 2 visits per Sem by faculty supervisor, compulsory visit during extension programmes.
- Self Evaluation format: (Evaluation of field work Practicum through prescribed format which consist of overall evaluation through specific criteria's related to field work) Each student has to submit self evaluation format during VIVA VOC dually evaluated and signed by faculty supervisor and HOD.

### **8) Recording and reporting:**

- Each student has to report the weekly activities to agency supervisor and faculty supervisor.
- Field work dairy has to be documented for each field visits by students and should be dually supervised and signed by faculty supervisor and agency supervisor.
- Daily process report has to be documented and same has to be submitted weekly to faculty supervisor for evaluation.

**9) Viva Voc:** During end of the semester performance of the students in all above mentioned areas will be assessed by internal and External Examiners. Self Evaluation report, attendance in the field work, Individual and group conferences, understanding, Knowledge, documentation, presentation and communication, one's own growth assessment of personality will be considered in awarding marks for students.

- Internal: Internal VIVA VOC will be conducted by internal faculty members during end of the semester.
- External Viva Voc (External) will be conducted by one External faculty member and one internal faculty members during end of the semester examinations.

## **PAPER SWHP 601: Field Work Practicum (III Semester )**

### **FIELD WORK/CONCURRENT PRACTICE LEARNING GUIDELINES FOR HRM & HRD**

Field Work Placement/Concurrent Practice Learning-enables the trainee to integrate learning and generate learning by participating in the intervention process for 225 hrs, in a specific agency. There shall be a professionally qualified worker in the setting willing to plan orientation and provide consultation, when needed.

Concurrent practice learning of two-days a week-on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning practice for two days or its equivalent, each week of the semester. The learners may be placed in agencies like industry/hospital/NGO 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 has been designed to help the learner to move on the mastering strategies, skills and techniques to practice industrial Social Work.

#### **SPECIFIC OBJECTIVES FOR FIELD WORK/CONCURRENT PRACTICE LEARNING IN INDUSTRIES**

- To prepare Social Work Trainees for management and administrative positions in various industrial, businesses, governmental/non-governmental organizations and service sector organizations.
- To provide an in-depth knowledge about the relationship between employer, employee and the state, to bring out the importance of cordial employee relations for organizational productivity and gain an understanding of the mechanism of inter-personal relations, collective bargaining and productivity improvement functions in the organization through involvement of all groups.
- To provide practical exposure and knowledge in behavioural science to develop skills not only to understand and analyze problems but also to develop a problem-solving approach to issues.
- To develop managerial skills in different functional areas of management with practical focus on HRM.
- To develop the competence to evolve the problem-solving approaches by applying conceptual and behavioural skills.

- To develop interpersonal skills/competence and leadership qualities to work in a group with team building approach.
- To develop sound practical base in various concepts and practices to enable the trainee to develop a broad perspective of the management field.
- To distinguish the strategic approach to Human Resources from the traditional functional approach
- To understand the relationship of HR strategy with overall corporate strategy.
- To strengthen the competency base of individuals, teams and organization and also familiar with the organizational culture.
- Understand and further the organization culture.
- To appreciate the importance of bottom-line focus to the Human Resource function and trend toward HR accountability.
- To understand the various approaches to and techniques of measuring HR issues.
- 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.
- To develop the skills of interpersonal relationship as per organizational requirement.
- To understand the trends and dynamics between the partners in the organization.
- To enhance the knowledge on organizational performance, role and responsibility.
- To develop the knowledge on various statutory/legal aspects influencing the organizations.
- To stimulate thinking on rationale behind the Laws and their enforcement.
- To impart knowledge about individual, group and organizational dynamics and their consequences
- To make clear the concepts and approaches that help in developing models or systems that support human ingenuity.
- To acquaint the trainee with the knowledge of theories and practices that governs human behaviour at work.
- To help the trainee understand the value and worth of human resources in an organization.
- To enable the trainee to become aware of their communication skills and sensitize them to their potential to become successful managers.
- To gain self-confidence and healthy self-respect while retaining respect for other's rights.
- To understand the application of Transactional Analysis in several areas of employee management.
- Practical exposure on the activities of Human Resource Management & Human Resource Development.

- To understand the laws pertaining to service conditions of labour in certain
- establishments
- To provide knowledge with regard to wage legislations
- To understand the Employment / Social Security and other important legislations
- To provide skills in interpreting labour laws.

**5. Orientation Visits/Observational Visits:** provide Social Work students an exposure to and understanding of the nature of service of Industries. The students shall record their experiences and leanings of Orientation Visits, wherein they are expected to produce the report of same at the time of viva-voce examination conducted at the end of the semester.

**6. Concurrent Field Work:** Field Work Placement/Concurrent Practice Learning-enables the trainee to integrate learning and generate learning by participating in the intervention process for 225 hrs, in a specific agency. There shall be a professionally qualified worker in the setting willing to plan orientation and provide consultation, when needed.

Concurrent practice learning of two-days a week- on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning practice for two days or its equivalent, each week of the semester. The learners may be placed in agencies like industry/hospital/NGO to understand the role of Human Resource functions in an organisation. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process has been designed to help the learner to move on the mastering strategies, skills and techniques to practice in industrial Social Work.

**7. Field Work Practicum throws light on**

- **Core concepts of HRM & HRD**
  - ✓ Function of Human Resource Management,
  - ✓ Role of HR
  - ✓ Human Resource Planning
  - ✓ HR Forecasting Techniques
  - ✓ Recruitment and Selection
  - ✓ Training and Management Development
  - ✓ Compensation Management/Wage & Salary administration
  - ✓ Promotions



- ✓ Transfers
- ✓ Demotion
- ✓ Separation
- ✓ Retirement
- ✓ Superannuation
- ✓ Resignations
- ✓ Exit Interviews
- ✓ Rewards and Incentives
- ✓ HRD systems
- ✓ Employee Career Planning and Growth
- ✓ Performance Management
- ✓ TQM
- ✓ 5 S
- ✓ Kaizen
- ✓ Six Sigma
- ✓ Competency Mapping
- ✓ Business Process Outsourcing
- ✓ Talent Management
- ✓ Employee Engagement Programme
- ✓ OSHAS
- ✓ POSCH
- ✓ Transactional Analysis

- **Exposure on Labour Codes**

- ✓ Code on Wages, 2019
- ✓ Occupational Safety, Health and Working Conditions Code, 2020
- ✓ Industrial Relations Code, 2019
- ✓ Code on Social Security, 2020

**6) Evaluation:** The faculty supervisors through periodic, Individual conferences and Group conferences" shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

- Individual field work Conference: One per week
- Group Field work Conference : One per week

- Agency visit: Simultaneously 2 visits per Sem by faculty supervisor, compulsory visit during extension programmes.
- Self Evaluation format: (Evaluation of field work Practicum through prescribed format which consist of overall evaluation through specific criteria's related to field work) Each student has to submit self evaluation format during VIVA VOC dually evaluated and signed by faculty supervisor and HOD.

#### **7) Recording and reporting:**

- Each student has to report the weekly activities to agency supervisor and faculty supervisor.
- Field work dairy has to be documented for each field visits by students and should be dually supervised and signed by faculty supervisor and agency supervisor.
- Daily process report has to be documented and same has to be submitted weekly to faculty supervisor for evaluation.

**8) Viva Voc:** During end of the semester performance of the students in all above mentioned areas will be assessed by internal and External Examiners. Self Evaluation report, attendance in the field work, Individual and group conferences, understanding, Knowledge, documentation, presentation and communication, one's own growth assessment of personality will be considered in awarding marks for students.

- Internal: Internal VIVA VOC will be conducted by internal faculty members during end of the semester.
- External Viva Voc (External) will be conducted by one External faculty member and one internal faculty members during end of the semester examinations.

## **PAPER SWHP 601: Field Work Practicum (III Semester )**

### **Field Work Syllabus for Medical and Psychiatric Social Work**

#### **1. Introduction**

Medical and psychiatric social workers (MPSWs) play an imperative role in the multidisciplinary team. MPSWs are unique and clinically contribute to the patient and family care by interviewing people, psychosocial need assessment, field investigation, providing psychosocial interventions, resource mobilization and increase the follow-up rates of patients, and ensure coping skills in caregivers from the holistic care point of view. They help the treating team in identifying the underlying socioeconomic-cultural beliefs to arrive at the accurate diagnosis.

#### **Medical Social Work-Objectives.**

- To prepare the students with the required assessment skills to understand the psychosocial problems of the patient and family with respect to the result of the illness
- To enable the students to develop appropriate intervention skills necessary for working with the client system.
- To equip the students to practice the methods of Social Work, particularly, Social Case work and Social Group Work in Hospital setting
- To qualify the students to function as a member of the Multidisciplinary team with respect to the Medical, Physical and Psychological Treatments
- To allow the students to develop a Rehabilitation Plan with respect to long-term illness & Disability.

#### **Psychiatric Social Work-Objectives**

- To equip the students with the necessary skills for Psychosocial assessment and clinical Diagnosis of the patient
- To study the system of Mental Health Application
- To apply social work methods, in particular -Social Case Work and Social Group Work-thereby involving the family in the treatment and to prepare them to accept the patient and enable the patient to utilize his maximum functional level
- To enable the students to develop various skills in practicing the psycho social treatment methods

- To enable the students to function as a member of the multidisciplinary team
- To equip the students to develop and implement a programme of Community Mental Health Services at Primary, Secondary and Tertiary levels.

### **Skills to be acquired**

Skills in case history taking, diagnosis skills, psycho-social assessment, in planning interventions, rehabilitation, resource mobilization, organizing, therapy, networking and other relevant skills to the profession. Psycho-social Assessment skills, Skills in Case Recording, skills in planning an intervention, rehabilitation skills, knowledge acquisition skill, resource mobilization, collaborative skills, analytical skills, organizational skills, therapeutic skills, networking, etc...

### **Tasks to be carried out**

| <b>SL NO</b> | <b>Tasks</b>   |
|--------------|--|
| 1            | Knowing about the hospital-Its administration structure, vision and mission, various departments   |
| 2            | Visiting particular department every day, learning its functioning, understanding the role of Medical/Psychiatric social worker, interacting with some patients to know the Medico/Psycho social consequence of the illness. |
| 3            | Attending theory class conducted by various professionals in hospital settings.  |
| 4            | Involve in the preparation of Medico/Psycho-social assessment of the patient in relation to the consequence of the illness.  |
| 5            | Working with family and community to implement intervention strategies.  |
| 6            | Undertake <b>5</b> Case Studies in the semester which includes identification, assessment, intervention, and follow-up.  |
| 7            | Identify & undertake group based therapeutic sessions ( <b>10 sessions per semester</b> )  |
| 8            | Plan and execute a minimum of one rehabilitation work with a client.   |
| 9            | Organize a need based & setting based community health/Mental Health programme   |
| 10           | Involve in 6 Psycho education/Health education program per semester.   |
| 11           | Function as a member of the multidisciplinary team   |

|    |   |
|----|---|
|    |   |
| 12 | Visiting to any two educational settings/women self-help -groups and giving awareness on Medical /Mental health programs. |
| 13 | Conducting the psychoeducation classes for patients and family members- 10 psycho education class per semester            |
| 14 | Familiarize with Medical/Psychiatric case history taking  |
| 15 | Knowing the importance of psychosocial assessment/ Medical diagnosis  |

### Psychiatric Case History Taking Format

(A) Face sheet

Client No:

Name of the client: Age: Sex:

Address:

Educational qualification:

Marital Status:

Occupation & income:

Socio Economic Background

Family constellation:

| SL NO | Name | Relationship to client | Age | Sex | Education | Occupation | Income | Remarks |
|-------|------|------------------------|-----|-----|-----------|------------|--------|---------|
|       |      |                        |     |     |           |            |        |         |

Reason for intervention:

Date of Identification:

Date of Intake:

Date of Termination:

Total No. of sessions:

Name of the social Work Trainee:

Name of the Agency:

Name of the supervisors: Agency: Faculty

(B) Genogram of the client's family

(C) Process

Informants

Presenting Chief Complaints

History of Present Illness

Past Psychiatric and Medical History

Treatment History

Family History

Personal History-Consider the subheadings

Physical Examination

Mental Status Examination (MSE)-Consider the subheadings

Investigations

Formulation

Special Interviews

(Source: Text book of psychiatry Neeraj Ahuja)

### **Social Group Work Format-**

(A) Group Profile

Name of the group

Type of group: (specify the target population)

(a) Treatment group (b) Task group

(b) Nature of group: (permanent/ floating, homogenous/ heterogeneous)

(c) Total no. of members in the group:

(d) Name list of the participants

(e) Demographic details of the group (percentage wise distribution)

(a) Age

(b) Education

(c) Occupation

(d) Income

(e) Marital status

(B) Objectives of the group

Long term /short term goals Group

Norms/ rules & regulations formulated

Plan of Action for the Group Work sessions to be organized in this semester

| Title | Group | Contents | Methodology | Resources used | Date | Expected outcomes |
|-------|-------|----------|-------------|----------------|------|-------------------|
|       |       |          |             |                |      |                   |

**Process recording of the Group Work Sessions:**

Title of the group work session:

- Objectives:
- Members present for the session:
- Members absent for the session:
- Contents of the session: (record in detail)
- Methodology used:
- Resource persons involved/ agencies co-ordinated

(D)Group Work Process

(i)Group Dynamics

1. Level of communication and interaction in the group
2. Level of attraction and cohesion in the group
3. Group culture during the session
4. Adherence to the expected norms
5. Emotional reactions to the session
6. Relationship with the group worker
7. Leadership pattern followed
8. Level of participation of the members

**(ii) Sociogram / Sociometry** (diagrammatic representation of the communication and interaction pattern that existed in the group)

**(iii)Professional Assessment**

Barriers encountered during the session

- Overall Assessment

- Principles of Group Work applied
- Skills developed
- Evaluation & Personal Reflections

## **VII. Community Organization**

1. The identified need / problem
2. Reason for prioritizing the need/problem
3. Description of the nature and implications of the need /problem
4. Support systems in the community
5. Alternatives to address the need / problem
6. Reason for selection of the appropriate approach
7. Action-Plan (describe the need, objective, plan of action, methodology involved, financial aspects, collaborating bodies and the proposed outcome)
8. Implementation of the action plan (record in detail the actual implementation)
9. Evaluation & feedback
10. Personal Reflections

## **Psychiatric Case History Taking Format:**

### **Identification and Family Information**

- Identification data of the index case
- Name
- Age
- Sex
- Marital status
- Religion
- Address

### **Family details**

- Type of family: Nuclear/joint/three generation
- Composition of the family
  - > Total number of family members
  - > Decide who is the 'Head of the family' (HOF)
- Description of the family members indicating the allotted case's position as per the following table:



| S. no. | Name | Relation to HOF | Date of birth | Age | Sex | Educational status | Occupation | Income |
|--------|------|-----------------|---------------|-----|-----|--------------------|------------|--------|
|        |      |                 |               |     |     |                    |            |        |
|        |      |                 |               |     |     |                    |            |        |
|        |      |                 |               |     |     |                    |            |        |
|        |      |                 |               |     |     |                    |            |        |
|        |      |                 |               |     |     |                    |            |        |

- Socioeconomic data of the family

Per capita income per month (of the family):Rs \_\_\_\_\_, above/below poverty line

Socioeconomic status (SES) of the family: \_\_\_\_\_ class (\_\_\_\_\_  
scale)

### **MEDICAL HISTORY AND EXAMINATION** of the index case

#### History

- Presenting complaints
- History of present illness till date, including treatment taken
- Past history
- Family history
- Dietary history
- Menstrual history (where relevant)
- Obstetric history (where relevant)
- Developmental history (where relevant)
- Immunization history
- Personal history

#### Examination

- General physical examination—Anthropometry, pulse, RR, BP, etc.
- Systemic examination
- Medical provisional diagnosis
- Attitude of the patient toward his/her illness

## **CLINICO-SOCIAL DIAGNOSIS**

1) Medical diagnosis: This is the diagnosis of the medical condition in the index case, e.g., Type 2 diabetes mellitus.

2) Social diagnosis: This is an enumeration of adverse social factors in the family. These may have, directly or indirectly, influenced the precipitation of the disease or its appropriate management and rehabilitation. For example, low socioeconomic level, illiteracy, no regular follow-ups, alcoholism, having to bring up four children and not using any contraception. Enumerate the inadequacies found in the family health study, e.g., overcrowding, illiteracy in any family member, children not fully immunized, not studying in age appropriate class, school dropout, poor ventilation, and not using iodized salt.

3) Strengths: This involves an analysis of the support system for the case. For example, a nearby health facility holding weekly diabetes clinic and patient's positive attitude toward following medical advice.

### **VIII. Self-Evaluation**

**Evaluation:** The faculty supervisors through periodic, Individual conferences and Group conferences" shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

- Individual field work Conference: One per week
- Group Field work Conference : One per week
- Agency visit: Simultaneously 2 visits per Sem by faculty supervisor, compulsory visit during extension programmes.
- Self Evaluation format: (Evaluation of field work Practicum through prescribed format which consist of overall evaluation through specific criteria's related to field work) Each student has to submit self evaluation format during VIVA VOC dually evaluated and signed by faculty supervisor and HOD.

### **Recording and reporting:**

- Each student has to report the weekly activities to agency supervisor and faculty supervisor.
- Field work dairy has to be documented for each field visits by students and should be dually supervised and signed by faculty supervisor and agency supervisor.

- Daily process report has to be documented and same has to be submitted weekly to faculty supervisor for evaluation.

**Viva Voc:** During end of the semester performance of the students in all above mentioned areas will be assessed by internal and External Examiners. Self Evaluation report, attendance in the field work, Individual and group conferences, understanding, Knowledge, documentation, presentation and communication, one's own growth assessment of personality will be considered in awarding marks for students.

- Internal: Internal VIVA VOC will be conducted by internal faculty members during end of the semester.
- External Viva Voc (External) will be conducted by one External faculty member and one internal faculty members during end of the semester examinations.

## **PAPER SWHP 651 : Field Work Practicum (IV Semester )**

### **Field Work Syllabus for Medical and Psychiatric Social Work**

#### **1. Introduction**

Medical and psychiatric social workers (MPSWs) play an imperative role in the multidisciplinary team. MPSWs are unique and clinically contribute to the patient and family care by interviewing people, psychosocial need assessment, field investigation, providing psychosocial interventions, resource mobilization and increase the follow-up rates of patients, and ensure coping skills in caregivers from the holistic care point of view. They help the treating team in identifying the underlying socioeconomic-cultural beliefs to arrive at the accurate diagnosis.

#### **Medical Social Work-Objectives.**

- To prepare the students with the required assessment skills to understand the psychosocial problems of the patient and family with respect to the result of the illness
- To enable the students to develop appropriate intervention skills necessary for working with the client system.
- To equip the students to practice the methods of Social Work, particularly, Social Case work and Social Group Work in Hospital setting
- To qualify the students to function as a member of the Multidisciplinary team with respect to the Medical, Physical and Psychological Treatments
- To allow the students to develop a Rehabilitation Plan with respect to long-term illness & Disability.

#### **Psychiatric Social Work-Objectives**

- To equip the students with the necessary skills for Psychosocial assessment and clinical Diagnosis of the patient
- To study the system of Mental Health Application
- To apply social work methods, in particular -Social Case Work and Social Group Work-thereby involving the family in the treatment and to prepare them to accept the patient and enable the patient to utilize his maximum functional level
- To enable the students to develop various skills in practicing the psycho social treatment methods

- To enable the students to function as a member of the multidisciplinary team
- To equip the students to develop and implement a programme of Community Mental Health Services at Primary, Secondary and Tertiary levels.

### Tasks to be carried out

| SL NO | Tasks  |
|-------|--|
| 1     | Knowing about the hospital-Its administration structure, vision and mission, various departments   |
| 2     | Visiting particular department every day, learning its functioning, understanding the role of Medical/Psychiatric social worker, interacting with some patients to know the Medico/Psycho social consequence of the illness. |
| 3     | Attending theory class conducted by various professionals in hospital settings.  |
| 4     | Involve in the preparation of Medico/Psycho-social assessment of the patient in relation to the consequence of the illness.  |
| 5     | Working with family and community to implement intervention strategies.  |
| 6     | Undertake 5 Case Studies in the semester which includes identification, assessment, intervention, and follow-up.   |
| 7     | Identify & undertake group based therapeutic sessions ( <b>10 sessions per semester</b> )  |
| 8     | Plan and execute a minimum of one rehabilitation work with a client.   |
| 9     | Organize a need based & setting based community health/Mental Health programme   |
| 10    | Involve in 6 Psycho education/Health education program per semester.   |
| 11    | Function as a member of the multidisciplinary team   |
| 12    | Visiting to any two educational settings/women self-help -groups and giving awareness on Medical /Mental health programs.  |
| 13    | Conducting the psychoeducation classes for patients and family members- 10 psycho education class per semester   |
| 14    | Familiarize with Medical/Psychiatric case history taking   |
| 15    | Knowing the importance of psychosocial assessment/ Medical diagnosis   |

**Skills to be acquired.**Psycho-social Assessment skills, Skills in Case Recording, skills in planning an intervention, rehabilitation skills, knowledge acquisition skill, resource mobilization, collaborative skills, analytical skills, organizational skills, therapeutic skills, networking, etc...Skills in case history taking, diagnosis skills, psycho-social assessment, in planning interventions, rehabilitation, resource mobilization, organizing, therapy, networking and other relevant skills to the profession

### **Psychiatric Case History Taking Format**

(C) Face sheet

Client No:

Name of the client: Age: Sex:

Address:

Educational qualification:

Marital Status:

Occupation & income:

Socio Economic Background

#### **Family constellation:**

| SL<br>NO | Name | Relationship<br>to client | Age | Sex | Education | Occupatio<br>n | Income | Remarks |
|----------|------|---------------------------|-----|-----|-----------|----------------|--------|---------|
|          |      |                           |     |     |           |                |        |         |

Reason for intervention:

Date of Identification:

Date of Intake:

Date of Termination:

Total No. of sessions:

Name of the social Work Trainee:

Name of the Agency:

Name of the supervisors: Agency: Faculty

(B) Genogram of the client's family

(C) Process

Informants

Presenting Chief Complaints

History of Present Illness

Past Psychiatric and Medical History

Treatment History

Family History

Personal History-Consider the subheadings

Physical Examination

Mental Status Examination (MSE)-Consider the subheadings

Investigations

Formulation

Special Interviews

**Social Group Work Format-**

(A) Group Profile

Name of the group

Type of group: (specify the target population)

(f) Treatment group (b) Task group

(g) Nature of group: (permanent/ floating, homogenous/ heterogeneous)

(h) Total no. of members in the group:

(i) Name list of the participants

(j) Demographic details of the group (percentage wise distribution)

(a) Age

(b) Education

(c) Occupation

(d) Income

(e) Marital status

(D) Objectives of the group

Long term /short term goals Group

norms/ rules & regulations formulatedPlan of Action for the Group Work sessions to be organized in this semester

| Title | Group | Contents | Methodolog<br>y | Resources<br>used | Date | Expected<br>outcomes |
|-------|-------|----------|-----------------|-------------------|------|----------------------|
|       |       |          |                 |                   |      |                      |

### (E) Process recording of the Group Work Sessions:

Title of the group work session:

- Objectives:
- Members present for the session:
- Members absent for the session:
- Contents of the session: (record in detail)
- Methodology used:
- Resource persons involved/ agencies co-ordinated

### (D)Group Work Process

#### (i)Group Dynamics

1. Level of communication and interaction in the group
2. Level of attraction and cohesion in the group
3. Group culture during the session
4. Adherence to the expected norms
5. Emotional reactions to the session
6. Relationship with the group worker
7. Leadership pattern followed
8. Level of participation of the members

**(ii) Sociogram / Sociometry** (diagrammatic representation of the communication and interaction pattern that existed in the group)



### **(iii)Professional Assessment**

Barriers encountered during the session

- Overall Assessment
- Principles of Group Work applied
- Skills developed
- Evaluation & Personal Reflections

**(Source-Field Work Manual-Loyola College Chennai)**

### **VII. Community Organization**

1. The identified need / problem
2. Reason for prioritizing the need/problem
3. Description of the nature and implications of the need /problem
4. Support systems in the community
5. Alternatives to address the need / problem
6. Reason for selection of the appropriate approach
7. Action-Plan (describe the need, objective, plan of action, methodology involved, financial aspects, collaborating bodies and the proposed outcome)
8. Implementation of the action plan (record in detail the actual implementation)
9. Evaluation & feedback
10. Personal Reflections

### **Psychiatric Case History Taking Format:**

#### **Identification and Family Information**

- Identification data of the index case
- Name
- Age
- Sex
- Marital status
- Religion
- Address

Family details

- Type of family: Nuclear/joint/three generation

- Composition of the family

> Total number of family members

> Decide who is the 'Head of the family' (HOF)

- Description of the family members indicating the allotted case's position as per the following table:

| S. no. | Name | Relation to HOF | Date of birth | Age | Sex | Educational status | Occupation | Income |
|--------|------|-----------------|---------------|-----|-----|--------------------|------------|--------|
|        |      |                 |               |     |     |                    |            |        |
|        |      |                 |               |     |     |                    |            |        |
|        |      |                 |               |     |     |                    |            |        |
|        |      |                 |               |     |     |                    |            |        |
|        |      |                 |               |     |     |                    |            |        |

- Socioeconomic data of the family

Per capita income per month (of the family):Rs\_\_\_\_\_, above/below poverty line

Socioeconomic status (SES) of the family: \_\_\_\_\_ class (\_\_\_\_\_  
scale)

## **MEDICAL HISTORY AND EXAMINATION** of the index case

### History

- Presenting complaints
- History of present illness till date, including treatment taken
- Past history
- Family history
- Dietary history
- Menstrual history (where relevant)
- Obstetric history (where relevant)
- Developmental history (where relevant)
- Immunization history
- Personal history

### Examination

- General physical examination—Anthropometry, pulse, RR, BP, etc.
- Systemic examination

- Medical provisional diagnosis
- Attitude of the patient toward his/her illness

## CLINICO-SOCIAL DIAGNOSIS

1) Medical diagnosis: This is the diagnosis of the medical condition in the index case, e.g., Type 2 diabetes mellitus.

2) Social diagnosis: This is an enumeration of adverse social factors in the family. These may have, directly or indirectly, influenced the precipitation of the disease or its appropriate management and rehabilitation. For example, low socioeconomic level, illiteracy, no regular follow-ups, alcoholism, having to bring up four children and not using any contraception. Enumerate the inadequacies found in the family health study, e.g., overcrowding, illiteracy in any family member, children not fully immunized, not studying in age appropriate class, school dropout, poor ventilation, and not using iodized salt.

3) Strengths: This involves an analysis of the support system for the case. For example, a nearby health facility holding weekly diabetes clinic and patient's positive attitude toward following medical advice.

## VIII. Self-Evaluation

**Evaluation:** The faculty supervisors through periodic, Individual conferences and Group conferences" shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

- Individual field work Conference: One per week
- Group Field work Conference : One per week
- Agency visit: Simultaneously 2 visits per Sem by faculty supervisor, compulsory visit during extension programmes.
- Self Evaluation format: (Evaluation of field work Practicum through prescribed format which consist of overall evaluation through specific criteria's related to field work) Each student has to submit self evaluation format during VIVA VOC dually evaluated and signed by faculty supervisor and HOD.

**Recording and reporting:**

- Each student has to report the weekly activities to agency supervisor and faculty supervisor.
- Field work dairy has to be documented for each field visits by students and should be dually supervised and signed by faculty supervisor and agency supervisor.
- Daily process report has to be documented and same has to be submitted weekly to faculty supervisor for evaluation.

**Viva Voc:** During end of the semester performance of the students in all above mentioned areas will be assessed by internal and External Examiners. Self Evaluation report, attendance in the field work, Individual and group conferences, understanding, Knowledge, documentation, presentation and communication, one's own growth assessment of personality will be considered in awarding marks for students.

- Internal: Internal VIVA VOC will be conducted by internal faculty members during end of the semester.
- External Viva Voc (External) will be conducted by one External faculty member and one internal faculty members during end of the semester examinations.

## **PAPER SWHP 651: Field Work Practicum ( IV Semester )**

### **Community Development Specialization**

#### **Objectives:**

- To expose the students to social realities and problem situations.
- To develop in - depth understanding among the students about the placement setting in particular and community development settings
- To foster and develop among the students professional attitude, qualities and ethics required for a Professional Social Worker in community development setting.

**8. Orientation Programme:** Compulsory orientation Visits will be done along with faculties to various community development settings and agencies. The students shall record their experiences and leanings of Orientation Visits, which they are expected to produce at the time of viva-voce examination conducted at the end of the semester.same has to be documented.

#### **9. OBSERVATIONAL VISITS:**

- To expose to different fields of community development settings like NGO's, Social welfare agencies, Govt departments and educational and training institutes of Social Work to know the practice of Social Work methods.
- To observe the role of Professional Social Worker in that particular setting.  
To observe the physical conditions of agencies
- To know the administrative structure of the organizations

**3. Concurrent field work:** Students will be placed in an NGO's, Social welfare agencies, Govt departments and educational and training institutes, through which they continue their Concurrent Field Work in the community which was taken for field work.

#### **CONTENTS of Concurrent field work:**

9. Studying the organization, history, objectives, programmes, administrative structure and funding procedure.
10. Studying the community setting in detail and developing an in-depth understanding of the field.
11. Funding Agencies
12. Mapping tools
13. Programme Planning

14. Resource Mobilisation

15. Conducting meetings

16. Reporting their study in the form of a special report.

4. Conducting Skill based extension activities/programmes/Trainings/awareness talks/Demonstrations/ Jathas/ any other

5. Attending National/International/state level conferences/workshops/Trainings any other.

6) Conducting community based Research activities. Need Based.

**7) Evaluation:** The faculty supervisors through periodic, individual conferences and Group conferences" shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

- Individual field work Conference: One per week
- Group Field work Conference : One per week
- Agency visit: Simultaneously 2 visits per Sem by faculty supervisor, compulsory visit during extension programmes.
- Self Evaluation format: (Evaluation of field work Practicum through prescribed format which consist of overall evaluation through specific criteria's related to field work) Each student has to submit self evaluation format during VIVA VOC dually evaluated and signed by faculty supervisor and HOD.

**8) Recording and reporting:**

- Each student has to report the weekly activities to agency supervisor and faculty supervisor.
- Field work dairy has to be documented for each field visits by students and should be dually supervised and signed by faculty supervisor and agency supervisor.
- Daily process report has to be documented and same has to be submitted weekly to faculty supervisor for evaluation.

**9) Viva Voc:** During end of the semester performance of the students in all above mentioned areas will be assessed by internal and External Examiners. Self Evaluation report, attendance in the field work, Individual and group conferences, understanding, Knowledge,

documentation, presentation and communication, one's own growth assessment of personality will be considered in awarding marks for students.

- Internal: Internal VIVA VOC will be conducted by internal faculty members during end of the semester.
- External Viva Voc (External) will be conducted by one External faculty member and one internal faculty members during end of the semester examinations.

## **PAPER SWHP 651: Field Work Practicum (IV Semester )**

### **FIELD WORK/CONCURRENT PRACTICE LEARNING GUIDELINES FOR HRM & HRD**

Field Work Placement/Concurrent Practice Learning-enables the trainee to integrate learning and generate learning by participating in the intervention process for 225 hrs, in a specific agency. There shall be a professionally qualified worker in the setting willing to plan orientation and provide consultation, when needed.

Concurrent practice learning of two-days a week-on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning practice for two days or its equivalent, each week of the semester. The learners may be placed in agencies like industry/hospital/NGO 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 has been designed to help the learner to move on the mastering strategies, skills and techniques to practice industrial Social Work.

#### **SPECIFIC OBJECTIVES FOR FIELD WORK/CONCURRENT PRACTICE LEARNING IN INDUSTRIES**

- To prepare Social Work Trainees for management and administrative positions in various industrial, businesses, governmental/non-governmental organizations and service sector organizations.
- To provide an in-depth knowledge about the relationship between employer, employee and the state, to bring out the importance of cordial employee relations for organizational productivity and gain an understanding of the mechanism of inter-personal relations, collective bargaining and productivity improvement functions in the organization through involvement of all groups.
- To provide practical exposure and knowledge in behavioural science to develop skills not only to understand and analyze problems but also to develop a problem-solving approach to issues.
- To develop managerial skills in different functional areas of management with practical focus on HRM.
- To develop the competence to evolve the problem-solving approaches by applying conceptual and behavioural skills.



- To develop interpersonal skills/competence and leadership qualities to work in a group with team building approach.
- To develop sound practical base in various concepts and practices to enable the trainee to develop a broad perspective of the management field.
- To distinguish the strategic approach to Human Resources from the traditional functional approach
- To understand the relationship of HR strategy with overall corporate strategy.
- To strengthen the competency base of individuals, teams and organization and also familiar with the organizational culture.
- Understand and further the organization culture.
- To appreciate the importance of bottom-line focus to the Human Resource function and trend toward HR accountability.
- To understand the various approaches to and techniques of measuring HR issues.
- 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.
- To develop the skills of interpersonal relationship as per organizational requirement.
- To understand the trends and dynamics between the partners in the organization.
- To enhance the knowledge on organizational performance, role and responsibility.
- To develop the knowledge on various statutory/legal aspects influencing the organizations.
- To stimulate thinking on rationale behind the Laws and their enforcement.
- To impart knowledge about individual, group and organizational dynamics and their consequences
- To make clear the concepts and approaches that help in developing models or systems that support human ingenuity.
- To acquaint the trainee with the knowledge of theories and practices that governs human behaviour at work.
- To help the trainee understand the value and worth of human resources in an organization.
- To enable the trainee to become aware of their communication skills and sensitize them to their potential to become successful managers.
- To gain self-confidence and healthy self-respect while retaining respect for other's rights.
- To understand the application of Transactional Analysis in several areas of employee management.
- Practical exposure on the activities of Human Resource Management & Human Resource Development.

- To understand the laws pertaining to service conditions of labour in certain
- establishments
- To provide knowledge with regard to wage legislations
- To understand the Employment / Social Security and other important legislations
- To provide skills in interpreting labour laws.

**Orientation Visits/Observational Visits:** provide Social Work students an exposure to and understanding of the nature of service of Industries. The students shall record their experiences and leanings of Orientation Visits, wherein they are expected to produce the report of same at the time of viva-voce examination conducted at the end of the semester.

**Concurrent Field Work:** Field Work Placement/Concurrent Practice Learning-enables the trainee to integrate learning and generate learning by participating in the intervention process for 225 hrs, in a specific agency. There shall be a professionally qualified worker in the setting willing to plan orientation and provide consultation, when needed.

Concurrent practice learning of two-days a week- on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning practice for two days or its equivalent, each week of the semester. The learners may be placed in agencies like industry/hospital/NGO to understand the role of Human Resource functions in an organisation. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process has been designed to help the learner to move on the mastering strategies, skills and techniques to practice in industrial Social Work.

### **Field Work Practicum throws light on**

- **Core concepts of HRM & HRD**
  - ✓ Function of Human Resource Management,
  - ✓ Role of HR
  - ✓ Human Resource Planning
  - ✓ HR Forecasting Techniques
  - ✓ Recruitment and Selection
  - ✓ Training and Management Development
  - ✓ Compensation Management/Wage & Salary administration
  - ✓ Promotions
  - ✓ Transfers

- ✓ Demotion
- ✓ Separation
- ✓ Retirement
- ✓ Superannuation
- ✓ Resignations
- ✓ Exit Interviews
- ✓ Rewards and Incentives
- ✓ HRD systems
- ✓ Employee Career Planning and Growth
- ✓ Performance Management
- ✓ TQM
- ✓ 5 S
- ✓ Kaizen
- ✓ Six Sigma
- ✓ Competency Mapping
- ✓ Business Process Outsourcing
- ✓ Talent Management
- ✓ Employee Engagement Programme
- ✓ OSHAS
- ✓ POSCH
- ✓ Transactional Analysis

**Evaluation:** The faculty supervisors through periodic, Individual conferences and Group conferences“ shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

- Individual field work Conference: One per week
- Group Field work Conference : One per week
- Agency visit: Simultaneously 2 visits per Sem by faculty supervisor, compulsory visit during extension programmes.
- Self Evaluation format: (Evaluation of field work Practicum through prescribed format which consist of overall evaluation through specific criteria's related to field work) Each student has to submit self evaluation format during VIVA VOC dually evaluated and signed by faculty supervisor and HOD.

**Recording and reporting:**

- Each student has to report the weekly activities to agency supervisor and faculty supervisor.
- Field work dairy has to be documented for each field visits by students and should be dually supervised and signed by faculty supervisor and agency supervisor.
- Daily process report has to be documented and same has to be submitted weekly to faculty supervisor for evaluation.

**Viva Voc:** During end of the semester performance of the students in all above mentioned areas will be assessed by internal and External Examiners. Self Evaluation report, attendance in the field work, Individual and group conferences, understanding, Knowledge, documentation, presentation and communication, one's own growth assessment of personality will be considered in awarding marks for students.

- Internal: Internal VIVA VOC will be conducted by internal faculty members during end of the semester.
- External Viva Voc (External) will be conducted by one External faculty member and one internal faculty members during end of the semester examinations.

| <b>SOCIAL SKILLS AND ETIQUETTES FOR PROFESSIONALS-<br/>CERTIFICATE COURSE</b>  |    |  |
|--|----|--|
| <b>Subject Code:</b>   |    | <b>Internal Marks:</b><br><b>Final Exam- 30:70</b> |
| <b>Number of Teaching Hours<br/>Per week</b>   | 04 | <b>Credits: 4</b>                                  |
| <b>Course Objectives:</b><br>Understanding the importance of professionalism<br>Determine the attitudes and Behaviours appropriate to workplaces   |    |  |
| <b>Programme Outcome</b><br>Adopt attitudes and behaviors consistent with standard workplace expectations<br>Problem-solving activities, role plays and case studies   |    |  |
| <b>Module-1</b>  |    | <b>Teaching Hours</b>                              |
| Professional and Personal Etiquette: Understanding the importance of professionalism, establishing a professional presence through personal style. Telephone etiquette, Dining etiquette, Interview skills, Time Management & Stress Management. Workplace Skills-Effective Communication, Teaming and collaboration, Interpersonal skills, Personal responsibility, Social and Civic responsibility, Interactive communication, Training and Development, Decision making |    | 12   |
| <b>Module-2</b>  |    |  |
| Virtual Literacy-Technological literacy (Drafting of letters and Emails, Email acronyms, Virtual platforms for communication, Challenges in availing technological literacy), Information literacy, Cultural literacy, Global awareness & Research and innovations.  |    | 12   |
| <b>Module-3</b>  |    |  |
| Role of individual in an organization and knowing self.<br><br>Change management, logical thinking, and effective participation and as a team member in an organization. Self awareness in the work place, benefits of knowing self. The value of self awareness. Instructional Strategies: A variety of methods will be used including lectures, guest Speakers, focused group discussions, videos, and webinars, audio & video conference                                |    | 12   |