



**SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE
(AUTONOMOUS)**

UJIRE – 574240

(Re-accredited at 'A' Grade by NAAC with CGPA 3.61 out of 4)

**DEPARTMENT OF PG STUDIES AND RESEARCH IN SOCIAL
WORK**



**SYLLABUS FOR
MASTER OF SOCIAL WORK (MSW)
Under Choice Based Credit System
Effective from the Academic Year 2023-2024**

Department of PG Studies and Research in Social Work

SDM PG Centre Ujire-574240

Approved in Academic council meeting held on 23-03-2024

Dept of PG Studies and Research in Social Work 2024-25



Existing Guidelines/Regulations

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 3rd 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

Sl.No.	Internal Assessment Aspects	Marks
1	Consolidated score of Test 1 & 2	20
2	Assignment	10
	Total	30

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
	Total	30

Note 2: Social Work Practicum

Sl. No.	Field Work Assessment	Marks
1	Field Work practice	20
2	Social Work Camp	10
	Total	30

- ✓ 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
	Total	30

Note 2: Social Work Practicum

Sl.No.	Field Work Assessment	Marks
1	Field Work practice	20
2	Study Tour	10
	Total	30

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
	Total	30



Note 2: Social Work Practicum

Sl.No.	Field Work Assessment	Marks
1	Field Work Practice	30
	Total	30

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	Soft core	SWHP 501	Social Work Practicum I (Orientation Visits & Concurrent Field Work)	30	70	100	4	4
5	Hard core	SWST 501	Dynamics of Developmental Psychology	30	70	100	16	4
Total				150	350	500	32	20



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	Soft core	SWHP 556	Social Work Practicum 16 hours	30	70	100	16	4
	Soft	SWST 551	Management & Communication Skills for Social Workers	30	70	100	4	4
6	core		DISASTER MANAGEMENT	30	70	100	4	4
7	Soft	SWOE 551	Social Policy & Planning	30	70	100	3	3
8	core	SWOE 552	Social Development, Change & Transformation	30	70	100	3	3
9	Soft	SWOE 553	Ecology, Environment & Development	30	70	100	3	3
Total				180	420	600	36	23



III Semester:

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	Soft core	SWOE 601	Management of Non-Government Organizations	30	70	100	3	3
12	Soft core			30	70	100	3	3
13	Soft core	SWOE 602	Gender Equity	30	70	100	3	3
			Total	180	420	600	36	23



IV Semester:

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

)



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



Social Work Profession – Semester-I			
Subject Code:	SWS HT 501	Internal Marks: Final	30:70 100
Number of Teaching Hours Per week	04	Credits	04
Course Objectives: 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			
Programme Outcome: 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			
Module- 1			Teaching Hours



<p>Concepts relevant to Social Work: Society and Social Stratification, Social Reform, Social Services, Social Welfare, Social Policy, Social Security, Social Justice.</p> <p>Social Work: Definition, purpose, objectives, scope and distinguishing characteristics of Social Work.</p> <p>Elizabethan Poor Law-1601, Poor Law Reform: 1834, Charity Organization Society (COS) 1869, Settlement House Movement- 1886</p>	12
Module-2	
<p>Difference between an occupation and a Profession, Attributes of a Profession, Social Work as a Profession, Difference between Voluntary and Professional Social Work,</p> <p>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.</p> <p>Social Work Education: Importance of Social Work Practicum, Training, Supervision, Reporting. Problems and challenges of Social Work Practice</p>	12
Module-3	
<p>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.</p> <p>Role of government and non- government organizations in Social Welfare</p>	12



Module-4	
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 th 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 st 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





Social Work Practice with Individuals- Semester-I				
Subject Code	SWSHT 502	Internal Exam	Marks: Final	30:70
Number of Teaching Hours Per week	04	Credits		04
Course Objectives: Understand casework as a method of social work. Develop the ability to establish & sustain a working relationship with individuals Understand the process of working with Individuals Develop the ability to analyze and assess the components and process of case work				
Programme Outcome: Students' Will be able to understand the foundations of working with individual as a method of social work Students Will demonstrate their comprehension of working with individuals and its scope in current change in the psycho social situations of individuals 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.				
Module- 1			Teaching	
Social work practice with Individuals Case work: Definition, objectives and scope. Philosophical assumptions, history and values of case work. Introduction of casework as a method of social work.			12	
Module-2				
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	
Module-3				
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	



Module-4

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:

Ashton, S. (2000). Cormier, S. and Cormier, B. Interviewing strategies for helpers: Fundamental skills and cognitive behavioral interventions. Canadian Journal of Counseling and Psychotherapy.

Biestic, Felix . P 1957 The Casework relationship London: George, Allen & Unwin Ltd,

Biestek, F. P. (1994). An analysis of the casework relationship, Families in Society, 75(10), 630.

DuBois, B. L., & Miley, K. K. (2005). AN EMPOWERING PROFESSION

Friedlander, W. A. (Ed.). (1976). Concepts and methods of social work. Prentice Hall Professional.

Friedlander, Walter. A 1978 Concepts & methods of social work

Fischer, J. (1978). Effective social work practice: An eclectic approach. New York: McGraw.

Hamilton, G. (1946). Principles of social case recording.

Hamilton, G. (1940). Theory and practice of social case work. New York School of Social Work, Columbia University.

Harlow, E. (2013). The Casework Relationship.

Jordon William 1970 Client work Transactions London: Routledge & Kegan Paul

Mathew, Grace, 1987 Case work in Encyclopaedia of Social Work

Delhi: Ministry of Social Welfare.

Misra, P. D. "Practice of Social Casework." Social Work Intervention with Individuals and Groups 46 (2010).

Panda, K.C Education of exceptional children New Delhi. Vikas Publishing House.



- Perlman, Helan Harris 1957 Social Casework a problem-Solving Process, Chicago: University of Chicago
- Richmond, Mary. E Social Diagnosis Free Press Social Diagnosis
- Sainsbury, Eric 1970 Social Diagnosis in Case Work, London: Routledge & Kgan Paul
- Stewart, Charles J. & William B. Cash Interviewing Principles & Practices, W.M.C Brown Co- Publishers
- Turner, F. J. (1979). Effective Casework Practice: An Eclectic Approach.
- Theory & Practice of Case Work New York: Columbia Univ.Press
- Thangavelu, Pillari Vimala, 1984 Social Work Practice: Case Studies, Bangalore: Asian Trading Corporation
- Timms Noel 1972 Recording in Social work, London: Routledge & Kegan Paul
- Zastrow, Charles 1995 The Practice of Social Work California: Brooks / Cole.
- Zastrow, C. (1995). The practice of social work, Pacific Grove. CA: Brooks/Cole.



Social Work Practice with Groups - Semester I			
Subject Code	SWSHT 503	Internal Marks: Final Exam	30:70
Number of Teaching Hours Per week	04	Credits	04
Course Objectives: Develop the ability to establish & sustain a working relationship with Groups To acquire the skills and techniques of working with Groups To upgrade the skills required for the Group Worker to work in various settings			
Programme Outcome: Understand group work as a method of social work. Understanding human Behaviors in group life. Knowing the Skills in organizing Programme. To learn Designing a training programme.			
Module- 1			Teaching Hours
Social work practice with Individuals 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
Module-2			
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. Use of relationships: Verbal and non/verbal communication			12
Module-3			
Factors of group formation: Selection of members, goal formation, contract for work. Homogeneity factors, Heterogeneity factors, group structure, Group size, Membership. Dynamics of groups: Bond, sub-groups, role, leadership, isolates, scapegoats, and new comer conflicts, Decision Making, Group control, Hostility, Behavior Contagion.			12
Module-4			
Programme Planning: Use of programme media, Skills in organizing a programme, designing a training programme, skills required for programme planning. Importance of recording in group work. Role play, Brainstorming, FGD, camp 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.



Human Growth and Development– Semester I			
Subject Code:	SWSST 501	Internal Marks:	30:70
Number of Teaching Hours Per week	04	Final Exam Credits	04
Course Objectives: Understand the basic concepts of Psychology relevant to Social Work practice Gain an understanding of nature, human needs and behavior, basis of human growth & personality Development To develop sensitivity towards needs, development tasks & health status at various stages of human life span.			
Programme Outcome: Understand Human Needs & Human Behaviour Gain an understanding of nature, basis of human growth & personality DevelopmentDevelop sensitivity towards needs, development tasks & health status.			
Module-1			Teaching Hours
Introduction to Psychology: 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. Skill Component: Life examples and experience sharing			12
Module-2			



<p>Adjustment and Maladjustment: 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.</p> <p>Skill Component: Role Play</p>	12
Module-3	
<p>Personality: Meaning & 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
Module-4	
<p>Life Span Development: 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 rd Edition. Houghton Mifflin Company, Boston.
7. Feldman Robert S 1999 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 , Routledge, London.
10. Hewstone 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 New York Harcourt Brace
13. Hiole Larry. A & Ziegler, Daniel. J 1976 Personality: Theories – Basic Assumptions Research & Applications , McGraw Hill Book Company, New York
14. Hogan, R, Johnson. J & Briggs. S 1997 Handbook of Personality Psychology, Academic Press, San Diego
15. Hurlock E.B 1976 Personality Development , Bombay , Tata McGraw Hill
16. Hurlock , Elizabeth 1989 Child Development, 6 th Edition , International student Edition , McGraw Hill Pub .Co. USA
17. Hurlock , Elizabeth Developmental Psychology-A life-span Approach , 5 th Ed – Tata McGraw Hill Publishing Co.Ltd , New Delhi
18. Jowett G.S & O'Donnell, V 1991 Propaganda & Persuasion (2 nd ed) Sage London
19. Karkar, S. 1979 Indian Childhood, cultural ideals & social Reality , Delhi : Oxford University Press
20. Kali, R.V & Cavanagh J.C .1996 Human Development, Pacific grove: CA: Brooks / Core Publishing Company.



II SEMESTER

COMMUNITY ORGANIZATION AND DEVELOPMENT PRACTICE– Semester- II			
Subject Code	SWSHT 551	Internal Marks: Final Exam	30:70
Number of Teaching Hours per week	04	Credits	04
Course Objectives: Understanding the concepts related to working with Communities and processes involved in it. To make students understand the use and practice of community organization in various fields of Social Work. To provide the knowledge about the role of Social Worker in social change and social development. To familiarize the emerging trends and experiments in community organization			
Programme Outcomee: Students will be able to understand the importance and implications of community organization. Students will be able to analyze the community development needs, issues and respective solutions for a given community. Students will be able to demonstrate their skills and efficiency in community mobilization as a method of social work. Students will be able to describe the need and significance of participation and participatory methods in the community development process.			
Module- 1			Teaching Hours
Community and community organization 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. 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
Module-2			



<p>Community power structure and local self government</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 73rd and 74th 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
Module-3	
<p>Roles, skills, strategies and methods of community organization practitioner</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
Module-4	



<p align="center">Good Governance and Civil Society Organizations</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 & 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



SOCIAL WORK RESEARCH AND STATISTICS – SEMESTERII			
Subject Code:	SWSHT 553	Internal Marks:	30:70
Number of Teaching Hours Per week	04	Final Exam Credits	04
<p>Course Objectives:</p> <p>To familiarize the students with basic concepts of social work research as a method of social work</p> <p>To understand the methodology used in social work method</p> <p>To gain the better understanding of current trends practices of social work research and to acquire the skills of data analysis and research writing</p> <p>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.</p>			
<p>Programme Outcome:</p> <p>Students will become familiarize with the basic concepts of social work research as a method of social work</p> <p>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</p> <p>Become familiar with some of the basic statistical techniques and their application in field of social work research and social work practice.</p>			
Module-1			Teaching Hours
<p>Research: Definition and objectives, Social Work Research: Meaning, objectives, functions and limitations; Scope of Social Work research in India; Agencies sponsoring and conducting Social Work research, ethics in research. Problem identification: Criteria for the selection of research problems; Problem formulation. Concepts, constructs, variables, conceptual and operational definitions. Hypothesis: Meaning, importance and types.</p>			12
Module-2			
<p>Research design-Meaning and Importance-Types of research design-exploratory, descriptive, experimental and diagnostic research design sampling: Sample and Population- Characteristics of sampling; methods and techniques of sampling</p> <p>Data Collection-Methods and Techniques, sources of data (primary and secondary) Tools of data collection: Observation, Interview, and questionnaire</p>			12



Module-3	
Data Processing-Editing, Coding, data classification, tabulation of data, diagrammatic and graphical presentation, Data Analysis and Interpretation Research reporting: contents of research report: foot-note, references, bibliography, preparation of abstract; the art of making book review.	12
Module-4	
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 & Resaerch , 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 Date , New Delhi : sage Publications.
9. Society for Participatory Research in Asia 1995 Participatory Research : An Introduction (Participatory Research Net work series No.3) New Delhi : Pria

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



Management and Communication skills for Social Workers – Semester II			
Subject Code	SWS H452	Internal Marks: Final Exam	30:70
Number of Teaching Hours Per week	04	Credits	04
Course Objectives: <ul style="list-style-type: none"> • To familiarize the students with the basic concepts of Management. • To understand the theories and functions of Management. • To enhance the communication skills of the students. 			
Module-1			Teaching Hours
Management: Concept of Management, Management: Art and Science, Management as a Profession, Management skills , Roles, Qualities of a Manager Evolution of Management thought: Early contributions: Taylor and Scientific Management, Human Relations and Modern Approaches.			12
Module-2			
Functions of Management: Planning: Concept of planning, Significance of planning, Staffing: Concept, Objectives of Staffing Decision Making: Concept of decision making, Types of decision making, Essentials of effective decision making. Controlling: Concept, Importance of controlling, Types of control			12
Module-3			
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. Written Communication - Principles of Effective Written Communication; Preparing Minutes of Meeting, Memo, Office Order, Office Circular, Office Note.			12
Module-4			
Non Verbal Communication: Relevance and effective usage Para language, Chronemics, Haptics, Proxemics, Body language. Business Presentation: Audience Analysis, Preparing effective PowerPoint presentation, Delivering of presentation, Handling questions 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 Miffin 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 C Colwell C.C & Knox J.H 1974 The Complete Term Papaer Reston : Reston Publishing Company 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. Eisenberg , A.M 1978 Understanding Communication in Business & the Professions 12.New York : Macmillan Publishing Co.
13.Elihukatz & Szecsco,1981 Mass Media & Social Change London : Sage Publications



DISASTER MANAGEMENT– Semester II		
Subject Code:	SWS S 508	Internal Marks: Final Exam-30:70
Number of Teaching Hours Per week	04	Credits: 4
Course Objectives: Understand ecosystem Develop skills to analyze factors contributing to disaster. Develop an understanding of the process of disaster- management.		
Programme Outcome Skills to participate in disaster management. Develop an understanding of the Social Worker's role in the interdisciplinary team for disaster management.		
Module-1	Teaching Hours	
Introduction to Disaster - Concept, Definition, Basic disaster aspects, types of disasters – natural, instantaneous, creeping, technological disasters and their interaction, Refugees / Repatriates, Man made –Riots, biological warfare, industrial tragedies, military, insurgency, eviction. Impact of disaster, problems of refugees. Climate Changes and Its impact.	12	
Module-2		
Disaster Intervention - Disaster management cycle, Prevention, mitigation, preparedness, response, recovery and rehabilitation. Stages in Disaster – pre, during and post disaster, Pre disaster prevention, education, Actual Disaster, short term. Long term plan, stress and trauma, search, relief, recovery, restoration.	12	
Module-3		
Mitigation - principles of mitigation Problem areas – mitigation measures, risk management, vulnerability analysis, cost effective analysis, risk reducing measures. Formulation and implementation of mitigation programmes. Disasters – environment (Eco-Systems), Protection of Flora and Fauna and other natural resources	12	
Module-4		
Management Policy / Legislations -Rehabilitation management policy legislation, National / International resources (finding agencies) Resource mobilization. Intervening parties, government organization, voluntary organization, local groups, volunteers, community participation. Role of the Social Worker in Disaster Management. Utilization of resources / training and public awareness, participatory approach to Disaster Management.	12	



Reference

1. Carter, W. N., Disaster Management: A Disaster Management Handbook, Published by Asian Development Bank, 1991
2. Study material: Fourth International Course on CBDM, ADPC, 2000 (Module-2, pp 4,5, 6, 7, 37, 41)
3. Understanding Disasters, Internship Series, Vol. III, CEE, 2007
4. Alexander, D., Globalization of Disaster, Journal of International Affairs, 2006, Vol.59, No. 2.
5. Alexander, D., Natural Disasters, Published by ULC press Ltd, London, 1993 (PP 4,13, 16)
6. Chakrabarty, U. K., Industrial Disaster Management and Emergency Response, Published by Asian Books Pvt. Ltd., 2007 (pp 20)
7. Reading Material: Training Programme on Environment and Disaster Management, NIDM, 2010
8. National Disaster Management Guideline, Preparation of SDMA, NDMA, 2007, pp 14
9. Blaikie, P., Cannon, T., Davis, I. and Wisner, B. (1994) At Risk: Natural Hazards, People's Vulnerability and Disasters, Routledge, London, pp 21-29
10. Mileti, D. S., Human adjustment to the risk of environmental extremes, Sociology and Social Research, 1980, Vol. 54, 327-47.
11. Hewitt, K., The Idea of Calamity in a Technocratic Age, In Interpretations of Calamity, Allens and Unwin, London. 1983.
12. Barrows, H. H., Geography as human ecology, Annals of the Association of American Geographers, 1923, 13, 1-14
13. White, G. F., Human Adjustment to floods: a geographical approach to the flood problems in United States, Chicago: Department of Geography, University of Chicago, 1945.
14. Torry, W. I., Anthropological studies in hazardous environments: past trends and new horizons, Current Anthropology, 1979, 20, 517-40.
15. Dynes, R. R., Organised behaviour in disaster, Lexington, Mass: D. C. Heath (Lexington Books) 1970.
16. Quarantelli, E. L., Disasters: theory and research, Beverly Hills: Sage. 1978.



17. Chen, L.C.A. K. M. Chowdhury, S. L. Hoffman, Anthropometric assessment of energy-protein malnutrition and subsequent risk of mortality among preschool age children, *American Journal of Clinical Nutrition*, 1980, 33, 1836-45.
18. Devis, I., *Shelter after disaster*, Heading ton, Oxford: Oxford Polytechnic Press, 1978.
19. Knott, R., The logistics of bulk relief supplies, *Disasters*, 1987, 11, 113-6
20. Bolt, B. A., Horn, W. L., MacDonald, G. A., Scott R. F., *Geological Hazards: earthquake, tsunami, volcanoes, avalanches, landslide, floods*, Addition, New York: Springer, 1977.
21. Beinin, L, *Medical consequences of natural disasters*, New York: Springer, 1985.
22. El-Sabh, M. I. & Murty, T. S., *Natural and man-made hazards*, Dordrecht: Kluwe



SOCIAL POLICY AND PLANNING-SEMESTER II			
Subject Code	SWSOE 551	Internal Marks:	30:70
Number of Teaching Hours Per week	03	Final Exam	
		Credits	3
Course Objectives: <ul style="list-style-type: none"> ● Students will improve the skill of effective community participation. ● 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. ● To give students an opportunity to develop the skills to meet the challenges of society. ● Acquire knowledge of the systems and process of policy formulation and social planning in India. 			
Programme Outcome: <ul style="list-style-type: none"> ● Develop ability to analyze the systems of policy formulation and planning as well as development plans and programmes. ● Identify linkages between social needs, problems, development issues and policies. ● 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. 			
Module- 1			Teaching Hours
Social Policy Concept of Social Policy – Sectoral Policies and Social Services. Relationship between Social Policy and Social Development. Values underlying Social Policy in India (Constitution –Fundamental Rights, Directive Principles and Human Rights)			12
Module-2			
Policy Formulation Approaches to Social Policy – Unified, Integrated and Sectoral. Different models of Social Policy and their applicability to the Indian situation. The process of Social Policy Formulation, the Contribution of Research, the role of Interest Groups. (Discussion-The problem of conflict of interests in social policy and its solution)			12
Module-3			
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, Differently able, Urban Development Policy and Tribal Development. Concept and scope of Social Planning. Goals and Sectors of Social Planning. Planning Commission of India.CSR NITI Ayog Historical Background, Objectives, Organizational Structure/Set up and Functions/Programs			12



Reference:

1. Dennison. D & Chepman, Valeries: Social Policy and Administration, London: George AllanondUnwin.
2. Dreze, Jean (ed). (2016). Social Policy, Hyderabad: Orient BlackswanPvt. Ltd.
3. Encyclopaedia of Social Work in India- Vol I & III. (1987). Ministry of Welfare.Government ofIndia.
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 KitabMahal.
11. Shanmugavelayutham, K. (1998). Social Legislation and Social Change, Chennai: VazhgaValamudan Publishers.
12. Titmuss, R. (1974). Social policy London: Routledge
13. Pathak, S. H. (2013). Social policy, social welfare and social development. Bangalore: Niruta



SOCIAL DEVELOPMENT, CHANGE AND TRANSFORMATION Semester-II			
Subject Code	SWOE 552	Internal Marks: Final Exam	30:70
Number of Teaching Hours Per week	03	Credits	03
Course Objectives: To understand the concept of social development, change and transformation To equip students to examine social realities from different perspectives To Familiarize With the contemporary discourse on social development			
Programme Outcome: Students will learn different ideologies of social Development Students will explore various JOB SCOPE and Required skills in Development sector Students will learn tools of Development. Students will understand the contemporary social problems and measures to work on it.			
Module- 1			Teaching Hours
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
Module-2			
International Funding for Development: World Bank, International Monetary Fund, and World TradeOrganizations. Social clauses and influencing international policies. Development Issues in India .Third Gender and cross cutting issues.			12
Module-3			
Tools of Development and Change. People's participation, Awareness Building, Development of education, accountability, Human rights. Social Work and Development: Development paradigm in social work; changing trends in social work practice. Application of social work methods in development and transformation 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
- Hemer, Oscar & Tufte, Thomas (2005) Media and Glocal Change. Rethinking Communication for Development. Buenos Aires: CLACSO
6. Jørgensen, Rikke Frank [ed.] (2006) Human Rights in the Global Information Society. Cambridge: MIT Press
7. Klang, Mathias & Murray, Andrew [ed.] (2005), Human Rights in the Digital Age, London: Glasshouse.
8. Lievrouw, Leah (2011) Alternative and Activist New Media. Oxford: Polity Press
- Lovink, Geert & Zehle, Soenke (2005) the Incommunicado Reader. Amsterdam: Institute of Network Cultures 9 pp. 20– 23
9. UN (1948) The Universal Declaration of Human Rights. [Retrieved: 2013-03-03] Available at: <http://www.un.org/en/documents/udhr/index.shtml#a19>
- UN (1966) International Covenant on Civil and Political Rights. [Retrieved: 2013-03-03] Available at:
10. <http://treaties.un.org/doc/Publication/UNTS/Volume%20999/volume-999-I-14668-English.pdf>
11. Webster, Frank (2006) Theories of the Information Society. London: Routledge



ECOLOGY, ENVIRONMENT AND DEVELOPMENT - Semester-II			
Subject Code	SWOE 553	Internal Marks: Final Exam	30: 70
Number of Teaching Hours Per week	03	Credits	03
Course Objectives: Develop sensitivity about the interconnectedness between environment and human beings. Understand the connections between environmental issues and development. Understand international, national, local governments and the responses of civil society groups to environmental concerns			
Programme Outcome: Understand the basic knowledge about Environment and Eco-System in connection with society. Acquire the knowledge and to have the awareness on various environmental issues and its impact on human life and society Know the various agencies/organizations working for the protection of environment at International, National and Local level			
Module- 1			Teaching Hours
Ecologyand environment: 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
Module-2			
Environmental movements and people's participation in environmental movements: Chipko, Appiko, Narmada Bachao Andolan Movements, Global Summits and Contemporary Environmental movements. Case study(Saalumarada Timmakka)			12
Module-3			
EnvironmentalLegislations: 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



SOCIAL SKILLS AND ETIQUETTES FOR PROFESSIONALS- CERTIFICATE COURSE		
Subject Code:		Internal Marks: Final Exam- 30:70
Number of Teaching Hours Per week	04	Credits: 4
Course Objectives: Understanding the importance of professionalism Determine the attitudes and Behaviours appropriate to workplaces		
Programme Outcome Adopt attitudes and behaviors consistent with standard workplace expectations Problem-solving activities, role plays and case studies		
Module-1		Teaching Hours
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
Module-2		
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
Module-3		
Role of individual in an organization and knowing self. 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



II SEMESTER

. PROJECT PLANNING AND DEVELOPMENT– Semester- III			
Subject Code	SWH 601	Internal Marks: Final Exam	30:70
Number of Teaching Hours Per week	04	Credits	4
<p>Course objectives: Acquire knowledge and skills required to facilitate participatory project planning and management. Develop competency to facilitate processes of participatory planning with varied groups. Imbibe values and attitudes that are essential for participatory intervention in society.</p>			
<p>Programme Outcome students will be able to describe a project life cycle, and can skillfully map each stage in the cycle Students will identify the resources needed for each stage, including involved stakeholders, tools and supplementary materials Students will describe the time needed to successfully complete a project, considering factors such as task dependencies and task lengths Students will be able to provide internal stakeholders with information regarding project costs by considering factors such as estimated cost, variances and profits Students will be able to develop a project scope while considering factors such as customer requirements and internal/external goals</p>			
Module- 1			Teaching Hours
Project Planning and Management: Project Planning and Management. Concepts, Components, Classification of Projects, Project Cycle .Participatory Project Planning and Management. Non Participatory Project Planning and management.			12
Module-2			
Project formulation and Analysis: 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
Module-3			



<p>Project Planning tools and techniques: 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
Module-4	
<p>Drafting Project Proposal: 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 stake holder</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 st 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 Entering the 21 st cetury , Oxford University Press
World Bank , 2000	World Development Report 2000/ 2001 , The World Bank, Washington , D.C



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



Module-2	
<p>Transactional Analysis (TA): 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.</p> <p>Skill Component: Group Discussions and Case Study presentations</p>	12
Module-3	
<p>Leadership: 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</p>	12
Module-4	
<p>Organization Development: 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.</p> <p>Organizational Change: Concept, Forces of change and Resistance to change, Managing organizational change.</p> <p>Managerial Ethics: Individual ethics, Ethical dilemmas in management and Ethical practices of Indian Managers.</p> <p>Skill Component: Experience sharing by Indian Managers.</p>	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. Frence, 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, Uday. 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 Leadersip – 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, Mc Graw Hill International Edition.



Public Health Administration – Semester III			
Subject Code:	SWSST 602	Internal Marks: Final Exam	30:70
Number of Teaching Hours Per week	04	Credits	04
Course Objectives: <ul style="list-style-type: none"> ● 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. ● The planned course of study adopts an interdisciplinary focus and includes the development of tailored skills through the successful completion of experiential learning. ● 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. 			
Programme OUTCOME: <ul style="list-style-type: none"> ● 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. ● Students will learn the Concept of public health and its multi-dimensional approaches ● Students will learn the Need and Evolution of public health approach in the Indian context ● Students will learn the Structure and functioning of the public health system in the country The Public Health issues and its related challenges and interventions ● Students will learn the Skill to engage Public Health Social Work practice in various settings 			



Module-1	Teaching Hours
<p>Definition of public health, concept, Historical development of public health from global to Indian context. Definition & concept, definition, scope and limitation of public health. Dimensions of Health, determinants of Health and Concept of wellbeing, Preventive Health and Levels of Prevention, Application of public health from medical model. Application of public health from spiritual model. Application of public health from holistic model, Distinction between public health and community health, community medicine and social medicine. Public Health Approaches</p>	12
Module-2	
<p>Public Health Problems in India • Vaccine preventable diseases: • Waterborne diseases. Communicable diseases, non-communicable diseases, reproductive tract infections, malnutrition, population growth, urbanization, mental health & drug abuse, health history & meaning, essence of public health, Public Health situation currently with comparison and way forward. Public Health Nutrition, Health Policy and Planning, Health Education & Promotion. Public Health Law & Ethics, Disaster Preparedness & Management. Health system with examples, Environmental health, Occupational health, Millennium Developmental Goals.</p>	12
Module-3	
<p>Disease outbreaks in India, Outbreak investigation, Epidemic control in India, Integrated disease surveillance, legislation for the control of outbreak in India, International health regulations. National health Regulations. Role of community people and policies and strategies on primary health care components National health personnel in primary health care. Role of community people and policies and strategies on primary health care components Meaning, health personnel in primary health care. Health Economics, Health insurance in India: Private insurance, community based insurance schemes. Potential and challenges in disease prevention, health promotion, surveillance and care; public health competencies.</p>	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. Dziegielewska, 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: Marcel Dekker.
17. Park, J.E. (2009). Textbook of Social and Preventive Medicine, Jabalpur: Banarsidas Bhanot.
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: SagePublications.
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 BartlettPublishers.
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	SWSS502	Internal Marks: Final Exam		30:70
Number of Teaching Hours Per week	04	Credits		4
Course objectives: To orient professionals about the importance of Sustainable Development. To make and prepare students familiar with entrepreneurship skills				
Programme Outcome: Students will orient about Job Scopes Students will learn opportunities in Entrepreneurship				
Module- 1			Teaching Hours	
Sustainable Development: 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	
Module-2				
Various Dimensions of Sustainable Development: 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	
Dept of PG Studies and Research in Social Work 2024-25				



Module-3 Social Policy Entrepreneurship: 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
Module-4	
Social Legislations 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 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
Course Objectives: Understand the concept and dimensions of health. Understand the issues related to the prevention, clinical features and treatment of major communicable and non-communicable diseases Understand the policies and programmes related to health care, Health services and systems at different levels			
Programme Outcome: Develop a holistic and integrated concept of health Develop ability to access and analyze health problems and related issues. Develop skills to handle the psycho – social problems associated with health problems.			
Module- 1			Teaching Hours
Introduction to Health: 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
Module-2			
Introduction to Communicable and Non Communicable Diseases: 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, Terminal and Chronic illness: Meaning and definition of Terminal and Chronic illness. Introduction to Major Illnesses, Role of Medical Social Worker in Prevention and Cure			12
Module-3			



<p>Introduction to Medical Social Work: 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
Module-4	
<p>Social Legislations related to Health: 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, Fredrick. 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 ed 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 , Columibia 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 : Lowa : 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 WHO Policy perspectives in Medicine , Globalization TRIPS & Access to Pharmaceuticals , Geneva : WHO



Strategic Human Resource Management– Semester-III			
Subject Code	SWST 604	Internal Marks: Final Exam	30:70
Number of Teaching Hours Per week	04	Credits	04
Course Objectives: To develop knowledge and understanding of the nature and functions of Human Resource Management. Summarize the objectives of Human Resource planning, Recruitment and selection process			
Programme Outcome: .Identify the key HRM functions and operations; Define, explain, illustrate and reason with the key human resource management concepts; Identify the linkages between HRM functions and operations and organizational strategies, 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 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.			
Module- 1			Teaching Hours
Introduction, Concept, Scope of Strategic Human Resource Management. Functions of Human Resource Management, Importance and Evolution of the concept of HRM. Principles of HRM, Role and skills of HR Manager.			12
Module-2			
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



<p>Module-3</p> <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
<p>Module-4</p> <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>	



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 : Experiences from 14 organizations. Ahmeddabad : IIM
Sharma K.K	



Community Development and social Change Semester-III			
Subject Code	SWS S505	Internal Marks: Final Exam	30:70
Number of Teaching Hours Per week	04	Credits	04
Course Objectives: The Students are enabling to enrich knowledge regarding Concept of Development and social Change and its related aspects. The Students are enable to enrich knowledge regarding Concept and problems of Rural Community and Tribal Community To Upgrade students knowledge regarding Community Development Approaches, Programmes and Schemes			
Programme Outcome: Student will learn the skills of Community Development Students will be oriented about various job scope Students will know thw various Community development projects.			
Module- 1			Teaching Hours
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
Module-2			
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. 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



Module-3	
<p>Tribal Community and development: Tribes: Definition, Concept, Characteristics of the Tribal Community; Primitive 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>	
Module-4	
<p>FGD's on Globalization, Privatization and Liberalization.</p> <p>Models of development: : SKDRDP Model, SIRI Model, RUDSETI Model, Co-operative Model, Agricultural Model. Class seminar on Five year plans and Tribal Development.</p> <p>Rural community Development administration. Administration of Panchayat Raj System and Functions. Tribal community Development. Administration of Tribal Development corporations. Zillah Panchayat (Exposure Visit)</p>	



References:

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



New Delhi: uppal.

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



PSYCHIATRIC SOCIAL WORK-SEMESTER III			
Subject Code	SWST 605	Internal Marks: Final Exam	30:70
Number of Teaching Hours Per week	04	Credits	04
<p>Course Objectives:</p> <p>To acquire knowledge of the phenomenology, symptom etiology and treatment of Common Mental Disorders.</p> <p>To develop skills in identifying Mental Disorders in Health Care and Community settings.</p> <p>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.</p> <p>Understand the concept of mental health and mental illness.</p> <p>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.</p> <p>Understand historical background of psychiatric social work in India and abroad, understand the nature of psychiatric social work services</p> <p>Understand the need for and methods of community mental health promotion.</p>			
<p>Programme Outcome</p> <p>Students will be able to understand the various aspects related to Mental health and Mental Illness</p> <p>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.</p> <p>Students will acquire the knowledge of community mental health promotion, rehabilitation and Acts related to Mental Health</p>			



Module- 1	Teaching Hours
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
Module-2	
Psychiatric Social Work - Meaning Definition and Scope, Historical development of psychiatric Social Work in abroad and India. Current trends in Psychiatric Social Work. 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.	12
Module-3	
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, 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	12
Module-4	
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.	12



REFERENCES

1. Ahuja, Niraj 1995 A Short Textbook of Psychiatry, Third Edition, New Delhi, JaypeeBrothers.
2. 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.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, 4th 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. 1962Oxford 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 Schoolof Social Work.



SWS S 508: LABOUR LEGISLATIONS

LABOUR LEGISLATIONS -SEMESTER - III				
Subject Code	SWS S 508	Internal Marks:	Final Exam	30:70
Number of Teaching Hours Per week	04	Credits		04
Course Objectives: <ul style="list-style-type: none"> • To familiarize the students with labour legislation's. • To understand the concept of occupational safety, health and working conditions of employees. • To enhance the knowledge about wages, social security measures and industrial relations. • To gain knowledge about labour administration and mechanisms. • To develop skills to deal with legislative functions. 				
Programme Outcome: <ul style="list-style-type: none"> • Students will know the development and the judicial setup of Labour Laws. • Students will learn the salient features of welfare and wage Legislation's also to integrate the knowledge of Labour Law in General HRM Practices. • Students will learn the laws relating to Industrial Relations, Social Security and Working conditions and also learn the enquiry procedural and industrial discipline. 				
Module- 1				Teaching Hours
Acts related to occupational safety, health and working conditions: <ul style="list-style-type: none"> ➤ The Factories Act, 1948. ➤ The Mines Act, 1952. ➤ The Plantations Labour Act, 1951. ➤ The Contract labour (Regulation and Abolition) Act, 1970 				12
Module-2				
Acts related to Wages: <ul style="list-style-type: none"> ➤ The Payment of Wages Act, 1936. ➤ The Minimum Wages Act, 1948. ➤ The Payment of bonus Act, 1965. 				12
Module-3				
Acts related social security: <ul style="list-style-type: none"> ➤ The Employees State Insurance act, 1948. ➤ The Employees provident fund and miscellaneous provisions act, 1952 ➤ The Maternity Benefit act, 1961 ➤ The Payment of gratuity Act, 1972 				12
Module-4				
Acts related to Industrial Relations: <ul style="list-style-type: none"> ➤ Industrial Employment (Standing order) Act- 1946 ➤ Industrial Disputes Act, 1947 ➤ The Trade Union Act, 1926 				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 , Hyderabad.
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.



HUMAN RIGHTS AND SOCIAL LEGISLATION			
Semester-III			
Subject Code		Internal Marks: Final Exam	30:70
Number of Teaching Hours Per week	04	Credits	3
Course Objectives: To gain knowledge about human rights To understand the different social legislations To make the students understand the mechanism of utilizing Social Legislation for social transformation			
Programme Outcome: Understand the concepts of Rights and Human Rights and its relation to social work Develop knowledge and skills required for working in human rights organization. Acquire a critical understanding of institutional mechanisms of human rights and other social Legislations.			
Module- 1			Teaching Hours
Human Rights: Concept, Scope – Classification of Human rights – Universal Declaration of Human Rights — Human Rights in the Constitution of India (Fundamental rights and Directive principles of the state policy) – National Human Rights Commissions – National Commission for women-National Commission for Minorities- National Commission for SC&ST- National Commission for the protection of the rights of the child – Family Courts, Lok Adalats, The Legal Aid, Public Interest Litigation . Social Work profession and Human Right			12



Module-2	
<p>Social Legislation: Meaning and Scope. Social Legislation relating to Women: The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013 - Protection of Women from Domestic Violence Act, 2005- The Indecent Representation of women (prohibition) Act (1986)- Dowry Prohibition Act (1961).Social Legislation relating to Children: The Juvenile Justice (Care and Protection of Children) Act, (2006) Child Labour Prohibition and Regulation Act (1986), Prevention of Immoral Traffic Act (1986) The Protection of Children from Sexual Offences Act 2012- Right to Education (RTE)</p>	12
Module-3	
<p>Social Problems and Law - Right to Information Act (2005). - The Prohibition of Employment as Manual Scavengers and their Rehabilitation Act, 2013 Civil Rights Act (1955)– Bonded Labor Abolition Act (1976) – The Maintenance and Welfare of Parents and Senior Citizens Act (2007)- Scheduled castes and scheduled tribes (Prevention of Atrocities) Act, The Unorganized Workers Social Security Act (2008)</p>	12

REFERENCES

1. Aish Kumar Das. 2004. Human Rights in India. Sarup and Sons. New Delhi.
2. Basu Durga das. 1994. Human rights in Constitutional Law. Princeton Hall. London
3. Baxi.U. 2007. Human Rights in a Post Human World. Cambridge University Press. New Delhi.
4. Biswal.T. 2006. Human Rights – Gender and Environment. Vira Publications. New Delhi.
5. Chiranjivi J. 2002. Human Rights in India.Oxford University Press. New Delhi.
6. Das A.K. 2004. Human Rights in India.Sarup and Sons. New Delhi.
7. Das B.D. 1994. Human rights in Constitutional Law.Princeton Hall. London



8. Dossier. 1994. Human Rights Commission, Legal Resources for Social Action.



- Chennai. 9. Kohli A.S. 2004. Human Rights and Social Work Issues. Society for Community Organisation. Madurai.
10. Lobo G V. 1994. Human Rights in Indian Studies. Commission for Justice. New Delhi. 11. Quinn Fredrick. 2005. Human Rights in Retreat. Society for Community Organisation Madurai.
12. Rajamuthirulandi. 1998. Human Rights and Constitution. Sooriya Publishers. Trichy.
13. Sawant. P.B. 2004. Human Rights. Society for Community Organisation. Madurai.
14. Shantha Kumar. 2004. Human Rights, People's Watch. Madurai.
15. Susan C. Mapp. 2008. Human Rights and Social Justice in a Global World. Oxford University Press. New Delhi.
16. Tapan Biswal. 2006. Human Rights – Gender and Environment. Vira Publications. New Delhi



MANAGEMENT OF NON GOVERNMENT ORGANIZATIONS– Semester-III			
Subject Code	SWSE 601	Internal Marks:	30:70
		Final Exam	
Number of Teaching Hours Per week	04	Credits	3
Course Objectives: Develop an understanding about the role of NGOs in Societal Development. Develop the knowledge and skills about Management of NGOs Develop an ability to identify collaboration strategies between NGOs and other stakeholders in the process of development Programme Outcome: To acquire the knowledge of Non-Governmental Organization and its management/administrations. To understand the legal aspects and programmes/activities/collaborations of Non-Governmental Organizations. To know the role/functions of Non-Governmental Organizations towards the welfare of vulnerable sections of the society			
Module- 1 Non-Governmental Organization – Concept and Function			Teaching Hours
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. (Self-Learning Component) Leadership Styles suited for NGOs, Networking and Public Relation in NGOs, Training and Development, Team Work			12



Module-2 NGOs Administration and Challenges	
<p style="text-align: center;">(Theory)</p> <p>Central Social Welfare Board- Objectives, Administrative Structure, Functions and Programs of CSWB, Resource Management for NGOs – Governmental [Grant-in-Aid] and Non-Governmental sources of funding for NGOs, Registration of NGOs: Procedures and its importance Societies Registration Act 1860- its management and Legal/Rational Structure, The Foreign Contribution (Regulation) Act 1976- its management and Legal/Rational Structure</p> <p>(Self-Learning Component)</p> <p>Role and Importance of Planning, Organizing, Staffing, Directing, Coordinating, Recording and Budgeting in managing NGO's (POSDCORB Functions)</p> <p>Fundraising techniques for NGOs</p> <p>Problems and Challenges for NGOs at present context</p>	<p style="text-align: center;">12</p>
Module-3 Roles of NGOs in Social Welfare/Development	
<p style="text-align: center;">Roles of NGOs in Social Welfare/Development</p> <p style="text-align: center;">(Theory)</p> <p>Role and Contributions of NGO's in Social Welfare and Development</p> <p>Role and Responsibilities of NGOs in Sustainable Development</p> <p>Role of NGO's during Disaster Management: Relief and Rehabilitation services during Disaster.</p> <p style="text-align: center;">(Self-Learning Component)</p> <p>Plans and Programmes for Women and Child Development</p> <p>Plans and Programmes for Welfare of Differently Abled Persons</p> <p>Plans and Programmes for Rural Development</p> <p>Plans and Programmes for Environmental Protection</p>	<p style="text-align: center;">12</p>



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 and Practice. Deep & Deep Publications.
5. Goel S.L., & Jain R.K., 1998 Social 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 Administration Vol.1-7. Anmol Pub. Pvt. Ltd., New Delhi.
8. Lauffer, A 1977. Getting the Resources You Need. New Delhi: Sage Publications.
- Lewis Judith A 1991 Management of Human Services, Programs. Broke Cole Publishing Co..



GENDER EQUITY– Semester- III			
Subject Code	SWSE 602	Internal Marks:	30:70
		Final Exam	
Number of Teaching Hours Per week	04	Credits	3
<p>Course Objectives: The Course on Gender Equity aims to provide students:</p> <p>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.</p> <p>A comprehension of the various indicators of Gender inequality, and the institutions and processes that sustain it.</p> <p>An awareness of the various Conventions, constitutional and legal provisions for Gender equity.</p> <p>An understanding of the concept, importance, measurement and indicators of Gender disaggregated data and Gender audit.</p>			
<p>Programme Outcome:</p> <p>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.</p> <p>Understand the variables of Gender inequality, institutions and processes that foster discrimination, prejudiced portrayal and violence against women</p> <p>Be equipped with the knowledge of various international conventions, Constitutional and legal provisions available for bringing about greater Gender equity and equality</p> <p>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</p>			
Module- 1			Teaching Hours
<p>- Sex, Gender, Sexuality, Patriarchy, Gender Stereotypes, Gender Division of Labour, Gender Bias.</p> <p>Socialisation, Internalisation of Gender values, Devaluation and Marginalisation</p> <p>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.</p>			12
Module-2			



<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
Module-3	
<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, MangaloreUniversity, 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



URBAN COMMUNITY DEVELOPMENT– Semester- IV			
Subject Code		Internal Marks: Final Exam	30:70
Number of Teaching Hours Per week	04	Credits	
Course Objectives: On successful completion of this course, the student should know various theories on urban life, problems and development. Develop understanding of factors associated with urbanization and its consequences. Develop a critical understanding of urban problems Develop sensitivity and commitment for working with the urban poor			
Learning Outcome: To understand the development and process of urbanization . To understand and analyze the contemporary problems and challenges exists in urban community and role and intervention of community worker in these areas To update the knowledge about plans and programmes by GOs and NGOs and recent trends relating to urban development			
Module- 1			Teaching Hours
Introduction to Urban Community: 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
Module-2			



<p>Issues and Challenges of Urban Community: 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.</p> <p>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</p>	12
Module-3	
<p>Urban Development Administration: 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 (74th 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.</p>	12
Module-4	
<p>Emerging Trends in Urban Development Administration :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</p>	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) 2006 Sustainable 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 Millennium. United Nation's Centre for Human Settlement, Nairobi.
15. Vibhooti, Shukla (1988). Urban Development and Regional Policies in India. Himalaya Publication, Bombay.
16. Rangaswamy, Vimala (1967) International Conference of Social Work: Urban Community Development – Its implications for Social Welfare, New



FAMILY AND CHILD WELFARE –Semester IV			
Subject Code	SWST 651	Internal Marks: Final Exam	30:70
Number of Teaching Hours Per week	04	Credits	04
Course Objectives: Gain knowledge on Family dynamics and develop skills to work with family Understand elderly as a integral part of family dynamics Learn the policies related to family and child welfare and acquire skills to work with them			
Programme outcome: Develop sensitivity and commitment to work with children Knowledge on policies and programme related to women and children Understanding on scope of Social Work in different settings			
Module- 1			Teaching Hours
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
Module-2			
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
Module-3			
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
Module-4			
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/2mJHqiI>
- 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>



HUMAN RESOURCE DEVELOPMENT- Semester IV			
Subject Code	SWST 652	Internal Marks: Final Exam	30:70
Number of Teaching Hours Per week	04	Credits	04
Course Objectives: To develop knowledge and understanding of the nature and functions of Human Resource Development. To Study about Performance management and employee development activities To know about changing trends in Human resource Management			
Programme Outcome: Effectively manage and plan key human resource functions within organizations Examine current issues, trends, practices, and processes in HRM Contribute to employee performance management and organizational effectiveness Problem-solve human resource challenges Develop employability skills for the Canadian workplace Develop effective written and oral communication skills			
Module- 1			Teaching Hours
HRD: Meaning, Definition, Objective Process and designing HRD systems. HRD Department and its Functions. Effective Team building, Managing dissatisfaction, frustration, Counseling Behaviors improvement in productivity. Employee Morale and Motivation. Employee Career Planning and Growth: Concept of Employee Growth, Managing Career Planning, Succession Planning			12
Module-2			
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
Module-3			



Employee development activities- Approaches to employee development, leadership development, action learning, assessment and development centers; Intellectual capital and HRD; HRD mechanisms for workers; Role of trade unions; Industrial relations and HRD; Influence of motivation on development activities. Talent Management: Concept and approaches; Framework of talent management; Talent identification, integration, and retention.	12
Module-4	
Changing trends in HR:, Business Process Outsourcing, Right Sizing of Workforce, Flexi time, Employee Engagement 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.	12



CITIZEN PARTICIPATION, SOCIAL POLICY AND SOCIAL LEGISLATIONS			
Semester- IV			
Subject Code	SWST	Internal Marks:	30:70
Number of Teaching Hours Per week	04	Final Exam Credits	
Course objectives <ol style="list-style-type: none"> 1. Recognize the key concept of Citizenship, participation and Governance Institutions. 2. Acquire understanding of the role of Social Work in promoting and implementation of social policy and social legislations 			
Module- 1			Teaching Hours
Citizen and Citizenship Concept of citizen and citizenship, rights & duties of citizen and citizen leadership. Citizenship Act 1955 and Citizenship (Amendment) Act, 2019 Dual citizenship – meaning and concepts, examples of few countries. Non Resident Indians (NRI), concept and definitions.			12
Module-2			
Indian Constitution Importance of knowledge of Indian Constitution for Social Work Profession. Preamble, Fundamental Rights, Fundamental Duties and Directive principles of State Policy. Powers of legislature, executive and judiciary.			12
Module-3			
Social Policy 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
Module-4			
Social Legislations 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.



Subject Code	SWST 653	Internal	Marks:	30:70
---------------------	-----------------	-----------------	---------------	--------------

Programme Outcome:

Learning the skills of counselling
 Developing the professional ethics of counselling
 Learning various techniques of counselling
 Learning the application of theories for different cases. Learning about need and importance of counselling Understanding various groups and problems of society Developing professional knowledge
 Develop competence to select and integrate therapeutic counselling skills when working with different client groups in different settings.

Module- 1	Teaching Hours
Concept of Counseling- Definition and evolution of counseling. Skills of counseling, qualities of a counselor and Ethical and Legal Guidelines Process and Physical requisites for the Counseling atmosphere. Current trends in counseling. Psychometry.	12
Module-2	
Approaches to Counseling: Client centered therapy, Gestalt Therapy, Psycho – Analytical therapy, Behavior therapy, Multimodal Approach, Rational Emotive Behavior therapy, Neuro–Linguistic Programming., Tele counseling, Online Counseling.	12
Module-3	
Types of counseling and application of therapeutic techniques. 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
Module-4	
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	12



Belthangady. Prajna Counseling centre Mangalore. Behaviour therapy- Model- Anirveda Mangalore. Palliative Care- Model- Ave Maria, Vamanjooru	
--	--



References:

8. Glanzer William 1965 Reality Therapy New York , Evanston & London Harper & Row Publications
9. Marvin. R Goldfried & Gerald . C Davison 1976 Clinical Behaviour Therapy New York : Holt , Rinehart & Winson
10. Rollo, May 1977 The Art of counselling United States of American Parthenon Press At Nashville Tennessee
11. Villere Maurice Transactional Analysis at work New Jersey Prentice Hall Inc. Eaglewood Cliffs.
12. Mary , Richmond 1965 Social Diagnosis London : The Free Press
13. Helen , Harris , Perlman 1965 Social case work – A problem solving approach , Chicago : The University of Chicago Press
14. Florence , Hollis 1966 Case work – A psychosocial Therapy. New York , Random House Margaret , L.Ferard & Noel K.Hunnybun 1962 The Case worker's use of Relationships. London : Tavistock Publications
15. Lewis , R. Wolberg 1905 Technique of psychotherapy .Part & I & II San Francisco, Grune & Stratton
16. Leslie , E.Moser & Ruth , Smal Moser 1963 Counselling & Guidance – An Exploration , U.S.A , Prentice Hall Inc
17. Ralph , Ruddock 1976 Roles & Relationships . London : Routledge & Kegan Paul Ken , Heap 1977 Group therapy for social workers New York : Pergamon Press
18. Dorothy, StockWhitaker & Morton , A . Liberman 1964 Psychotherapy through Group Process. New York , Prentice Hall Inc
19. Asya . L. Kadis., Jack D .Krasner ., Charles , Winick & S.H Foulkes 1974 A Practicum of Group Psychotherapy 2nd Edition. New York : Harper & Row
20. S.H.Foulkes & E.J.Anthony 1965 Group Psychotherapy: The Psychoanalytical Approach. New York , Penguin Books.
21. J.L.Moreno (Ed) 1977 The International Handbook of Group Psychotherapy. London , Peter Owen
22. Kundu C.L 1980 Personality Development. New Delhi Sterling Publishers.



dule-2	
<p>Areas of Employee Welfare : Industrial Safety and Industrial Health & Hygiene 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.</p> <p>Skill Component: Seminar Presentations</p>	12
Module-3	
<p>Employee Welfare facilities and Provisions: 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. 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
Module-4	
<p>Industrial Relations: 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

Course Objectives:

Dept of PG Studies and Research in Social Work 2023-24



References:				
1.Giri V.V 1958Labour 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 RairkarLabour welfare & Industrial Relations , Bombay : 1978Noble Publishing House				
4.Punekar , Deodhar & Sankaran1980Trade 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	: Chaitanay a
		Publishing House.		
15.O.W PJ / helps 1985	:	Introduction of Labour Economics New York:		
		McGraw Hill Book. Co.		



<p>Scientific knowledge about types of disability</p> <p>Exposure to various settings of rehabilitation</p> <p>Knowing job opportunities in rehabilitation setting</p> <p>Learning the application of social work methods in Rehabilitation Setting</p>	
Module- 1	Teaching Hours
<p>Concept: 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.</p>	12
Module-2	
<p>Intervention in rehabilitation: 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.</p>	12
Module-3	
<p>Legal provisions for differently abled people – The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, Rehabilitation Council of India: Formation, scope and functions, governmental policies and programmes, Initiatives from the non- governmental sectors. International trends and national initiatives in the rehabilitation scenario.</p>	12
Module-4	
<p>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</p> <p><i>Ministry of Empowerment and social Justice (Dept of welfare of disabled). Role of Social Worker.</i></p> <p>District Rehabilitation centre. National Rehabilitation centers.</p>	12



References:

1. Gupta, Manju(2002)Child Abuse—A Social Work Perspective Jaipur:MangalDeep 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



<p>Management: Concept of Management, Management: Art and Science, Management Vs Administration, Management as a Profession, Management skills, Roles, Qualities of a Manager</p> <p>Evolution of Management thought: Early contributions: Taylor and Scientific Management, Fayol's Administrative Management, Bureaucracy, Human Relations, and Modern Approaches.</p> <p>Skill Component: Case Study Discussion</p>	12
Module-2	
<p>Functions of Management: 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 & 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>	12
Module-3	
<p>Trends in Management: Total Quality Management, Quality Control, 5s Model- Seiri, Seiton, Seiso, Seiketsu, Shitsuke, Kaizen, HRIS & 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>	12



Module-4	
<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>	12



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



**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 at least 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 at least 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

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 (10 sessions per semester)
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 (10 sessions per semester)
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 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

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

(D) 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

(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.

ConcurrentField 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.

