CENTRAL UNIVERSITY OF KARNATAKA

Kalaburgi, Karnataka

Master of Social Work (M.S.W)

(Choice Based Credit System)

Syllabus - 2016

Department of Social Work

School of Social and Behavioural Sciences

Central University of Karnataka

PREAMBLE

A: Context

Social Work profession promotes social change, initiates problem solving and strengthening human relationships, action for empowerment and liberation of people to enhance their well-being. Utilising theories of social work, social sciences, humanities, environment, law and indigenous knowledge, social work intervenes at the points where people interact with their environment. Principles of human rights and social justice are fundamental to social work. It bases its methodology on a systematic body of evidence-based knowledge derived from research and practice, evaluation, including local and indigenous knowledge specific to its context. Social work, in various parts of the world, is targeted at interventions for social support and for developmental, protective, preventive and/or therapeutic purposes (International Federation of Social Workers).

Social Work profession has been playing a crucial and significant role in ensuring the welfare and development of India for the past seven decades. Professional training began as early as 1936 and since then, has been growing and expanding rapidly in different parts of the country resulting in thousands of qualified social workers being added to the workforce in various sectors. The elementary requirements to pursue Social Work Education would include some of the characteristics like altruistic, empathetic, optimistic, balanced outlook, learning to improve his/her capacities, sense of satisfaction and self-understanding of assets and liabilities.

The growth of Social Work has given a good recognition for the profession and the professionals in the developed countries that have even led to the formation of national level council. The recent educational reforms introduced by the Government of India in this regard are commendable. The Government of India has entrusted such responsibilities to the Central Universities giving them greater autonomy and freedom to address such issues meaningfully. Keeping this in view, the Government of India established the Central University of Karnataka in Karnataka state in 2009. In order to fulfill this mission the University has established the School of Social and Behavioral Sciences wherein Social Work has been offered as a subject at the graduate, post–graduate and doctoral level. Considering the above listed concerns, a curriculum

to cater to the career building needs of the students as well as to meet the increasing demands of the society and other organizational sectors has been drafted by experts. The course apart from being inter-disciplinary it is also an integrated approach to impart social work which involves continuous internal assessment process with proportionate weightage which adds significant contribution to the quality of education. The Central University of Karnataka thus aims to create qualified professionals to meet the increasing social challenges and needs of the society. Hence, this curriculum is instituted with the following objectives:

B: Objectives:

1. To bring out professional approach to human service delivery system.
2. To contribute knowledge and experiences to enrich the existing knowledge bank with an integrated and inter-disciplinary approach.
3. To enrich the human resources through research, training and varieties of knowledge dissemination processes,
4. To address various current developmental, psycho-social, empowerment, justice and Human rights issues prevailing in the society.
5. To develop in-depth knowledge and skills in qualitative and quantitative research methods.

The details of the curriculum are given below.

C: Course Orientation:

A two-year master's degree course in Social Work is offered under the School of Social and Behavioral Sciences following the 'choice based credit system' with an integrated - interdisciplinary approach. The curriculum comprises inputs drawn from basic theories of sociology, anthropology, psychology, political science, economics and other social sciences. This is followed by the methods of social work – case work, group work, community organisation and development, social welfare administration and policies, social work research, and social action.

D: Unique Features

The unique feature of this curriculum is that of the application of the theory and the methods into field practicum on a continuous basis. The learning is facilitated through varied teaching and training methodology like lectures, group discussions, role plays, seminars, book and journal reviews and panel discussions. Continuous micro supportive supervision of the students would be carried out at the agency level during field work postings to enhance the bridging of theory with practice. Core papers are continuously evaluated systematically along with students. Library and information centre would enhance the knowledge in terms of availability of journals, books, periodicals and the E Resources with 'any time accessibility' of internet for the students. The learning processes are facilitated by experienced faculty and experts drawn from various academic institutions of repute. Towards the end of the course in order to bridge the learning to launching career phase the course facilitates an internship of four weeks into prospective agencies.

E: Course Structure

This course is spread across four semesters with 108 Credits through core inclusive of research, allied, elective and applied in terms of field practicum and social orientation papers and supervised internship.

During the first semester students will be introduced to the psycho-social and anthropological perspective of human behaviour, social work as a profession along with the basic method of social work – social case work, group work, community organization and social action. These core papers help them to understand individual and social behaviour of human beings. This is supported by the applied paper which is field practicum consisting of orientation visits to social work agencies in the community where they would be able to practice the knowledge they acquire in theory. The three allied papers under the nomenclature 'Application of Social Work – Part I will include subjects such as Psycho-social perspective of social work, Persons in difficult situations and human rights and social justice which can also be learnt by students of other streams.

The other methods of Social Work namely Social Work Research, Social welfare administration and sociological foundation for social workers will form the core papers in the second semester. Field work which is an integral part of social work will form the applied paper which would also include one week rural community exposure. The allied paper here again will be paper which aid social work students to enhance their skills as well as can be taken by others students and they are statistics for social work, instruments of social justice and disaster management.

In the third semester apart from two general papers students can choose any one specialization namely - Social Development, Human Resource Management, Medical and Psychiatric Social Work, Family and Child Welfare and Criminal Justice and Correctional Administration. This has been provided to the students so that they are focused and learn the micro skills necessary to work in the areas of the present day needs. The university has introduced these specialized subjects keeping in view of the growing job demands in health care, developmental, industrial, and educational sectors, besides the regional developmental needs. The Industries, regional health, mental health, educational sectors, women and child welfare organisations, correctional institutions, urban, rural, tribal communities will serve as the social laboratory for field practicum. During this semester, students will be introduced to the foundations of theoretical and applied aspects of the specialization papers. Students gain practical experience in their respective specialized areas in the concurrent field work. At the end of the third semester, students will be placed for Block placement in the related field of specialization. During this semester, students will be given an opportunity to formulate their research protocol for an independent research project.

In the fourth semester students will be given opportunities to learn theoretical and practical applications of specialized subjects. Students will also complete the research dissertation which is considered as a core paper in this semester. Field work which is an integral part of social work will be the applied paper in this semester too in the respective area of specialisation. This would also be enhanced by a **study tour** to centres of excellence in the respective field of specialisation.

F: Career Development

In addition to the prescribed curriculum, students will be given ample opportunities to enhance their personal and professional competencies holistically through active involvement in seminars, case conferences, panel discussions and book and article reviews with standardised assessments. Visits to the agency in the form of orientation visits and community engagements will enhance the skills of the students. An individual and group conference which is a unique feature of supervision in social work again enhances self and professional development. An internship would be provided at the end of the second semester to enhance the career development. Facilities will be provided to students to career guidance and campus placement.

G: Expected Outcome

On completion of this course students are expected to:

1. Possess a sound knowledge of Social Work and become skilled in specialized fields of Social Work and be able to practice Professional Social Work.
2. Acquire experience and knowledge in empirical research and contribute knowledge to the field of their interests.
3. Possess knowledge and experience in interdisciplinary subjects and be prepared to undertake jobs and other responsibilities independently with focused future career goals.

H: REGULATIONS

1. Name of the Course: M.S W. (Master of Social Work

2. Duration of the Course: Two years (Four semesters)

3. Eligibility: Bachelor's degree in any discipline from a recognised Indian or Foreign University (foreign recognition to be as per AIU list) with at least 50% aggregate and who have qualified in the entrance test conducted by the University.

Reservation of seats and other concessions will be in line with the University rules and norms.

4. Intake: 30 (Thirty) per year

5. Specializations

The basic objective of instituting specialization is to provide learners with specific knowledge, skills and practice to one's current aptitude.

The Department of Social Work will offer the following specializations -

A) Social Development (SD)

B) Human Resource Management (HRM)

C) Medical and Psychiatric Social Work (MPSW)

D) Family - Child Welfare and Public Health (FCW&PH)

E) Criminal Justice and Correctional Administration (CJCA)

SPECIALIZATION CRITERIA

The specializations mentioned in the course structure will be offered. The students shall be allocated specialization at the end of second semester, after scrutiny of students' options and performances in the two semesters. Principle of proportionate allocation to each specialization is core criteria for specialization allotment. The admitted students will be equally allotted to all the specializations in equal number (more or less). If need be, Specialization Aptitude Test (SAT) will be conducted to allot the specialization proportionately. The decision of the Department shall be final in the allocation of specialization to the students.

6. Attendance: As per University rules.

7. Medium of Instruction and examination: English

8. Scheme of Examination: Each paper shall have 40 marks towards continuous internal assessment and 60 marks towards end-semester examination.

9. Miscellaneous: All other matters not referred to specifically in these regulations shall be governed as per the Ordinances of the University as revised from time to time.

MSW Course Structure – 2016
Added from 2016 Batches of MSW First year (Sem - I)
and Second year (Sem - III)

Foundation courses are Training cum Practice oriented in Social Work Practice. These courses enable and enhance the knowledge, skills and practice of the social work students to bring social change through the direct practice with individuals, groups, organizations, communities and system. This is directly linked to the fieldwork practice. These practices build the social work competencies of the students. Thus SKILL DEVELOPMENT of the students is connected to SOCIAL DEVELOPMENT of communities to achieve/visualize/realize SOCIAL CHANGE and SOCIAL JUSTICE in SOCIETY.

These course provisions are flexible and feasible to accommodate the innovative learning, practices and assessment. Peer discourse and peer assessment mode will be adopted for assessment. The Department can design new courses as per the need of the time for the students. **The courses can also be interdepartmental and interdisciplinary in nature to empower the social work practices.**

MSW Sem- I Foundation Courses:

1. **Compulsory : Micro – Planning:**

   To provide learning opportunity to assimilate Participatory rural appraisal techniques and micro planning and to link the theory of social work with community based practice. Rural camp will be organized during the first semester. Students will have to attend Rural Camp for 5 to 10 days to practice Micro-Planning.

Assessment:

After completion of the Micro planning (Rural Camp), viva voce examination will be conducted by the Department. Here, the students' leaning and applicability of theory into practice will be assessed based on reports for 50 marks.

2. **Elective : Social Policy : Peer Discourse and Assessment Mode**

   Social Policy course gives a peer platform for discourse on social policies and social planning. To provide learning opportunity to perceive conceptual understanding of Social Policies and planning at various levels, particular topic/issue will be given to the students as an assignment and presentation (Individual/Joint/Group) with the help of reference books suggested to them. They have to complete the assignment and presentation. Peer discourse mode is the core of the activity.

Assessment:

Assignments and presentations (Individual/Joint/Group) will be given to the students, they have to submit those assignment/s and they need to present the same topic given to them in classroom, assignment/s and presentation/s will be evaluated by the department, and according to their performance marks (out of 50) will be given to them.

MSW Sem- II: Foundation Courses:

1. **Compulsory : Life Skills Development:**

   As part of the capacity building of the MSW students, WHO model-based Life Skills Training will be conducted. Life Skills Development Practice is linked to ommunity based field work practice with different age groups – children, adolescent, youth, women, elderly, risk groups etc. Students will have to attend the training and they need to practice the 10 life skills recommended by WHO in their field work.

   Assessment:

   Students have to submit their life skill training cum practice report to the Department. Based on the evaluation of the reports, skills acquired by the students and outcome achieved, the students will be assessed for 50 marks. Systematic, methodological and statistical applications will be part of the practice to ensure intervention research methodology is followed.

2. **Elective : Social Justice / Participatory Watershed Management**

   MSW students may select any one of the two Foundation Elective course.

   : Peer Discourse and Peer Assessment Mode

   Social Justice Course:

   To provide learning opportunity to gain conceptual understanding about Social justice, particular topic/issue will be given to the students as an assignment and presentation (Individual/Joint/Group) with the help of reference books suggested to them they have to complete the assignment and presentation. Social Justice and Human Rights issues will be deliberated in a peer discourse mode. Individual, joint and group assignments will be given exclusively on the recommended books on social justice and human rights linking to fieldwork practice.

   Participatory Watershed Management Course: Inter-departmental Course

   This course is an interdisciplinary and interdepartmental in nature and functioning. **Department of Social Work and Department of Geology** jointly offer the course on Training cum Practice Mode for the MSW students. This course has the **Socio-Techno Model** as its basis. Watershed concepts, approaches, techniques, technologies will form the technological components. Community participation and resources mobilization will form the social components.

   Reports, discourses and presentations will be the basis of assessment for 50 marks.

Assessment:
Assignments and presentations (Individual/Joint/Group) will be given to the students, they have to submit those assignment/s and they need to present the same topic given to them in classroom, assignment/s and presentation/s will be evaluated by the department, and according to their performance marks (out of 50) will be given to them.

MSW Sem. IV: (Non – Credit)

Field Visits / Study Tour (Non-Credit):
During the IV Semester, the students may be taken for field visits or study tour to different organizations, and communities in India or abroad.

General guidelines for field work

Social work is a professional and practical oriented course. Field work is an integral part of social work. Students will learn theory in the class room and practice the same in the field work. Student will do the Fieldwork in a pre-approved organization/ community. The supervised field placement is intended to give the student the opportunity to apply the knowledge and skills gained in the classroom to practical settings outside the campus.

The field practicum in social work consist of the following

1. Class room orientation- 1st&3rd semester
2. Orientation visits – 1st&3rd semester
3. Field work – all semesters, one day in a week
4. Block Placement (on the job training) for four weeks after 3rd semester theory Examination.
5. Internship (summer placements).

Field work tasks are listed in six areas:

1. Understanding both the community/agency and the clients in their socio-cultural contexts as systems.
2. Develop knowledge of administrative procedures, programme management and skills in utilizing them.
3. Developing skills of problem solving process, practice based research and recording.
4. Develop critical understanding of the application of legislation, legal process and social policy.
5. Begin to use fieldwork instruction from the faculty and the agency supervisors- for professional growth and defective intervention.
6. Developing as a professional person.

The Following are the Objectives of Fieldwork:

1. Develop knowledge of the socio-economic and cultural realities and their impact on the client system with specific focus on marginalized groups
2. Develop skills to analyze the impact (the cause and effect) of the wider social, economic and cultural system on individuals, families, groups, communities and organizations.
3. Understand the agency as a system, its philosophy, thrust, objective, structure and management of services/ programmes.
4. Develop the ability to involve the client system in the problem solving process.
5. Develop skills in identifying and utilizing community resources, both government and voluntary.
6. Learning by doing is the core of field work practice.

7. Practice of community empowerment and intervention programs.
8. Develop the belief to work as a member in a team, reinforce the inherent strength of the people to meet their needs and resolve problems.
9. Make conscious use of professional values and ethics.
10. Using the social entrepreneurship and social business framework, innovative practices will be integrated in the field work.

Block Placement (INTERNSHIP):

This opportunity is provided at the end of the third semester. Block placement is designed to integrate the theory and practice and to enhance competence of social work practice and experience of self.

The main objectives of the block placement are as follows:

1. Develop and enhance practice skills and integrate learning.
2. Develop greater understanding of reality situations through involvement in day to day work.
3. Develop appreciation of others efforts and sensitivity to gaps in the programme.
4. Enhance awareness of self in the role of a professional social worker.

The third semester students, immediately after completion of theory examination shall undergo four weeks block placement training (on the job training). The chairman will select the setting appropriate to meet the learner's interest and needs in consultation with social work agencies/ industries. The candidate has to send weekly report duly certified by the agency supervisor.

Repeaters / Absentees to field work practicum

All repeaters in field work must take prior permission through proper channel from Head of the Department, to redo their work, with correct details on agency and time frame of field work details will be provided to Head of the Department. No two field work programme can operate simultaneously. All such matters are reported to the Dean through proper channel. All other examination procedures have to be followed.

RESPONSIBILITIES OF STAFF IN FIELD WORK EDUCATION

I. Field work supervision:
1. The department has to take responsibility of planning and monitoring including networking with agency. The department council should meet as frequently as required to review the field work programme and strengthen it. The students are placed in agencies/community for field work keeping in view the requirement of

agency/community and the aptitude of the candidates. The candidates are equally distributed and are placed under the guidance of faculty members.

2. All the faculty members have to visit the field work agencies/ community to supervise and monitor the fieldwork training. The faculty members have to conduct both individual conference and group conference once in a week to promote effective training.

3. The departmental should promote agency – supervisor – student interaction by conducting an interacting session at least once a year. Further the university/ institution shall financially assist the components of fieldwork, social work camp, and block placement by meeting the travel expenses of the faculty.

II. Field work Coordinator:

The department council in social work may nominate a faculty as field work co-ordinator. The field work coordinator is responsible for:

1. Responsibility of planning and monitoring field work including networking with agencies.
2. Make a purposeful distribution of student among staff for fieldwork supervision.
3. Preparation of placement in consultation with the department council/ staff.
4. Arranging orientation visits.
5. Supporting and networking between student, department staff and agencies.
6. The field work coordinator will be an observer in practicum examination.

III. Head of the Social Work Department:

1. The Chairman of the department council in Social Work/ Head of Social Work department will provide adequate logistics support, leadership and encouragement to fieldwork programme.
2. Provide opportunities for agency staff, participate in regular field work conference in co-ordination with field work co-ordinator/ supervisor
3. Support, guide and provide atmosphere in learning both in the department/college and in the field work agency.
4. Guide faculty through regular supervisors conference

IV. Supervisor:

Every staff member is required to visit periodically, supervise and monitor the field work training. All reports be regularly corrected and weekly individual and group conference be scheduled and held

1. Three-way matching of students-agency-fieldwork coordination in the department.

2. Providing adequate supervision inputs to the agency supervisor.
3. Providing counseling support, assistance to the students for effective learning in the field.

Field Work Practicum- Examination:

1. Only those students who have put in minimum of 75% attendance in fieldwork and compiled with the guidelines provided are eligible to appear for the practicum Examination.
2. Failed candidates in practicum must redo the practical and will not be promoted to the next semester.
3. Practical examination will be conducted as per the procedure.

A. Field Action Project (FAP):

The department will initiate Field Action Projects to strengthen the curriculum components of the MSW and research courses. University keeping the professional development spirit in view extends all kinds of support to establish Field Action Projects in emerging areas. Field Action Projects are innovative and constructive practice of social work education, practiced and research. Action research and participatory research is adopted through FAPs to empower the communities both rural, urban and tribal.

Need-based and community-based projects are launched in the adopted villages/urban areas by the faculties of the Department. FAPs provide opportunity for dual learning and outcome; it benefits both students and the communities. The duration of the FAPs will be generally for one year, two year or more.

B. Skill Development for Social Work Human Resource Development :
   MSW and PhD Course students

MSW students have to acquire professional social work skills through intensive training sessions by expert resource person. Theory, training and practice are integrated for field work practice. Scientific and systematic fieldwork practice is unique of the Department. To achieve empowerment of individual, groups, organization and communities, the students should undergo trainings. Based on skill trainings, the students design fieldwork intervention, which is part of the assessment. There can be different kinds of skill development trainings in each semester to build a cadre of well-equipped social workers to perform as social change agent and behavior change agent.

i)   Field-based & Theory-based Trainings (MSW Sem.- I & II):
       Modular Trainings on –
       Life Skills Development, Livelihood Skills development, Entrepreneurship skills development, Daily Living Skills development, Survival skills development,

Recreation skills development, Learning skills development, IT skills development, Life Style Education, Case Study, Gender training, Micro-planning training; Intervention research training; and Design Need-based trainings from time to time to support the theory, practice and research.

ii) **Specialization-based trainings (MSW Sem.- III, IV & Ph.D. Sem.- I, II) :** Research trainings, ERP training, HR training, Development training, Rights-based training, Design project proposal training, Social business plan training, Social capital, Community Development training, Social entrepreneurship training, CSR training, Public health & Mental health training, Family education, Community education, Child rights, Youth development, Elderly care and Geriatric, Correctional services & administration, Juvenile justice, Correctional Social Work, Domestic violence, Social security, NGO Management, Rural development, Urban development, Non-Parametric statistics, Parametric statistics, Action research, Participatory research, Policy and Program training, Policy and Program research, International Social work, Need-based trainings as per the specialization requirement.

C. Community Development Cell (CDC):

Department of Social Work shall open a Community Development Cell to implement the rural development, urban development and community-based projects and programmes through action research initiatives. University will make all the necessary financial and institutional arrangements for effective functioning of the CDC.

Semester wise field work details

First semester Fieldwork
Field work is an integral part of social work. Students shall undergo two applied course in the first semester. They are -
        i) Concurrent field-work and   ii) Social Work camp/ Micro planning

Second Semester Field work
Students shall have to complete minimum of 192 hours of concurrent field work in the first semester. This has been divided into four parts
A. Classroom orientation
B. Orientation visits
C. Field work
D. Individual and Group conferences

DESIGN OF FIELDWORK MSW SEM.-I & II: Module-based

Sem.- I: Process : Social work competence building / Skill development & practice
i.   Life Skills Training for MSW students   – 9 days
ii.   Micro-Planning Training   – 4 days
iii.   Micro-Planning Camp (Health, Education, Sanitation, Livelihood) 6 to 10 days

Sem.- II: Process
iv.   Community study   - 3 days
v.   Life Skills Need assessment (Base line Data)   - 4 days
vi.   Life Skills Intervention   - 10 days
vii.   Life Skills Effectiveness   - 3 days
viii.   Submit Life Skills Report with photos & Press news   - 2 days
ix.   Education activities (School Social Work)
x.   Health & Mental Health Education / interventions
xi.   Sanitation (Open Defecation Free Village)
xii.   Livelihood & Entrepreneurship: Start-ups, Micro-entrepreneurship, Linkages, Networking, Agriculture and Allied activities, Advocacy etc.
xiii.   Sustainable development (Participatory watershed, Natural resources, Renewable energy, Solid Waste Management, Agriculture, Sustainable technologies, Pollution free environment etc.)

Class room orientation
One day orientation shall be organized for the fresh students of MSW students. In this faculty members and senior students shall orient about fields of social work, norms, structure of the course and practical's of the course.

Orientation visits
Field work coordinator shall organize orientation visits to the service providers in the field. In the first year visits have to be in the field of social service and welfare field. Here minimum of 5 visits shall be made and it should cover various fields.

Presentation of orientation visits
After the completion of the orientation visits, students should make a presentation on their learning in special class which will be organized for this purpose.

Field work
After completion of the orientation visits each student will be placed in an organization/community to practice the social work and each student will be monitored by faculty member. This is mentoring the student to become professional.

Presentation of field-work visits/viva
After completion of 10 visits and the end of the field work, students should present their learning in a special class which will be organized for this purpose.

Individual and Group conferences
To facilitate learning, Individual as well as group conference will be organized every week.
Supervisor:

Every staff member is required to visit periodically, supervise and monitor the field work training. All reports be regularly corrected and weekly individual and group conference be scheduled and held

1. Three-way matching of students-agency-fieldwork coordination in the department.
2. Providing adequate supervision inputs to the agency supervisor.
3. Providing counseling support, assistance to the students for effective learning in the field.

Viva Voce examination
After completion of the field work, viva voce examination will be conducted by the Department. Here, the students' leaning and applicability of theory into practice will be assessed.

Social Work Camp/ Micro planning

End of the first semester theory examination, students will have to attend social work camp or micro planning training for about one to two weeks.

Assessment:

After completion of the camp/ micro planning, viva voce examination will be conducted by the Department. Here, the students' leaning and applicability of theory into practice will be assessed.

II - Semester

Students shall undergo two applied course in the second semester. They are

    I.   Concurrent field work

    II. Summer placement (Marks will be included in III semester)

** I. Field work-**

In the second semester students shall have to complete 192 hours of field work. This has been divided into two parts as A. concurrent field work and B. individual and group conferences. The Students will be more oriented to social work methods and practice the same in the field.

Individual and Group conferences

To facilitate learning, Individual as well as group conference will be organized every week.

Presentation of field work visits/viva.

After completion of 10 visits and the end of the field work, students have to make a presentation/viva-voce on their learning in special class which will be organized for this purpose.

Supervisor:

Every staff member is required to visit periodically, supervise and monitor the field work training.

Viva Voce examination

After completion of the field work, viva voce examination will be conducted by the Department. Here, the students' leaning and applicability of theory into practice will be assessed.

** II. Summer placement**

End of the second semester theory examination, students will be placed for Summer placement for about four weeks.

Supervisor:

Every staff member is required to visit periodically, supervise and monitor the summer placement training.

Assessment:
After completion of the placement, viva voce/ presentation will be conducted by the Department. Here, the students' learning and applicability of theory into practice will be assessed.

III Semester

Students shall undergo two applied course in the third semester. They are
    I.   Field work
    II. Block placement

I. Field work

Students shall have to complete minimum of 192 hours of concurrent field work in the third semester. This has been divided into four parts.
A. Classroom orientation
B. Orientation visits
C. Field work
D. Individual and Group conferences

A. Class room orientation

One day classroom orientation program will be organized for the third semester students to orient on different specializations.

B. Orientation visits

In the beginning of the third semester, field work coordinator shall organize minimum of 5 orientation visits to various organizations. Visits shall be made preferably to orient the students to specializations of social work.

Presentation of orientation visits/viva.
After the completion of the orientation visits students have to make a presentation on their learning in special class which will be organized for this purpose.

C. Field work

In the third semester students will be placed for field work, based on their specialization. The student will learn more on their specialization field.

Presentation of field work visits/viva.
After completion of 10 visits and the end of the field work students will make a presentation on their learning in special class which will be organized for this purpose.

D. Individual and Group conferences
To facilitate learning, Individual as well as group conference will be organized every week.

Supervisor:

Every staff member is required to visit periodically, supervise and monitor the field work training.

Viva Voce examination
After completion of their field work viva voce examination will be conducted by the Department. Here, the students' leaning and applicability of theory into practice will be assessed.

II. Block field work
In this semester students will be placed for one month block field work in their area of specialization.
Supervisor:

Every staff member is required to visit periodically, supervise and monitor the block field work training. Field visit expenditure of faculty members is reimbursed.

Viva Voce examination
After completion of their field work viva voce examination will be conducted by the Department. Here, the students' leaning and applicability of theory into practice will be assessed.

IV Semester

Field work
In the fourth semester students shall be placed based on their specialization and have to complete minimum of 192 hours field work. This has been divided into two parts as
A. concurrent field work
B. Individual and group conferences.

A. Field work
In the fourth semester students will be placed for field work, based on their specialization. The student will learn more on their specialization field.

Presentation of field work visits.
After completion of 10 visits and the end of the field work students will make a presentation on their learning in special class which will be organized for this purpose.

B. Individual and Group conferences
To facilitate learning, Individual as well as group conference will be organized every week.

Supervisor:

Every staff member is required to visit periodically, supervise and monitor the field work training.

Viva Voce examination
After completion of their field work, viva voce examination will be conducted by the Department. Here, the students' leaning and applicability of theory into practice will be assessed.

Skill and Research Laboratory

Social work education lays great emphasis on developing appropriate skills required for working with people effectively. This is significant because the professionally trained social workers are one of the important agents of change. The laboratory experience offered by the department provides organized opportunities and simulated experiences for the trainees for developing the necessary understanding, skills and expertise for working with people and doing research. The Skill Laboratory which is a unique feature of the department, which enables students to develop skills necessary for understanding self, communicating, interviewing, making audio-visual presentations and recording.

The Research Laboratory provides the students with experience in designing research and project proposals, preparing tools for data collection, data processing and analyzing data, using statistical tests and presenting research data.

MSW 306-D : FIELDWORK / INTERNSHIP

MSW students during Semester –III will undergo Specialization-based internship as part of fieldwork in - development organizations, social movement, industries, mental health and public health institutions, child protection, family welfare and gender field and so on.

MSW 307-D : DISSERTATION

During the Semester – III the students will be prepared for taking-up an independent/joint/group dissertation work. The students will be trained and oriented towards specialization-specific dissertation. In this semester, the students will submit Chapter writing of Introduction, Review of Literature and Methodology. The students will submit the tool of data collection before the completion of the examination for assessment.

The students will be prepared to work in communities, industries, mental health institutions and organizations for their research dissertation. Department will decide the themes of dissertation work of the students on the various topics considering the Societal benefits and learning benefits to the students.

Following are the mandatory Community-based dissertation (except HRM Specialization) work to assess and evaluate for policy and program interventions at the local self-government:

1. Social Development Specialization :
Social Development Report (Education, Health, Gender, Empowerment, Social and economic deprivation, Poverty etc.), Social capital report

2. Medical and Psychiatric Social Work Specialization:

Mental Health Report, Public Health Report,
3. Family-Child Welfare and Public Health Specialization :
Social Capital Report, Child Protection Report, Child Rights Report,

4. Human Resource Management Specialization :

HR Research will be conducted in Industries. Data collection should be completed before the Semester – III examinations.

ASSESSMENT/ EVALUATION GUIDELINES
Internal assessment Criteria- Field work

Concurrent Field Work   **Max marks= 40**
Note: Internal evaluation/ Assessment shall be done in two or three stages

Sl. No	Criteria	Marks
1	Field Work Diary and Report	05
2	Action Plan Preparation and Performance	10
3	No. of Visits (attended)	05
4	Professional Learning	10
5	Field Work Presentation	10
	Total	40

1. Field work Diary and report= Max Marks= 05

Sl no	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Maintenance of field work dairy	2	Language, content, logical connection, etc	Rating scale <1 2 Satisfactory Very Good
2	Field work report	3	Language, content, logical connection, submitted the reports in time, etc	Rating scale <1 3 Satisfactory Very Good
	Total	05		

2. Action plan and performance- Max Marks=10

Sl no	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Takes initiative in preparing future visits plan	2	discuss with the faculty supervisor, agency supervisor, review the related literature	Rating scale <1 2 Satisfactory Very Good
2	Participation in individual conference	2	Participation in individual conference	Rating scale <1 2 Satisfactory Very Good

3	Administrative procedures	2	Understanding the knowledge of administrative procedures, programme management.	Rating scale
				<1 2
				Satisfactory Very Good
4	Capacity to work in a team	2	Has adaptable skills in the agency	Rating scale
				<1 2
				Satisfactory Very Good
5	Field work supervision/consultation with agency officials	2	Periodically meets the agency supervisor , regular in field work, etc	Rating scale
				<1 2
				Satisfactory Very Good
	Total	10		

3. No of visits- Max Marks= 05

Sl no	Area	Max marks	Dimensions to be considered while awarding marks	criteria
1	Number of visits made	5	< 75% 75% - 80% 81% to 85% 86% to 90% 91%-95% 96% -100%	Not eligible 1 Marks 2 Marks 3 Marks 4 Marks 5 Marks
	Total	05		

4. Professional learning- Max Marks=10

Sl no	Area	Max marks= 10	Dimensions to be considered while awarding marks	Criteria
1	Application of theory in to practical context	5	Integration of theory into practice, able to understand the theory and relates to practice	Rating scale
				<1 2-3 4- 5
				Satisfactory Good Very Good

2	Practice of case work/ group work etc.) in the second semester. Practice of respective specialization in the field	5	Practices case work and group work process, skills, etc in the second semester. Practice of respective specialization in the field in the third and fourth semester.	Rating scale <1 2-3 4- 5 Satisfactory Good Very Good
	Total	10		

5. Presentation of reports and discussion with faculty supervisor- Max Marks=10

Sl no	Area	Max marks	Dimensions to be considered while awarding marks	Criteria
1	Presentation of reports and discussion with faculty supervisor	10	Part A: Profile of the community/ organization/Industry • Address • Genesis (History of the agency) • Vision and mission (Aim and objectives) • Interventions/ Programmes • Target group/s • Organizational structure • Funding sources • Monitoring and evaluation framework Part B: Observational & Experiential learning • Personal learning • Professional learning • Social problems and the role of social work	Rating scale <3 4-6 7-10 Satisfactory Good Very Good
	Total	10		

Criterion for Field Work Viva-Voce Examination

The following criterion is designed to assess the MSW student's performance in the Field Work Viva-Voce examination.   **Maximum marks: 60**

Sl no	Assessment Domains	Marks	Assessment tool		
1.	Understanding about the community/ Organization/ industry: structure, target group and Programmes	15	Rating scale		
			<5	6-10	11-15
			Satisfactory	Good	Very Good
2.	Action plan (Preparation of action plan and implementation)	15	Rating scale		
			<5	6-10	11-15
			Satisfactory	Good	Very Good
3.	Learning outcome (Professional and personal)	15	Rating scale		
			<5	6-10	11-15
			Satisfactory	Good	Very Good
4.	Theoretical and conceptual knowledge (Social Work Practice linkage)	15	Rating scale		
			<5	6-10	11-15
			Satisfactory	Good	Very Good
	Total=	60			

Assessment of Placement (Summer placement and Block placement)
Viva-Voce Examination Criterion

The following criterion is designed to assess the MSW student's performance in the placement's Viva-Voce examination.

Maximum marks: 50

Sl no	Assessment Domains	Marks	Assessment tool		
1.	Field Work Diary and Report	10	Rating scale		
			<3	4-6	7-10
			Satisfactory	Good	Very Good
2.	Understanding about the Organization, structure, target group, Interventions and Programmes of the organization	10	Rating scale		
			<3	4-6	7-10
			Satisfactory	Good	Very Good
3.	Action plan (Preparation of action plan and implementation)	10	Rating scale		

			<3	4-6	7-10
			Satisfactory	Good	Very Good
4.	Learning outcome (Professional and personal)	10	Rating scale		
			<3	4-6	7-10
			Satisfactory	Good	Very Good
5.	Theoretical and conceptual knowledge (Social Work Practice linkage)	10	Rating scale		
			<3	4-6	7-10
			Satisfactory	Good	Very Good
	Total= 60				

INTERNAL CONTINUOUS ASSESSMENT:MARKS DISTRIBUTION FOR THEORY PAPERS INCLUDING ELECTIVES

Core Papers without practical   Total marks 40

Sem ester	Assignment (10 marks)	Presentation (10 marks)	Test (20 marks)	Total marks
1	Theory and application oriented assignment for each paper	Presentation of theory and application paper	Based on the syllabus covered	40
2	Practice based field assignment for each paper	Presentation of practice based paper	Based on the syllabus covered	40
3	Theory and application oriented assignment for each paper	Presentation of theory and application paper	Based on the syllabus covered	40
4	Practice based field assignment for each paper	Presentation of practice based paper	Based on the syllabus covered	40

Note: There shall be one test, one assignment and one presentation for each paper
Question pattern of internal examination/test
Duration: 1hr

Part		No. of questions	To be answered	Marks	Total marks
A	Essay	2	1	10	10
B	Short essay	2	1	6	6
C	Short note	2	1	4	4
				Total marks	**20**

END SEMESTER EXAMINATION
Duration: 2 ½ hours

Part		No. of questions	To be answered	Marks	Total marks
A	Essay	5	3	10	30
B	Short essay	5	3	6	18
C	Short note	5	3	4	12
Total marks					60

		MSW Course Credits = 108 Credits															
		MSW Sem.- I				MSW Sem.- II				IMSW Sem.- III				MSW Sem.- IV			
PART – A	**THEORY PAPERS**																
Subject	**Core Paper**	**Credit**	**L**	**T**	**P**	**Credit**	**L**	**T**	**P**	**Credit**	**L**	**T**	**P**	**Credit**	**L**	**T**	**P**
Course – 1	Core Paper	4	3	1	0	4	3	1	0	4	3	1	0	4	3	1	0
Course – 2	Core Paper /Discipline Elective (4th Sem.)	4	3	1	0	4	3	1	0	4	3	1	0	4	3	1	0
Course – 3	Core Paper / Discipline Elective (3rd & 4th Sem.)	4	3	1	0	4	3	1	0	4	3	1	0	4	3	1	0
Course – 4	Core Paper / Discipline Elective (3rd & 4th sem.)									4	3	1	0				
Course – 5	Core Paper / Discipline Elective (3rd & 4th Sem.)									4	3	1	0				
Course – 6	Core Paper	3	2	1	0	3	2	1	0								
Course – 7	Generic/Open Elective	3	2	1	0	3	2	1	0								
	Total Theory Credits:	*18*	*13*	*5*	*0*	*18*	*13*	*5*	*0*	*20*	*15*	*5*	*0*	*12*	*9*	*3*	*0*
Part- B	**APPLIED PAPERS Training cum Practice**																
Fieldwork / Internship	Practical	5	0	3	2*	5	0	1	4*	5	0	0	5*	5	0	0	5*
Internship – Summer (Non-Credit)	Practical					6	0	0	6*								
Dissertation	Practical									2	0	2	0	4	0	4	0
Foundation Compulsory	Practical	2		1	1	2		1	1								
Foundation Elective	Practical	2		1	1	2		1	1								
	Total Applied Credits:	*9*		*5*	*4*	*15*		*3*	*12*	*7*	*0*	*2*	*5*	*9*	*0*	*4*	*5*

	PART- A	18	13	5	0	18	13	5	0	20	15	5	0	12	9	3	0
	PART – B	9	4	5	4	15	0	3	12	7	0	2	5	9	0	4	5
2* hr = 1 hr *	**GRAND TOTAL**	**27**	**17**	**10**	**4***	**33**	**13**	**8**	**12***	**27**	**15**	**7**	**5**	**21**	**9**	**7**	**5**
Non – Credit (Field Visits/ Study Tour)														2			2

MSW COURSE STRUCTURE - 2016 JULY

MSW Semester : I

Sl.no	Code no.	T= Theory P– Practical	Type	Credits	Core Courses Title	Theory& Practical Hrs/Week	Total No. of Hours/Semester (T &P)	Duration of Exam hours (T&P)	Maximum Marks Examination) T&P	Internal Assessment(T&P)		Total Marks (T & P)
1	MSW101	T	Core course-1	4	Social Work Profession	4	60	2.5	60	40		100
2	MSW102	T	Core course-2	4	Social Work Practice with Individuals and Groups	4	60	2.5	60	40		100
3	MSW103	T	Core course-3	4	Community Organization and Social Action	4	60	2.5	60	40		100
4	MSW104	P	Core (Applied- 1)	5	Field Work (Twenty days)	10	192	Viva	60	40		100
5	MSW105	T	Core	3	Psychosocial Perspectives of Social Work (for MSW Course) Offered to other disciplines : i: Persons in Difficult Circumstances ii: Human Rights & Social Justice	3	45	2.5	60	40		100
6	MSW106	T	Generic / Open	3	Elective courses:	3	45	2.5	60	40		100

			Elective (Other Dept. Students)		i. Life Style Education ii. Green Social Work iii. Peace and Conflict Resolution							
					FOUNDATION COURSES							
7	MSW107		Foundation Compulsory	2	Micro – Planning	2	30			50		50
8	MSW108		Foundation Elective	2	Social Policy	2	30			50		50
			Total Credits	27	During semester	32	522	12.5	360	340		700

M.S.W. Semester : II

Sl.no	Code no.	T= Theory P= Practical	Type	Credits	**Course Courses** Title	Theory& Practical Hrs/Week	Total No. of Hours/ Semester (T &P)	Duration of Exam hours (T&P)	Maximum Marks (Examination) T&P	Internal Assessment (T&P)		Total Marks (T & P)
1	MSW201	T	Core course-1	4	Sociological Foundation for Social Workers	4	60	2.5	60	40		100
2	MSW202	T	Core course-2	4	Social Work Research	4	60	2.5	60	40		100
3	MSW203	T	Core course-3	4	Social Welfare Administration and Social Législation	4	60	2.5	60	40		100
4	MSW204	P	Core Applied – 2	5	Field Work (Twenty days)	10	192	Viva	60	40		100
5	MSW205	T	Core	3	i: Statistics for Social Work	3	45	2.5	60	40		100
6	MSW206	T	Generic/ Open (Other Dept. Students)	3	**i. Mental Health Education** ii. **Social Innovation and Social Enterprises**	3	45	2.5	60	40		100

					FOUNDATATION COURSES							
7	MSW207	T	Foundation Compulsory	2	Life Skills Development	2	30			50		50
8	MSW208	T	Foundation Elective	2	1. Social Justice 2. Participatory Watershed Management	2	30			50		50
					NON CREDIT COURSE							
7	MSW 209	P	Applied	6*	**Internship (Summer)**		180	----	----	----	----	----
			Total credits	33	During semester	32	702	12.5	360	340		700

MSW Sem. – III : 2016 July

sr	Code no.	T= Theory P= Practical	Type	Credits	**Core Courses** Title	Theory& Practical	Total No. of Hours/ Semester	Duration of Exam hours (T&P)	Maximum Marks (Examination)	Internal Assessment		Total Marks (T & P)
1	MSW301	T	Core course-1	4	Social Business and Social Entrepreneurship for Social Change (Common paper)	4	60	2.5	60	40		100
2	MSW302	T	Core course-2	4	Theory and Practice of Counseling (Common paper)	4	60	2.5	60	40		100
3	MSW303	T	Discipline Elective - 1	4	Specialization papers: A,B,C, D, E A. Rural and Tribal Governance and Development B. Human Resource Management C. Public Health D. Public Health E. Criminology and Social Deviance	4	60	2.5	60	40		100
4	MSW304	T	Discipline Elective - 2	4	Specialization papers: A,B,C, D, E A. Urban Governance and Development B. Human Resource Development	4	60	2.5	60	40		100

Sl no	Code no.	T=Theory P=Practical	Type	Credits	Core Courses Title	Theory& Practical Hrs/ Week	Total No. of Hours/ Semester	Duration of Exam hours (T&P)	Maximum Marks (Examination)	Internal Assessment		Total Marks (T & P)
					C. Symptomatology and Psychiatric Disorders D. Child Rights and Child Protection E. Criminal Justice Administration							
5	MSW305	T	Discipline Elective - 3	4	Specialization papers: A,B,C, D, E A. Sustainable Technologies, Entrepreneurship and Sustainable Livelihoods B. Organizational Behavior and Organizational Development C. Interventions in Psychiatric Setting D. Mental Health E. Forensic Criminalistics	4	60	2.5	60	40		100
6	MSW306	P	Core Applied - 3	5	Field Work (Twenty days) / Internship	10	192	Viva	60	40		100
8	MSW307	T	Discipline Elective - 4	2	Dissertation (Individual/Joint/Group) Specialization papers: A,B,C, D,E A. Research Dissertation (Individual/Joint/Group) B. Research Dissertation (Individual/Joint/Group) C. Research Dissertation (Individual/Joint/Group) D. Research Dissertation (Individual/Joint/Group) E. Research Dissertation (Individual/Joint/Group)	2	30	Viva	--	50		50
			Total credits	27		32	522	12.5	360	290		650

MSW Semester : IV

Sl.no	Code no.	T= Theory P= Practical	Type	Credits	Core Courses Title	Theory& Practical Hrs/ Week	Total No. of Hours/ Semester	Duration of Exam hours (T&P)	Maximum Marks (Examination)	Internal Assessment		Total Marks (T & P)
1	MSW401	T	Core course 1	4	Project Planning and Management	4	60	2.5	60	40		100
1	MSW402	T	Discipline Elective - 5	4	Specialization papers: A,B,C, D, E A. Social Development	4	60	2.5	60	40		100

#	Code	T/P	Title	Cr	Content							
					B. Industrial Relations and Labour Welfare C. Social Work in Medical Setting D. Family and Youth Development E. Juvenile Delinquency Reform and Prevention							
2	MSW403	T	Discipline Elective - 6	4	Specialization papers: A,B,C,D,E A. Local Self Government : Rural, Tribal and Urban B. Labour Legislation C. Social Work Intervention with Family and Children D. Social Work Practice with Children, Families, Communities and Stakeholders E. Penology and Correctional Administration	4	60	2.5	60	40		100
3	MSW404	P	Discipline Elective - 7	4	Specialization papers: A,B,C, D,E F. Research Dissertation (Individual/Joint/Group) G. Research Dissertation (Individual/Joint/Group) H. Research Dissertation (Individual/Joint/Group) I. Research Dissertation (Individual/Joint/Group) J. Research Dissertation (Individual/Joint/Group)	4	60	2.5	60	40		100
5	MSW405	P	Core Applied – 5	5	Field Work (Twenty days) (Concurrent /Block)	10	192	Viva	60	40		100
			Total	21		26	432	10	300	200		500

Non Credit Course

| 6 | | P | Applied -6 | 2 | Field Visits / Study Tour   (Optional) | 4 | 60 | | | | | -- |

: MSW Specializations :

A: Social Development (SD)   B: Human Resource Management   (HRM)   C: Medical and Psychiatric Social Work (MPSW)

D: Family – Child Welfare and Public Health (FCW & PH)   E: Criminal Justice and Correctional Administration (CJ & CA)

: MSW Course Credits and Hour Distribution :

Theory Paper Credits   :   68 X 15   Theory Paper Hours   :   1020 hours

Practical Paper Credits   :   40 X 30   Practical Paper Hours :   1200 hours (600 hours: 2 hours = 1 hour)

Total Course Credits   : 108 X 15   Total Course Hours   :   2220 hours (1020 + 600 = 1620 hours)

Total hours of field practice/ social work practicum : 978 hours = 489 hours of teaching (2 hours = 1 hour)

Theory : 1 Credit = 15 hours of direct teaching ;   Practical 1 Credit = 30 hours = 15 hours of direct teaching

Theory and Applied Credits (108 Credits)

Teaching Methods	Theory Credits				Applied Credits *				Total
	Sem. – I	Sem.-II	Sem.-III	Sem.-IV	Sem.-I	Sem.-II	Sem.-III	Sem.-IV	
Lecture – L	13	13	15	09	--	--	--	--	**50**
Tutorial – T (Trainings & Presentations)	05	05	05	03	05	03	02	04	**32**
Practice - P	--	--	--	--	04	12	05	05	**26**
Total	18	18	20	12	09	15	07	09	**108**

Tutorial: 1 hr = 1 hr;   *** Practice: 2 hr = 1 hr**

Proportion of Credits

Methods	Credits	Percentage
Lecture	50	46%
Tutorial	32	30%
Practice	26	24%
Total Credits & %	**108**	**100%**

SYLLABUS OF

MSW SEMESTER I &II

MSW101:   SOCIAL WORK PROFESSION

Introduction:

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

Objectives:

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

Course Content:

Unit – I   **Total hour of teaching=10**

History of Social Work:

Social Work – Meaning, definitions, objectives, values and Functions. Evolution of Social Work Profession: UK, USA and India. Impact of Social Reform Movements. Philosophy and Principles of Social Work and their application. Methods of social work: Factors that influenced the emergence of method approach in Social Work Practice; fields of social work

Basic concepts: Social welfare, social Service, Social reform, Social development, Social policy and Social security. Changing trends in the scope of social work.

Unit – II   **Total hour of teaching=20**

Theories of Social Work

Theoretical perspectives for Social Work practice – Psychosocial theory, functional theory, ecosystems theory, System Approach to Social Work Practice, structural theory, strength based social work theory, anti-oppressive theory, radical and feminist perspective.

Definition, Relevance and Scope of Integrated Approach to Social Work Practice, Skills and Techniques.

Unit – III   **Total hour of teaching=12**

Contemporary Ideologies for Social Change

Liberalization and democracy- Neoliberalism and Globalization - Post modernism – Multiculturalism- civil rights- human rights- gender rights-Social justice- Fundamental rights-The impact of pluralism- computerization.Utilitarianism and Social Darwinism.

Unit – IV Social Work as a Profession: **Total hour of teaching=12**

Attributes of a profession, Professional ethics. Professionalization of Social Work: Professional Associations,Academic Associations.International professional organizations- IASSW, IFSW, GSCC, NASW.National level professional organizations-ASSWI, IATSW, APSWA, ISPSW, NAPSWA.State level professional organizations.

Social work Education:

Social Work Education – Content, Training, Supervision, Problems and Challenges

Unit – V   **Total hour of teaching=15**

Indigenization and Authentization of social work

Gandhian social work : Constructivism and Activism Ideologies; Satyagraha ideology, Sarvodaya ideology; Social justice and Ambedkar; Post-independent ideologies & movements; VinobaBhave, Jay PrakashNarayana, Baba Amte, Rajendra Singh, Anna Hazare, Asghar Ali Engineer, Aruna Roy, Mother Teresa andKailashSatyarthi.

Professional social workers: MedhaPatkar, MS. Gore, Ruth Manorama, UlkhaMahajanand others

TEXT BOOKS
1. Desai, Murali (2002) Ideologies and Social Work (Historical and Contemporary Analysis), Jaipur :Rawat Publication.
2. Encyclopedia of Social work in India. (1987). Ministry of Welfare, Govt. of India. New Delhi.
3. Friedlander, Walter A. (1977) Concepts and Methods of Social Work, New Delhi : Prentice Hall of India Pvt. Ltd.
4. Wadia, A.R. 1968. History and Philosophy of Social Work in India, Bombay, Allied Publishers.
5. Joseph Walsh. 2010. Direct Social Work practice- Theoretical perspectives. Cengage Learning

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1. ChowdryPaul,D., 1971. Voluntary Social Welfare in India, New Delhi: Sterling Publishers.
2. Congress, E. P. 1998 Social Work Values and Ethics, Chicago: Nelson- Hall Publishers.

3. Desai, Armaity S. 1994 A Study of Social Work Education in India, Bombay, Tata Institute of Social Sciences, Vol. I and II
4. Desai, M. 2000 Curriculum Development on History of Ideologies for Social Change an Social Work, Mumbai: Social Work Education and Practice Cell.
5. Desai, Murali. 2004.Methodology of Progressive Social Work Education. New Delhi: Rawat Publications
6. Diwakar, V. D. (Ed.) 1991 Social Reform Movements in India: A Historical Perspective, Bombay: Popular Prakashan.
7. Fink, A.E. and Others 1945. The Field of Social Work, New York, Henry Holt and Co.
8. Friedlander, W.A. 1958 .Concepts and Methods of Social Work Engel wood Cliffs, Prentice-Hall.
9. Friedlander, W.A.1964   Concepts and Methods of Social Work, New Delhi, Prentice – Hall.
10. Gore M.S. 1965 Social Work and Social Work Education Bombay Asia Publishing House.
11. Johnson Louise C. 1992 Social Work Practice- A Generalist Approach ,Boston: Allyn and Bacon.
12. Reamer Frederic.G. 1999Social Work Values and Ethics. New Delhi: RawatPbulications
13. Richmond, Mary E 1917 ,Social Diagnosis, New York, Free press.
14. Skidmore, Rex A and Thackeray, Milton G 1982 Introduction to Social Work, Prentice –   Hall, Englewood Cliffs, New Jersey.
15. Wadia, A.R. (Ed)   History and Philosophy of Social Work in India
16. Wadia, A.R. 1968 History and Philosophy of Social Work in India, Bombay, Allied Publishers.

Journals/ Magazines:
1. The Indian Journal of Social Work, Bi-annual, TISS, Mumbai (Maharshra)
2. Perspectives in Social Work, College of Social Work, NirmalNiketan, Mumbai (Maharshra)
3. Social Work Journal, Bi-Annual, Department of Social Work, Assam University, Silchar-788 011 (Assam)

MSW102   SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS

Introduction:

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

Objectives:

1. Understand casework and group work as methods of social work, and appreciate their place in social work practice.

2. Understand the values and principles of working with individuals, groups and families.

3. Develop the ability to critically analyze problems of individuals, groups and families and factors affecting them.

4. Enhance understanding of the basic concepts, tools and techniques in working with individuals, groups and families, in problem-solving and in developmental work.

5. Develop appropriate skills and attitudes to work with individuals, groups and families.

COURSE CONTENT

UNIT: I History and Development of Social Casework   **Total hour of teaching=12**

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

Pioneers in Social Case Work:The Almoners, Jane Addams, Ida Canon, Lydia Rappaport, Mary Richmond, Florence Hollis, H.H.Perlman.

UNIT II Components and process of social casework: Total hour of teaching=12

Components of casework (Perlman's model), **The process of intervention with client system and target system** (Process in casework): Study, assessment, intervention, evaluation, termination, and follow-up.

Psychosocial Model, Task centered Problem Solving model, Functional model, Behaviour modification, Crisis intervention, Counselling and Psychotherapy, similarities and differences.

Unit – III: Tools and techniques of social case work

Total hour of teaching=15

Case work tools, Recording, skills and Techniques, Qualities in the caseworker

Application of Social Case Work Method:

Application of Methods: Primary and secondary settings – working in family, women, and child welfare settings, familycounselingcentres, school settings, medical and psychiatric settings, correctional institutions, and industry. Intervention agencies: School social work, Geriatric social work, Child Guidance Clinic, and other agencies.

Group and Social Group Work:

Meaning- Characteristics-significance- Type of Groups. Social group work- Definition -History - Characteristics - Purpose of Social Group Work.

UNIT IVTheoretical perspectives in Social Group Work: **Total hour of teaching=10**

Theoretical perspectives related to Social Group Work- principles- models in Social Group Work.

UNIT V

Group Work Process: **Total hour of teaching=11**

Phases of group-Group dynamics- Importance of group processes - Typical patterns – Processes in different type of groups - Worker's skills in identifying and understanding processes - Bond, sub-groups, role. Leadership - Isolation - Decision making - Conflict – Communication - Relationships. Use of Techniques and Tools in Group Work

Programme planning in Social Group Work- Recordings in Group work- Skills of Group Worker

Application of Group Work in different settings

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1. Aptekar, Herbert (1955) The Dynamics of Casework and Counselling, New York :Houghton Mifflin Co.

2. Babara, J. G. (1991) Beyond Case Work, London

3. Biestek, Felix (1968) The Casework Relationship, London :Unwin University Book

4. Fisher, Joe (1978) Effective Case Work Practice – An electric approach, New York : Mac-Graw Hill

5. Garrett, Annett (1972) Interviewing – Its Principles and Methods, Family ServiceAssociation of America, New York.

6. Government of India (1987) Encyclopedia in Social Work, New Delhi : Publication Division (Social Welfare Ministry)

7. Hamilton, Gordon (1970) The New York School of Social Work : Theory and Practice ofSocial Case Work, New York and London : Columbia University Press.

8. Holis, Florence and Woods, Mary E. (1981) Casework – A Psychosoical Therapy, NewYork : Fandom House

9. Kadushin, Alfred (1990) The Social Work Interview, New York :ColulmbiaUniversityPress

10. Keats, Daphne (2002) Interviewing – A Practical Guide for Students and Professionals,New Delhi : Viva Books Pvt.Ltd.

11. Lishman, Joyce (1994) Communication in Social Work, New York : Palgrave MacMillan

12. Mathew Grace (1992) An Introduction to Social Case Work, Bombay : Tata Institute ofSocial Sciences

13. Nelson Jones, Richard, (1984) Practical Counselling and Helping Skills, London :Harperand Row

14. Nursten, Jean (1974) Process of Case Work, Pitman Pubhishing Corporation

15. O'Hagan, Kieran, Kingsley, Jessica (2003) Competence in Social Work Practice – APractical Guide for Professionals, London

16. Perlman, Helen Harris (1964) Social Case Work – A Problem Solving Process, London:University of Chicago Press

17. Rameshwari Devi, Ravi Prakash (2004) Social Work Methods, PracticsandPerspectives(Models of Casework Practice), Vol. II, Ch.3, Jaipur : Mangal Deep Publication

18. Richmond, Mary (1970) Social Diagnosis, New York : Free Press

19. Sena, Fine & Glass, Paul H. (1966) The First Helping Interview Engaging the Client &Building Trust, New York : Sage Publications

20. Sheafor, Bradford, Horejsi, Charles, Horejsi, Gloria, (1997) Techniques and Guidelinesfor Social Work Practice, London :Allyn and Bacon

21. Thompson, Neil (2006 2nd Ed.) People Skills, New York : Palgrave Macmillan

22. Timms, Noel (1966) Social Case Work, London :Routledge&Kegan Paul.

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MSW103   COMMUNITY ORGANIZATION AND SOCIAL ACTION

Introduction:

Development of Community Organization as a method of social work practice is seen as a means to facilitate communities towards self-directed change.

Objectives:

1. Develop understanding regarding community organization and social action as methods of social work

2. Understand the critical elements of community organization and social action practice

3. Enhance the understanding of the roles of the agencies and community organizer

4. Enhance critical understanding of the models and strategies for community organization and social action.

5. Develop perspective and skills for participatory processes in the community and civil society

Course Content

Unit I   **Total hour of teaching=12**

Community: Meaning, concept, types, characteristics. Community Organisation: Definition, Historical development in UK, USA and India, Principles and Scope of Community organisation -Community Organisation as a method of social work. Process of community organization - Study and survey, analysis, assessment, discussion, organization, action, reflection, modification and continuation.

Unit II   **Total hour of teaching=15**

Models of community organization(J. Rothman's Model): locality development, social planning, social action- Approaches (Murray G. Ross' Model)-specific content, general content and process content -Asset-Based Community Development (ABCD) approach - Roles of community organizer - Skills in community organization- Methods of community organization - Community development: concept, philosophy and methods**,** Rural Community Development – Principles, approaches.

Unit III   **Total hour of teaching=10**

Micro Planning – RRA – PRA – Meaning – Characteristics – Features - Technique & Levels of Participation – Space Related Methods – Time Related Methods – Grassroot planning methodology - Tasks and Steps – Issues in Micro Level Planning - Social Audit and Community Development - Community Organisation as a Para – Political Process, Models of community power structure -Recording – Meaning, Uses, Principles and types.

Unit IV   **Total hour of teaching=12**

Social Action: As a method of Social Work, Concept, Definition, Objectives and Scope in India Principles of Social Action– Skills Involved in social action- Models of Social Action- Mobilization and Grass- Root Mobilization.

Unit V   **Total hour of teaching=11**

Strategies and Tactics in Social Action: individual contact, conscientization, negotiation, collaborative pressure, advocacy, legal suasion, public relations, political organization, conflict resolution and violence –Approaches towards social action: Paulo Friere, Saul Alinsky, Mahatma Gandhi- critiques of models and approaches- Public Interest Litigation.

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17. Shivappa R. 2009 Streams in the River- A Journey into Inclusive Concerns, DhatriPustaka, Bangalore.

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CODE: MSW104: FIELD WORK

Orientation: Two types of orientation activities have to be conducted.

A. Orientation to social work practice: Half a day orientation programme to be organized in the department on the importance of the practicum in the social work education.

B. Orientation to social work settings.

Orientation Visits – There shall be minimum 6 orientation visits to be made in the first four weeks to provide an exposure to and understanding of the services provided in responses to people's needs. (Agencies in health setting, education, community, institutional services, criminal justice system, civic administration, rehabi1itation etc.).

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

Structured Experience Laboratory - is a classroom activity, which provides opportunities through the games/activities, to form the involvement of self in various practice skills. These laboratory experiences are designed in small groups to encourage participation, sharing of the experience and aid in examining learning and applications of skil1s. These sessions have a specific objective of experiencing self, and applying /using self in practice. (Relationship skills, Communication skills etc., will be focused).

Concurrent practice learning of one-day a week - On going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for one day or its equivalent, each week of the semester.

The students for Semester – I and Semester – II shall be placed preferably in the rural communities and urban communities for their concurrent fieldwork (Depending upon the availability of the agencies may be placed in agency setting also). Agency and Industry placement of students shall be only for Semester – III and Semester – IV.

The faculty supervisors shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors (wherever applicable). Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work.

MSW105 (i) ALLIED COURSE: PSYCHOSOCIAL PERSPECTIVE OF SOCIAL WORK

OBJECTIVES

To understand basic aspects of human behavior

To understand human behavior through Cognitive, Affective and Cognitive basis of behaviour, Life span developments, Personality & Adjustment.

COURSE CONTENT

Unit – I Introduction:

Meaning and Definitions and scope of Psychology. Schools of psychology – Psychodynamic, Cognitive-Behavioral, Humanistic existential and Transpersonal. Methods of studying behavior- observation, experimentation, survey, and introspection. Basics of human behavior: Bio-psycho-social perspectives.

Unit – II Basic Process:

Definitions and characteristics and theoretical basis of: Perception, Learning, Memory, Thinking Intelligence, Emotion and Motivation.

Unit – III Life Span developments:

Physical, Cognitive and Social, emotional, and moral development during: infancy, early and middle childhood, adolescence and early adulthood, middle and late adulthood, old age.

Unit – IV Social Basis of Behaviour:

Social Perception, Social Learning, Social facilitation, Attitude, Prejudices and Stereotypes, Social influence, Social Cognition; Social norms, propaganda, Social distance, current issues**.**

Unit – V Personality and behavioral dysfunctions:

Meaning, definitions of personality; Personality assessment methods ; Factors affecting the development of personality; Theories of personality: Psycho-analytical, Cognitive-Behavioral, Humanistic- existential. Stress, Health, Coping and adjustment . Normality and mental health.

REFERENCES

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MSW105 (ii)   PERSONS IN DIFFICULT CIRCUMSTANCES

Objectives:

1. To understand the different section of people in difficult circumstances
2. To analyze the psychosocial problems that affects the people in difficult circumstances.
3. To understand the social work interventions for people in difficult circumstances.

COURSE CONTENT

Unit I. Marginalized Population in India

Marginalized population: children, women and disabled, people living with HIV/AIDS, LGBT groups, displaced people; SCs & STs, OBC, minorities, Constitutional provisions; Social Exclusion and Inclusion.

Unit II. Women, Children and the Elderly

Status of Women in India: Psychosocial problems of women, consequences of social issues on women, policies and programmes for the development of women. Women in sexual exploitation and trafficking

Children: Social problems for children, impact of social problems on women, child labour; child abuse; child trafficking, child prostitution, children in conflict situation, and child welfare services, children in need of care and protection.

Elderly: Concept of old age, vulnerability of elderly, problems of elderly.

Social Work interventions for women, children and elderly

Unit III. People with Disability

Types of disabilities; Social Models of disability, equalizations and opportunities, Persons with Disability Act and Rights Based Approach, Social Work interventions for disabled, Schemes and services for PWD, International Classification of Functioning (ICF)

Unit IV. People Living with HIV/AIDS:

Problems and dynamics; Government intervention for controlling HIV/AIDS, institutionalization and community home-based Care and support, role of social worker.

Unit V. Displaced People:

Development and displacement including SEZ, Migration, refugees, homeless, Demography and identity, causes and problems of displacement, rehabilitation programmes and responses from NGOs and Governmental organizations.

REFERENCES

1. Austin, M.J. (1997) Human services integration. The Haworth Press: New Delhi.

2. Bagchi, J., J, Guha., Sengupta, P. (1997) Loved and unloved : The give child in the family, STREE.

3. Bergeman, C.S. (1997) Aging: Generic and environmental Influences, Vol. 9, Sage Publications: New Delhi.

4. Eggy, Ominn. (1908) Understanding disability : A lifespan approach, Sage Publication: New Delhi.

5. Giardino, A.R., Christian, C.W., Giardino, E.R. (1997) A practical guide to the Evaluation of child physical abuse and neglect, Sage Publication: New Delhi.

6. Govt. of India (2001) Report of commissioner for SCs & STs.

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MSW105 (iii)   **HUMAN RIGHTS AND SOCIAL JUSTICE**

Objectives:

1. Develop sensitivity to the problems and concern in Indian Society and to identify the roots of the problems and the structure that sustain them.
2. Understand the concept of Human Rights, its evaluation at the International level as well as in India and impact of the society.
3. Develop ability to understand areas of Human Rights and acquaintance with Human Rights machinery and their functions.

COURSE CONTENT

Unit I. Concept and Historical Perspective:

Concept of Civil Rights, Human Rights and Issues of Social Justice; Evolution of the concept of Human Rights as an International Endeavour; Development of Human Rights Concept in India; Impact of Human Rights on Society. Conservation and management of environment, relation between men, women and environment, environment and livelihood as Human Rights issues.

Unit II. Human Rights and Social Justice:

Concept in Indian society; Inequality and injustice; Social, Economic, Political structure of Indian Society, and their effect on Social Developments; Various approaches to Social Justice, like Karl Marx & Gandhi.

Unit III. Human Rights and the Law:

Human Rights and the U.N. Charter; International Bill of Human Rights, Human Rights and the Constitution of India; Human Rights and the Law with special reference to prison justice, Capital Punishment and Police Atrocities.

Unit IV. Human Rights Violation:

Human Rights violations in India; Human Rights violation, Judicial response to violation of Human Rights. National Human Rights Machinery: Ombudsman, Human Rights Commission, The Protection of Human Rights Act.1993.

Unit V. Human Rights, NGO's and Social Work:

Role of Indian NGO's in furthering Human Rights, Amnesty International, Role of Social Work in relation to Humanism; Human Rights and Social Justice; Public Litigation, Legal Aid, LokAdalat, Role of Advocacy and Role of Social Action. Institutional mechanism for human rights in India, NHRC, NCW, commission for SC/ST, Disabled, Case studies on HR violations and Actions.

REFERENCES:

1. AjitBhattacharji, 1997,Social Justice and the Indian Constitution, Simla Indian Institute of Advanced Studies.

2. Basuttil J. &Blsekburn R., 1997, Human Rights for the 21st Century, London Prentic Hall.

3. Ferguson, L et al 2004, Globalization, Global Justice and Social Work, London: Routledge T&F.

4. Government of India, 1987,Encyclopedia of Social Work in India (Vol 1-4), New Delhi: Ministry of Information & Broadcasting.

5. Jaiswal P.S. &Jaiswal N., 1996, Human Rights and the Law, New Delhi, Aplt Publishing Corporation.

6. John S, 2001,(Ed.) Struggle for Survival: A resource book on the status and rights of the Adivasi communities in India, Pune: National Centre for Advocacy Studies.

7. PanditV,l 2000, Fearless Minds: Advocacy Resource Book, Pune: National Centre for Advocacy Studies.

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MSW106   (i) ELECTIVE COURSE: LIFE STYLE EDUCATION

Course description. 'Lifestyle' signifies a set of behavior patterns emerging out of the influence of personal interests, socialization, social network, cultural orientation and media exposure. Social   constructs in terms of social statuses such as gender, race/ethnicity, class, marital status, income status, educational status, sexuality and other social categories are indicative of change in lifestyle. It is people who create and enact lifestyles based on their structural position in society, their cultural context, and their social relationships with one another. Therefore the exposure and influence that the students are encountered with result varied lifestyle patterns. The situation arising out of this needs proper orientation to the students for proper management of their lifestyle behavior through a well constructed pedagogy in the form of lifestyle education. This course will enable the students to conceptual framework of lifestyle, how lifestyle can be perceived and measured, and how people create lifestyles through interaction with other people. The course will also help the students to realize how lifestyles vary by social status and examine the implications of these variations for individuals' income, psychological well-being, health, and even mortality.

Course Objectives. By the end of the course the student will:

1. Develop adequate understanding about lifestyle and its influence on the well-being of the students in particular and general population in totality.

 2. Develop appreciation of lifestyles as a product of social inequality and interaction.

3. Examine the social and economic consequences of different lifestyles for individuals and society.

 4. Understand the proper management of consumerist lifestyle related risks.

Course contents

Unit – I: Introduction

Understand the concepts of Basics of Life Skills – Definition – Social Skills - Self Awareness through SWOT Analysis, Johari Window – Empathising with Others; Lifestyle: Motivation, Needs & Wants; Determinants of lifestyle; Decision Making & Problem Solving – Model for Decision making - Negotiation skills

Unit – II : Life Skills and Employability

Employability Attributes & Skills – Initiative, Self-presentation, Personal responsibility, Self – Management, Sustaining motivation in work, Ability to deal with pressure, Work-Life Balance, Team Work, Integrity

Unit – III : Environment, health and Lifestyle

Relationship between Environment and health; Meaning of health; Determinants of health; Food habits and health; Lifestyle related diseases (stress, depression, hypertension, diabetes, obesity etc) and management.

Unit – IV: Lifestyle and Academics

Study habits; Qualities of a student; Attitudes of a student; Participation of students in academic programs; Leadership in student life: Vision of leadership - Making choices and taking decisions about course, career, marriage, family and life as a whole.

Unit – V: Lifestyle Management

Lifestyle management: Yoga, Meditation, Exercises, Balanced Food; Ways and means of living Fit. Concept and importance of Social wellbeing; Psychological wellbeing; Emotional wellbeing; Physical wellbeing; Coping with social, psychological, economic, academic and market challenges and needs.

Course Evaluation:

There shall be continuous assessment of learning outcome of the course through seminars and assignments. Efforts of the student will be directed for effective understanding of the course so as to equip in terms of knowledge, attitude and skills required promoting lifestyle education among the students.

References:

1. Bögenhold, Dieter. "Social Inequality and the Sociology of Life Style: Material and Cultural Aspects of Social Stratification". American Journal of Economics and Sociology. http://onlinelibrary.wiley.com/doi/10.1111/1536-7150.00125/abstract. Retrieved 26 April 2012.

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8. U.S. Environmental Protection Agency; Backyard Composting: It's Only Natural; October 2009

MSW107 (ii) ELECTIVE COURSE: Peace and Conflict resolution

Course Objectives. By the end of the course the student will:

1. Develop adequate understanding about peace and conflict and its influence on the well-being of the students in particular and general population in totality.

Unit I:Understanding Conflict:

Conflict: Concept, meaning and definition; Sources and types of conflict; conflict as both constructive and destructive, Theories of Conflict: Establishments, organization, state, regional, national & international.

Unit II: Youth and Conflict:

Youth as both participants and victims – Issues of Youth exclusion and violence: Structural factors; Demography: lack of livelihood opportunities, Education and skills, poor governance and weak political participation, Gender inequalities and legacy of past violence.

Unit III: Conflict management and Peaceful resolution

Conflict management: Meaning, Definition and Strategies to manage conflict: Avoidance, competition, accommodation, compromise and collaboration -Conflict transformation –Conflict Prevention -Peaceful means for conflict resolution: Negotiation, Mediation, Arbitration.

Unit IV: Peace Building

Peace; Meaning, Nature and Philosophy -Peace Keeping, Peace Making, Peace Building -Peace Movement   in India and Abroad; Mahatma Gandhi, Vinobha Babe, Nelson Mandela and Martin Luther King.

Unit V: Role of youth and development organizations in Peace Building

Role of GOs, NGOs, Civil Society, International Voluntary Organisations.

ELECTIVE PAPER: iii **: GREEN SOCIAL WORK**

Objectives:

1. 1 To learn the environment aspects of society and human beings
2. To understand the integration of social work with ecology and environment
3. To study social movements and the associations related to environment

UNIT 1:

The Concepts and Perspectives: Human relations to Ecology, Environment and Society; History of Man, Environment; Marxist, Techno-centrist and Functional, Indian thought and Environment-traditional and Gandhian perspectives on environment. Environmental Studies & Environmental Education. Concept of natural resources, resources and reserves, Various types of natural resources.

UNIT 2:

Development Processes and Environment: Technology, Industrialization, Urbanization and Globalization- their impact on Environment; Commercialization of Agriculture, changing land use patterns and the rural society; Construction of Dams and its consequences- displacement, relocation and rehabilitation; Deforestation and Ecological Imbalance.

UNIT 3:
Environmental Issues pollution of Natural Resources- Air, Soil, Water, Population, Energy crisis and Rural Poverty; Environment Consciousness, Effects of environment on human culture, food habit, livelihood and health. Environmental awareness-role of youth, communities, NGOs and professionals, Environmental education at primary and secondary levels, Environmental education for students, Tribal, Rural and Urban people.

UNIT 4:
Environment Education and Action: Environmental Legislations, National Policy of Environment preservation, Rio Summit and its implications, Government Schemes and programmes, Women and Conservation of Environment; Panchayats and Environment; International and National organizations initiatives for Environment protection.

UNIT 5

Ecological Movements (Global level, People's initiatives to save their environment- Bhudan movement, Chipko Movement, Save forests movement, Mitti Bachao Andolan, Save Ganga Movement, Anti- Coco-cola movement in Kerala, Women's Ecological Movement, Movements against big dams-Narmada and Tehri, Eco farming-natural farming efforts), Forestation programmes and policies. Role of environmental activists: Vangari Mathai, Vandana Shiva, Medha Patkar, Sunder Lal Bahuguna and Arundhaty Roy.

REFERENCE

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2. Gadgil, Madhav and Ramchandra Guha, *This fissured Land*: *An ecological History of India*, Delhi, OUP, 1994.
3. Gadgil, Madhav and Ramchandra Guha, *Ecology and Equity; the use and Abuse of Nature in Contemporary India,* Penguin, Delhi, 1995.
4. Goldsmith, E. And Hildyard, N. (ed.) *the Social and Environmental Effects of Large Dams; Vol. I-III (Overview, Case studies and Bibliography*), Wadebridge Ecological Centre U.K.
5. Guha Ramchandra, *The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas,* Delhi: OUP, 1991.
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7. Kothari, Ashish, Meera, *People and Protected Areas;*
8. *Krishna, Sumi, Environmental Politics; Peoples lives and Developmental Choices,* Delhi, Sage, 1996.
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10. Mres Maria and Shiva Vandana, *eco-feminism,* Delhi, 1993.

11. Owen, D.F., *What is Ecology,* Oxford University Press Oxford, 1980.
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MSW201   SOCIOLOGICAL FOUNDATION FOR SOCIAL WORKERS

OBJECTIVES

1. To understand sociological concepts relevant to Social Work.
2. To develop awareness and understanding of different social problems.

COURSE CONTENT

Unit – I   Introduction   Total hour of teaching=12

Definition and Scope, Origin and Development, Sociology as Science, Importance ofthe Study of Sociology, Fields of Study and Relation of social sciences.

Primary Concepts: groups, association, Community, Institution, Customs, Folkways and Mores, Social Norms.

Society: Elements of Society: Features of Indian Society.

Social change: meaning, factors, process and theories.

Unit – 2   Total hour of teaching=12

Culture: Definition of Culture, Elements of Culture, Culture and Civilization, Culture and Personality, Cultural lag.

Socialization: Meaning of Socialization, Factors of Socialization, Theories of Socialization,

Cooley's, Mead's, and Freud's Theory- Agencies of Socialization:Family, School, Friends, Religion and State.

Unit –3   Total hour of teaching=12

Social Process and Interaction: Meaning of Social Interaction, Basic features: Co-operation, Competition, Conflict, Accommodation and Assimilation. Social Institutions: Marriage: Meaning, functions, types, trends and problems.

Family: Characteristics, features, Functions, Joint Family, changing trends in Indian families;

Education and the economic system: Meaning, education as a social process, functions.

The political system: Meaning, functions, types, trends and problems.

Religion: meaning, components, theories of origin of religion, role and functions.

Unit 4   Total hour of teaching=12

Social inequality, Social differentiation and social stratification.

Social differentiation: causes of differentiation- distribution of differences in society.

Social stratification: Meaning and characteristics- origin of social stratification- social stratification and social mobility- functions of social stratification.

Social Mobility: Sanskritisation-Westernisaiton-modernisation.

Caste system in Indian society:Meaning and Definition of Caste, Class and Caste stratification, Characteristic features of castes in India. Its impact on Social and Economic development; Caste conflicts: recent trends –Caste Religion and Politics;

Unit – 5   **Total hour of teaching=12**

Social thought: Contribution of Comte, Spencer, Durkheim, Max Weber and Karl Marx

Postmodern development paradigms and social issues.

Concept, meaning and causes, Major Social Problems: Dowry, Domestic Violence, gender inequality, Juvenile Delinquency, Commercial Sex work, Child labour, Illiteracy, Poverty, Population exploitation, Alcoholism. Single parents.

TEXT BOOKS

1.   Bottemore T.B. 1976. Sociology, New Delhi: Oxford University Press.

2.   P. Gisbert, Fundamentals of Sociology

3.   Shankar Rao C.N, 2009. Sociology of Indian Society, New Delhi: S. Chand.

4.   William J Goode, Principles of Sociology

REFERENCES:

1.   Atal, Y 1993. Understanding Indian Society, Jaipur: Har-Anand Publications

2.   Ahuja, Ram, 1993.   Indian social system. New Delhi: Jawat publications.

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4.   Davis, K 1995. Human Society, New Delhi: Surjeet Publications.

5.   Indra D S 1999. Society and Culture in India, Jaipur: Rawat Publications.

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9. Singh Y 1977. Social Stratification in India, New Delhi: Manohar Publications.

10. Vidhyabhusan&Sachdeva 1995. Introduction to Sociology, New Delhi: KitabMahal.

11. Shankar Rao C.N, 2009. Sociology of Indian Society, New Delhi: S. Chand**.**

MSW202 : PAPER II: SOCIAL WORK RESEARCH

INTRODUCTION:

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

OBJECTIVES:

1) Develop an understanding about the scientific approach to human inquiry

2) Develop an appreciation of the value and approach in social work research in addressing problems in the field of professional practice

3) Develop attitudes and skills appropriate for social work research

4) Develop skills for use of library and documentation in research work

5) Acquire the skills for data analyses and research writing

COURSE CONTENT

Unit I: **Total hours of teaching=12**

Meaning and characteristics of scientific method- Goals of research- Basic elements of social research: concepts, constructs, variables, hypothesis, theories, operational definitions.

Social work research: meaning, purpose and scope- Types of social work research: need assessment studies, situational analysis, monitoring and evaluation, impact assessment, policy research-

Distinction between social research and social work research.

UNIT-II: **Total hours of teaching=12**

Cause and effect relationship- Criteria for good Research–Sources of research problems- Qualitative and quantitative research.

Research Designs: Meaning and Purpose of Research design–Criteria of good Research Design–Important research designs –Between and within group designs–Pre-experimental designs–Quasi experimental designs-true experimental designs–Factorial design-Survey Research-case study-Single subject Experimental research- Causal-comparative design- Statistical designs.

Unit III: **Total hours of teaching=12**

Sampling: Purpose of sampling-Concepts related to sampling: population, universe, sampling frame and sampling unit. Probability and non-probability sampling- Types of probability and non-probability sampling- Techniques and procedures in sample selection.

Statistical procedure for sampling selection.

Research hypothesis: Meaning, types and hypothesis testing.

UNIT IV   **Total hours of teaching=12**

Data collection: Source of Data: primary and Secondary-Methods of data collection- Tools for data collection.

Test Construction:Validity and reliability.

Research Process: problem selection, formulation and planning, field investigation, data editing & classification, data processing and analysis, report writing.

Unit -V: **Total hours of teaching=12**

Data analysis and interpretation-References–Appendices–Structure of Research Report-Various styles of report writing-writing up the research report: The title, the abstract, introduction, summary of rationale, aim and research questions, the method, method sub sections, analysis, conclusion, appendices.

Ethics in Social Work Research

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1. Ahuja, Ram (2001) Research Methods, Jaipur : Rawat.

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4. Goode, W.J., Hatt, P.K. (1981) Methods in Social Research, Singapore: McGraw Hill.

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8. Krishnaswamy, O. R. (1993) Methodology for Research in Social Science, Himalaya,Bombay.

9. Laldas, D. K. (2000) Practice of Social Research, Jaipur: Rawat.

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11. Ramchandran, P. (1968) Social Work Research and Statistics, Bombay : Allied Publishers.

12. Rubin, Allen &Babbie Earl (4th Ed. 2001) Research Methods for Social Work, USA : Wadsworth, West, Brooks/Cole and Schirmer.

13. Sarantakos, Sotirios (2005) Social Research, New York : Palgrave Macmillan.

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15. Sharma, K. R. (2002) Research Methodology, Jaipur : National Publishing House.

16. Wilkinson, T.S. &Bhandarkar, P. L. (1984) Methodology and Techniques of Social Research, Bombay: Himalaya.

17. Young, Pauline (Asian students edition 1960) Scientific Social Surveys and Research, Japan: Asia Publishing House.

MSW203:   SOCIAL WELFARE ADMINISTRATION AND SOCIAL LEGISLATION

COURSE CONTENT:

Unit – I

Concept of administration, Social Welfare Administration - meaning, definition, principles and characteristics, Types of administration: Organisation and Development, POSDCORB, Registration of organizations – Registration under societies act, trust act, Program and project planning, SWOT analysis.

Unit – II

Social Policy and Constitution: Concept of social policy, Relationship between social policy and social development-¬Values and Different models underlying social policy.

Sectoral Social Policies in India: Understanding Policies concerning education, health, social welfare, disabilities, disaster management, human rights, women, children, welfare of backward classes, social security, housing, youth, population and family welfare, environment, urban and

rural development, tribal development and poverty alleviation, Social Planning and Social Development, Indian Planning Commission.

Unit – III

Introduction to Social Legislation: concept and definition of sociallegislation, Social legislation as an instrument of social control and social justice.

The constitutional perspective: Fundamental rights and directive principles

Law relating to Marriage and Divorce: Child marriage restraint act, 1929**,** Hindu law of marriage and divorce **,** Muhammedan law of marriage and divorce**,** Christian law of marriage and divorce**,** The Paris law of marriage and divorce**,** Special marriage act 1954**,** Dowry Prohibition Act 1961.

Law of Inheritance and succession: Hindu Succession Act, 1956**,** Muhammedan law of inheritance**,** The Indian succession act, 1925**,**

Act/Laws related to Women and Child- Salient features: Law of adoption:Hindu   Adoption and   maintenanceAct, 1956**,** Law relating to minority and guardianship.

UNIT IV

Law relating to religious and charitable trusts:
a) Hindu law of religious and charitable endowments b)The Muslim law of religious and charitable endowments c) The Indian trusts act, 1982

Law related to correctional administration:
Juvenile   Justice   (Care andProtection) Act, 2000,labour   laws   pertaining   to   child labours,

Law related to untouchability:
a) The Protection of Civil Rights (PCR) Act 1955
b) The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities): POA Act, 1989
73rd ad 74th Amendment Act, Protection   of   Human   Rights   Act,1993

UNIT V
Domestic Violence Act, 2006,Maternity Benefit Act, 1961

Public Interest Litigation: History with special reference to India, Concept, process & problems, Writ petition, Right to information Act 2005, First Information Report,Bailable and non-bailable offences, Legal Aid System, Process of patent gaining .
Para Legal Systems: Legal Aid: concept, need for legal aid, Lokadalat, Consumers protection and Consumer courts.

REFERENCES

1. Bandyopadhyay, D. (1997) "People's Participation in Planning: Kerala Experiment", Economic and Political Weekly, Sept. 24, 2450-54.

2. Bhanti, R. (1993). Social Policy and Development in Rajasthan, Udaipur: Himanshu Publications.

3. Bulmer, M. et. aI., (1989). The Goals of Social Policy. London: Unwin Hyman.

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6. Desai, V. (1988). Rural Development (Vol.1) Mumbai: Himalaya Publishing House.

7. Ganapathy, R. S. and Others (1985). Public Policy and Policy Analysis in India, Delhi: Sage Publications.

8. Ghosh, A. (1992). Planning in India: The Challenge for the Nineties, New Delhi: Sage Publications.

9. Government of India Five Year Plan Documents (latest), New Delhi.

10. Rastogi, P. N.(1992). Policy Analysis and Problem-solving for Social Systems, New Delhi: Sage Publications.

11. Madison, B. Q (1980). The Meaning of Social Policy, London: Croom Helm.

12. Mukherjee, N. (1993). Participatory Rural Appraisal: Methodology and Applications, New Delhi: Concept Publishers.

13. Sachedev, D.R (2008). Social Welfare Administration in India, Allahabad, KitabMahal.

13. Weimer. D. L. and Vining, A. R. (1994). Policy Analysis: Concepts and Practice, New Jersey: Prentice-Hall.

PAPER CODE: SW-204 PAPER TITLE: FIELDWORK - II

The students shall be placed in rural and urban communities. The fieldwork action plan prepared during the Sem.-I shall continue during Sem.-II.

MSW205: ALLIED COURSE:

PAPER I: STATISTICS FOR SOCIAL WORK

Objectives:

1. To understand the use of basic statistics in social work research.
2. To apply the basic statistics in social work research.

Objectives: This course is aimed to provide an understanding of various statistical techniques in terms of their assumptions, applications and limitations. This course will provide an opportunity to acquire competencies to organize data for analysis.

Unit I:

Meaning of Statistics: Statistics in Singular Sense, Statistics in Plural Sense; Meaning and Definition of Statistics, Types of Statistics: On the Basis of Function, On the Basis of Distribution of Data Scope and Use of Statistics, Limitations of Statistics, Distrust and Misuse of Statistics.

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

Unit II:

The idea of quantification; Grouping of data- Frequency, Choosing class intervals; limits of class intervals; Frequency and cumulative frequency distribution; Graphical representation of data: Histogram; Bar diagram; Polygon: cumulative frequency polygon; Pie diagram; Types of frequency distribution: Symmetrical and Asymmetrical/Skewed distribution.

Unit III: Measures of central tendency: Computing mean-median and mode, application of: mean, Median and mode; properties of the mean. Measures of variability/dispersion: Need to measure variability/Dispersion; range; inter quartile range; Semi inter-quartile range; mean deviation; variance and standard deviation.

Unit IV: Non-parametric tests: Meaning; Distribution; Data; Kolmogorow-Smirnov test; Kruskal-Wallis One-way Anaysis of variance; Mann - Whitney U test; Sign test; Wilcoxon Signed - Rank test;

Unit V: Hypothesis Testing, Statement of Hypothesis, Level of Significance, One-Tail Test and Two-Tail Test, Errors in Hypothesis Testing, Power of a Test. Parametric and non-parametric

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

REFERENCES:

1. Leon A & Leon M, 2002. Fundaments of Informational Technology, New Delhi: Vikas

2. Patterson D A, 2000. Personal Computer Applications in the Social Services, Boston: Allyn and Bacon.

3. Rajaraman, V, 2002. Fundamentals of Computer, New Delhi: Prentice-Hall.

4. Sirkin M R, 1995. Beginning Statistics: An Introduction for Social Scientists, New Delhi: Sage Publications.

5. Bohrnstedt, George W., and Knoke, David. 1988. Statistics for Social Data Analysis, 2nd ed., Illinois: Peacock Publishers, Inc., 1988.

6. Feldman, M S, 1995. Strategies for Interpreting Qualitative Data, New Delhi: Sage Publications.

7. Gupta, S.P., 2004 Fundamentals of statistics, New Delhi: SP.

8. Santosh Gupta, 1993. Research Methodology and Statistical Techniques, New Delhi: Deep Deep Publications.

MSW205 (ii) INSTRUMENTS FOR SOCIAL JUSTICE

Objectives:

1. To enhance the knowledge on various instruments of social justice.
2. Application of knowledge on the use of instruments.

COURSE CONTENT:

Unit – I: 1The Supreme Court and High courts of India

Origin, Constitution, Jurisdiction and powers, Doctrine of precedents and the Supreme Court, Recent changes

UNIT II: Judicial system

Citizen's empowerment for social justice, institutional arrangements for social justice, procedures and limitations in availing social justice.

UNIT III Equality and Social Justice

Equality before the law and equal protection of laws, Classification for differential treatment: constitutional validity, Gender justice, Justice to the weaker sections of society: scheduled castes, scheduled tribes andother backwards classes, Strategies for ameliorative justice

Unit – IV: RTI

Jansunvayi, Vigilance commission, consumer courts and legal instruments for influencing policy process, chief information commission.

Unit – V: Application of RTI and DIC in SW practice

Processes of application, accessing statutory and non statutory democratic institutions for use of these instruments, follow up of applications and mechanisms to be employed.

REFERENCES:

1. AjitBhattacharji, 1997, Social Justice and the Indian Constitution, Simla Indian Institute of Advanced Studies.
2. Pathak B., 1997, Social Justice and Development of Weaker Section, New Delhi, Inter India Publication.
3. National Book Trust, India, 2009. Right to information act – A manual. www.nbtindia.org.in

MSW205 (iii)   DISASTER MANAGEMENT - PSSMHS

Objectives:

1. To understand the need and methods of psychosocial support in disasters.
2. To know the recent developments in the field of psychosocial support during disasters.

COURSE CONTENT

Unit – I:
Introduction

Growth of Psychosocial care in Disaster management in India: Genesis of Psychosocial care in disaster, paradigm shift in Disaster mental health, Development of disaster mental health and psychosocial care and support in India.

Unit –II:

Basic tenants of psychosocial support

Reactions due to stress in disaster: Physical, emotional, Behavioral& Relational changes due to stress – consequences of reactions due to stress – reactions as cues for identifying psychosocial problems among survivors.

Unit III:

Techniques of psychosocial care:

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

Unit IV:

De-professionalization of psychosocial care, capacity building for personnel of different

Sectors, Stress among care givers

Unit – V: Laws and Policies related to psychosocial care in India

National Disaster management Authority – Guidelines on Psychosocial Support and Mental Health Services in Disaster – NIMHANS, Nodal agency for psychosocial care in disasters - SPHERE, IASC Guidelines with special reference to psychosocial support.

REFERENCES:

1. Asian Disaster Preparedness Center. (2004). Community Based Disaster Risk Management: field practitioners' handbook. Available on http://www.adpc.net/PDR-SEA/publications/Handbk.pdf

2. Diaz JOP., et as R.L (2004). Disaster mental health in India; Indian Red Cross Society, New Delhi.

3. Nadkarni, V.V. (1991). Developing curriculum in the area of Disaster Management. In S. Bharat and M. Desai (Eds) Research on Families with Problems in India: Issues and implications (Volume I), Bombay: Tata Institute of Social Sciences.

4. S. Parasuraman, PV Unnikrishnan (Eds), 2000. India Disaster Report: towards a policy Initiative. Oxford University Press, New Delhi.

5. Sekar, K. et al (2005). TOT Information manual-1; Psychosocial care in disaster management; Facilitation manual for trainers of trainees in natural disaster. NIMHANS, Bangalore.

6. Sen, A (1981). Poverty and famines: An essay on entitlement and deprivation, Oxford University Press, Delhi.

7. The SPHERE Project. (2005). Humanitarian Charter and Minimum Standards in Disaster Response. Available on http://www.sphereproject.org

8. UNDP-India. (2008). School Disaster Management Plan. Available on www.data.undp.org

9. IFRC, Geneva World Disaster Report, 200.

MSW206   : ELECTIVE COURSE2: MENTAL HEALTH EDUCATION

Course Description:

This course is designed to impart the students with necessary knowledge, attitudes and skills to shape their mental health and orient them to promote mental health of general population. The students by undergoing the course will gain adequate exposure to the knowledge of mental health, in an effort to produce human resource in mental health. The course is designed keeping in mind the mental health needs of students in particular and general population in totality.

Course Objective:

Upon completion of the course, the student will be able to:

1. Understand the concept of mental health, determinants of mental health and consequences of mental health.
2. Gain self-awareness and orientation to mental health.

COURSE CONTENT:

Unit – I: Introduction to Self and environment

Concepts: Self, Group, Community, Society, Social Interaction; Personality: Concept & Structure; Understand personality, Self-concept, Self-esteem; understand personal inadequacies; understand personal strengths.

Unit – II: Orientation to behaviour- Brain, Mind, Behavior, Cognition, Emotion, Belief, Attitude;   Environment and behavior; observation and measurement of behavior.

Unit – III: Deviant behavior and mental health

Addiction: Causes and management; Suicide: Causes and management; Sexual harassment: Causes and management.

Unit – IV: Mental Health Orientation

Mental health: Concept, meaning, determinants of mental health; Characteristics of mental health; Attributes of a mentally healthy person; Personality and mental health; Social environment and mental health.

Unit – V: Student mental health

Concept of student mental health; Characteristics of mentally healthy student;Stress management; Anxiety management; Competency mapping; Social adjustment; Career guidance.

Course Evaluation:

There shall be continuous assessment of learning outcome of the course through seminars and assignments. Efforts of the student will be directed for effective understanding of the course so as to equip in terms of knowledge, attitude and skills required to work as promoters of mental health education.

REFERENCES

1.Royal College of General Practitioners. Care of People with Mental Health Problems. Chapter 13 in Curriculum Statement. www.rcgp-curriculum.org.uk/pdf/curr_13_Mental_Health_08aug.pdf.

2. Jenkins R, McCullock A, Friedli L, Parker C. Developing a National Mental Health Policy Maudesley Monograph 43. Hove: The Psychology Press, 2002.

3. National Institute for Mental Health England. Mental Health, New Ways of Working in Mental Health for Everyone. www.nimhe.csip.org.uk/nww (accessed 11 September 2008)

4. CSIP NIMHE. The 10 High Impact Changes for Mental Health Services. www.nimhe.csip.org.uk/10highimpactchanges (accessed 11 September 2008)

5. West Midlands CSIP 'Investing In Our Future', Ageing and Mental Health: a collective responsibility to act now www.westmidlands.csip.org.uk/silo/files/investing-in-our-future.pdf.

6. Welsh Association of Mental Health in Primary Care. The Welsh Declaration for Mental Health and Well-being. www.rcgp.org.uk/councils__faculties/rcgp_wales/wamh_in_pc.aspx (accessed 11 September 2008).

Elective Paper- : SOCIAL INNOVATION AND SOCIAL ENTERPRISES

Learner Objectives:

1. To understand different perspectives of social innovation and entrepreneurship and framework for social innovation.
2. To understand the working style of organisations in promoting social innovation in the community.
3. To orient on entrepreneurship and guidelines for undertaking entrepreneurial activities.
4. To demystify students about the role of corporate in achieving social objectives.

Unit I   Social innovation

Social Innovation – Concept of Social Innovation and Entrepreneurship - Theories – Framework for Social Innovation;

Models of Social Innovation in India - d.light design, Drishtee, Global Easy Water Products (GEWP), Husk Power Systems, AyurVAID, Life Spring, Orb Energy, PVRI, SBA Hydro and Renewable Energy Pvt Ltd (SHREY), Voxiva, Ziqitza Healthcare: 1298 Ambulances

Unit II   Entrepreneurship

Entrepreneurship : – Concepts and Theories – Evolution of Entrepreneurship in India – Market Economy and Entrepreneurship – Entrepreneurial Traits - Micro Enterprises – Meaning, importance – salient features, types of micro enterprises – scope and limitations – rural micro enterprises – individual vs group enterprises – selection of enterprises – guidelines and issues.

Unit III Social ventures

Financial Resources for Social Entreprises – Micro Finance – Subsidiary Loans - Forward and backward Linkages;

Assessing Social Ventures Opportunities - Case studies - Ashoka, Grameen Bank, Barefoot College, Phulki, Water Health International, Amul, Selco, Fab India – ITC e-choupal.

Unit IV Sustainable Technologies

Renewable energy technologies; sustainable agriculture technologies: Organic methods of sustainable farming - Non – Farm Entrepreneurial Activities – Dairy, Poultry, Vermi-

composting, Spirulina – Poly house ; Terrace Gardening – Need and Scope and Methods – Marketing – Avenues of Marketing Agricultural products.

Communication technologies: e-services,

Unit V Corporate Social Responsibility

Corporate Social Responsibility – Concept, and significance – Philanthropy Conventional and Strategic - Evolution of CSR – The Triple Bottom Line Approach - CSR as a balance between organizational means and end - CSR Issues: Environmental, Social, Labor related, Ethical and Governance – CSR and Social Development - CSR Approaches of TATA, ITC, TVS and Microsoft.

References:

1. Ashish Gupta. Indian Entrepreneurial Culture, Wishwa Prakashan Ltd., Surrey, UK. 1994.

2. Austin, J. (2004), 'Institutional Collaboration', in Young, D. (ed.) Effective Economic DecisionMaking by Nonprofit Organizations, National Center on Nonprofit Enterprise and The Foundation Center, 149-166.

3. Bornstein, D. (2004), How to Change the World: Social Entrepreneurs and the Power of New Ideas, New York: Oxford University Press.

4. Colombu Plan, Entrepreneurship Development for Technician Education, Staff College, Tata Mc Graw Hill, New Delhi, 1998.

5. Filip M. Santos, 2009, A positive theory of social entrepreneurship, Social Innovation Center, France. Website: http://www.insead.edu/facultyresearch/research/doc.cfm?did=41727

6. Khanka SS. Entrepreneurial Development, S.Chand & Co., New Delhi, 1999.

7. Lalitha.N, "Grassroot entrepreneurship: Glimpses of SHGs", Document Publishers, New Delhi.

8. Malli DD, Training for Entrepreneurship and Self Employment, Mittal, New Delhi, 1999.

9. Peter Drucker, Innovation and Entrepreneurship, Heinemann, London, 1985.

10. Shukla M.B. Entrepreneurship and Small Business Management, Kitab Mahal, 2003.

M.S.W. SEMESTER III

MSW301 : SOCIAL BUSINESS AND SOCIAL ENTREPRENEURSHIP FOR SOCIAL CHANGE

Social entrepreneurship involves the creativity, imagination and innovation often associated with entrepreneurship. The outcomes of social entrepreneurship are focused on addressing persistent social problems particularly to those who are marginalized or poor. Social entrepreneurs are leaders that attempt to solve great social challenges with disruptive strategies that are impactful, sustainable, and scalable. Successful social entrepreneurs explore and develop new models and bring transformative approaches to pressing societal challenges.

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

UNIT - I: Social Innovation and Social Venture

Concept of Social Innovation, Process of social innovation; Theories of social innovation; Impact of social innovation; Disruptive Innovations for Social Change, Measuring Social Effectiveness

Social venture: meaning, concept and process; Small business economics, Assessing Social Ventures Opportunities, Social Venture Strategy and Plan;

UNIT – II : Social Entrepreneurship

Meaning of Social Entrepreneurship, social enterprises, social ventures, social business; Theories of social entrepreneurship, Models of social entrepreneurship, Topology of Social Entrepreneurship,

Creating Social Value: meaning, concept, process and assessing social value; Social value and social wealth; Venture Models: Micro-finance, micro-franchise, micro-consignment;

Social Impact of Social Enterpreunership;

UNIT – III : Social Business

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

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

Social business ventures: Yunus Center in India and Bangladesh; Social Business ventures in other countries;

Social Impact of Social Business Ventures: meaning, concept, process, tools for assessment;

UNIT – IV Social Business Plan

Social Business Plan : Executive summary, Company overview, industry analysis – market overview, relevant market size; Customer analysis – target customer, customer needs; competitive analysis – direct competitors, indirect competitors, competitive advantage; marketing plan – products & services, pricing, promotion plan, distribution plan; Operation plan - Key operational processes, milestones; management team – management team members, management team groups; Financial plan – revenue model, financial highlights, funding requirements, exit strategy; Appendix – supporting documentation.

Start-up Venture Plan; E-Commerce business plan;

UNIT V: Corporate Social Responsibility:

CSR: History, Concept, Meaning, Process and opportunities; Types of funding for social ventures: Corporate funding, Crowd funding, Philanthropy, Grants,

Successful models:

Creating Social Value: Microsoft, Gamine Bank, Dabbawala, Entrepreneurship and Philanthropy: Religious and corporate institutions for social change. Law outside the Market: The Social Utility of the Private Foundations.

REFERENCES:

1. Filip M. Santos, 2009, A positive theory of social entrepreneurship, Social Innovation Center, France. Website: http://www.insead.edu/facultyresearch/research/doc.cfm?did=41727

2. James and Charles, 2007, Innovative approaches to reducing global poverty, the case of Edunm.
   http://www.academia.edu/1137883/List_of_References_for_academic_projects_on_Social_Entrepreneurship_by_Hamza_El_Fasiki

3. Alvord, S., Brown, D., and Letts, C. (2004), 'Social Entrepreneurship and Societal Transformation: An Exploratory Study', Journal of Applied Behavioral Science, 40.3, 260-83.

4. Austin, J. (2004), 'Institutional Collaboration', in Young, D. (ed.) Effective Economic DecisionMaking by Nonprofit Organizations, National Center on Nonprofit Enterprise and The Foundation Center, 149-166.

5. Bornstein, D. (2004), How to Change the World: Social Entrepreneurs and the Power of New Ideas, New York: Oxford University Press.

6. Bennis, W., and Thomas, R. (2002), Geeks & Geezers, Cambridge, MA: Harvard Business School Press.

7. Bernstein, E. (2005), 'Giving Back', The Wall Street Journal, May 13, p.W2

8. Bloom, G., and Scher, L. (Spring 2003), Public Policy 192 - Social Entrepreneurship: Mobilizing Private Resources for the Common Good & Public Policy 193-Social Entrepreneurship.

9. Collaboratory (SE Lab) Syllabus, Stanford University, Public Policy Program and Program on Urban Studies, School of Humanities & Sciences.

10. Bloom, G., Leonard, H., Moore, M., and Winship, C. (Spring 2005), Social Entrepreneurship Collaboratory (SE Lab): Syllabus, Harvard University, Hauser Center for Nonprofit Organizations, John F. Kennedy School of Government.

11. Bloom, G., and Nicolson, M. (2003), Vision Contract, Stanford University: Social Entrepreneurship Collaboratory (SE Lab).

12. Bowen, W. (1994), 'When a Business Leader Joins a Nonprofit Board', Harvard Business Review, September/October, pp.38-43.

13. Bradach, J. (2003), 'Going to Scale', Stanford Social Innovation Review, Spring, pp.19-25.

14. Bradford, A. (ed.) (2003), Generation Y for the Global Village, Washington D.C.: International Peace Press.

15. Brooks, Z. (2002), An Introduction to Business Planning for Nonprofits, The Bridgespan Group, available at: www.bridgespangroup.org

16. Muhammad Yunus, Social business.

17. Muhammad Yunus, Redesigning economics for the poor of the rich countries.

MSW302 : THEORY AND PRACTICE OF COUNSELING

Objectives:
1. To sensitize students to the concept of counseling and discussion on counseling in retrospect and prospect.
2. To sensitize students to the principles, theories, types, methods and techniques of counseling.
3. To acquire skills for practice of counseling in different settings.

UNIT I

Introduction and overview

Counseling: Meaning and definition, Characteristics, Goals, Elements and areas of counseling. Development of counseling as a profession- Present status of counseling. The terms: Guidance, counseling, psychotherapy, psychiatry. Tools and techniques of counseling. The counselor: qualities, skills, attitudes, values, ethical issues, burnout. Issues faced by beginning therapists. Counseling skills. Obstacles in counseling.

UNIT II

Theories/ Approaches in counseling

- Psycho analytical theory
- Humanistic and existential theory
- Client-centered theory
- Gestalt theory
- Behavior theory

UNIT III

Theories/ Approaches in counseling

- Cognitive behavior theory
- Transactional analysis
- Egan's approach

- Eclectic approach
- Marital and family therapy

UNIT IV

Types of Counselling – Individual, couple, family and group, telephonic counselling (help lines), crisis intervention.

Group counseling

- Meaning, definition and goals of group counseling,
- Types of groups
- Group counseling skills
  - I.   Group formation skills
  - II.   Group counseling skills
  - III. Process of group counseling

The purpose of assessment in counseling. Frame works for assessment from various counseling theories. Critique of assessment. Assessment principles, Counseling center: Structure, Functions and Management. Family courts act

UNIT V

Practice of counseling in different setting

- Family: pre-marital and marital counseling.
- Sex education.
- Industry: Personal problems, interpersonal problems, alcoholism, chronic absenteeism, accident proneness, retirement.
- Life situation: stress management, crisis management.
- De-addiction centers.
- Schools and colleges: learning disability, peer group interaction, career guidance.
- Counseling for HIV/AIDS victims.
- Child guidance clinic.

TEXT BOOKS

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

REFERENCES

1. Axelson, J. A. (1998). Counselling and development in multicultural society. Pacific Group: Brooks
2. Chandrashekar, C. R. (Ed.) 1999. A Manual on Counselling for Lay- Counsellors, Bangalore, Prasanna Counselling Centre.
3. Corey, G (2000).(Ed.) Theory and Practice of Counselling and Psychotherapy 6th ed
4. Desai, Murli (Ed.) 1994.   Family and Interventions - A Course Compendium, Bombay, Tata Institute of Social Sciences.
5. Ellis A., & Dryden N. (1977). The Practice of Rational Emotional Behaviour Therapy (Rev. Ed.) New York: Springer
6. Ellis A., & MacLaren C. (1998). Rational Emotional Behaviour therapy: A therapist's guide. CA: Impact
7. Fullmer, D. W. and Bernard, H. W. 1972. Counselling: Content and Process, New Delhi: Thomson Press India.
8. Fuster, J. M. 2000.   Personal Counselling, Eighth Updated Edition, Mumbai, Better Yourself Books.
9. John McLeod. 2003. An introduction to counseling, New Delhi: Tata Mc Graw ¬Hill Publishing Company Ltd.
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13. Lakshmipathi Raju, M (Ed.) 1999. Family Counselling: Perspectives and Practices, Tirupati, Sri Padmavati Mahila Visvavidyalayam.
14. Lewis,E. Patterson and Elizabeth, R. Welfel 2000. The Counseling Process, Stamford, Brooks / Cole Thomson Learning.
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17. Robert, G. Madden 1998. Legal Issues in Social Work Counselling and Mental Health, Sage Publications India Pvt., Ltd.
18. Speigler, M. D., & Guevremont, D. C. (1998). Contemporary Behaviour Therapy. Albany: Brooks/Cole.

SPECIALIZATION (A): SOCIAL DEVELOPMENT

MSW303-A : RURAL, TRIBAL GOVERNANCE AND DEVELOPMENT

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

Objectives:
1. Develop an understanding of rural and tribal communities.

2. Understand the characteristics and problems of rural and tribal communities.

3. Acquire knowledge about the contribution of Government and Non-governmental organisations to rural and tribal development.

4. Develop an understanding of the functions of Panchayath Raj Institutions with particular reference to Karnataka.

5. Gain knowledge about the application of social work in rural and tribal development programmes.

COURSE CONTENT

UNIT 1
Rural community: Structure and characteristics, Rural Reconstruction efforts before Independence: Baroda, Shantiniketan, Guragon, Marthandam, Firka, Etawah and Nilokheri experiments - Extension – meaning, principles, approaches - Rural Development Agencies: CAPART, DRDA, NABARD, NIRD, IRMA, MASS, Khadi and Village Commission - Cooperatives – People's participation in rural development - Role of NGO's for rural development.

Unit 2
Rural Development - Genesis of Rural Development – conceptual framework – objectives, approaches and strategies scope – indicators of rural development – Rural Development administrative structure - Theories applicable to rural development – balanced vs unbalanced growth – Lewis theory of surplus labour – Dualistic theories – Trickle down theory – Myrdal"s backwash effect theory - Big Push Theory, Leibenstein's Critical Minimum Effort Theory - Measurements of Social Development: Human Development Index (HDI), Human Poverty Index (HPI), Poverty – concept and dimensions – measurement of poverty – causes and consequences of poverty- poverty alleviation strategies – changing paradigm in rural development.

UNIT - 3

Strategies for Rural Development - Strategies – Welfare strategy – Growth oriented – Responsive strategy – Integrated strategy – Limitations - Micro credit – Concept, features – Why Micro finance – Theory of Asymmetric Information – SHG Bank linkage scheme – Eligibility criteria – Grading of SHGs – Linkage Models – Micro finance models - Micro insurance – definition, need, types, problems, strategies – types of micro insurance products – micro insurance scheme operative in India.

UNIT 4

Rural Development Programmes **-** Five Year Plans and Rural Development - Programmes for women, youth and Children - Nehru Yuva Kendra (NYK), Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGA), Swarnajayanti Gram Swarozgar Yojana (SGSY), Provision of Urban Amenities in Rural Areas (PURA), Bharat Nirman Scheme (BNS), Pradhan Mantri Gram Sadak Yojana (PMGSY), Integrated Child Protection Scheme (ICPS), National Rural Health Mission (NRHM), Prime Minister's Rozgar Yojana (PMRY) - Central Rural Sanitation Programme – Programme components – IEC activities – VWSC – Social Welfare Programmes;
National Programmes of Development: Skill India; Make in India; Digital india, Start-up India;

Unit 5

Tribes in India: Tribal Demography; Nature and Characteristics, Economic, Social, Political and Cultural, Problems of Tribal Life, Primitive Tribal Groups (PTG), Features of Scheduled caste and Scheduled tribes in India, Social work and Tribal Development, Committees and commissions for tribal development, constitution of India and tribes, Tribal development policies and plans in India – Minor Forest Produce.

TEXT BOOKS

1. Barnabas, A. P. 1987 Rural Community Development in India, In Encyclopedia of Social Work in India, Vol. II, New Delhi: Ministry of Welfare, Government of India.
2. Bharadwaj, A. N. 1979 Problems of Scheduled Castes and Scheduled Tribes in India, New Delhi: Light and Life Publishers.
3. Desai, A. R (Ed.) 1981 Peasant Struggles in India, New Delhi: Oxford University Press.
4. Singh, K. 1986 Rural Development: Principles, Policies and Management, New Delhi: Sage Publications.
5. Kumar, Somesh. Methods for Community Participation: A Complete Guide for Practitioners. New Delhi: Vistaar Publications, 2002.
6. Barnabas, A. P. 1987 Rural Community Development in India, In Encyclopedia of Social Work in India, Vol. II, New Delhi: Ministry of Welfare, Government of India.
7. Desai, A. R (Ed.) 1981 Peasant Struggles in India, New Delhi: Oxford University Press.
8. Singh, K. 1986 Rural Development: Principles, Policies and Management, New Delhi: Sage Publications.
9. Kumar, Somesh. Methods for Community Participation: A Complete Guide for Practitioners. New Delhi: Vistaar Publications, 2002.

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1. Bumke, Peter J. (Eds) 1992 New Delhi; Sterling Publishers Pvt. Ltd.
2. Bose, Nirmal Kumar. 1971. Tribal Life in India. National Book Trust India, New Delhi.
3. Desai, A. R. (Ed.) 1978. Rural Sociology in India. Bombay: Popular Prakashan.
4. Debey, S. N. and Murdia, R. 1977 Land Alienation and Restoration in Tribal Communities, Bombay: Himalaya Publications.
5. Dube, S. C. 1987. Welfare of the Scheduled Tribes, In. Encyclopedia of Social Work in India, Vol, III, New Delhi: Ministry of Welfare, Government of India.
6. Epstein Scarlet, J. 1973 South India: Yesterday, Today and Tomorrow; Mysore Villages Revisited. London and Basingstoke: Macmillan Press.
7. Mahajan, V. S, (Ed.) 1993 Employment through Rural Development - Towards Sustainability, New Delhi: Deep & Deep Publications.
8. Mahanti, Neeti. 1994. Tribal Issues - A Non-conventional Approach. New Delhi: Inter-India Publications.
9. Nair, T. K. and Training Social Workers for Rural. Anbarasan, R. S. (Eds.) 1981 ASSWI.
10. Patel, M. L. 1994 Tribal Development without Tears. New Delhi: Inter-India Publications.
11. Ramaiah, P. 1988. Issues in Tribal Development. Allahabad: Chugh Publications.

MSW304-A : Urban Governance and Development

Introduction:

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

Objectives:

1. Develop an understanding of factors associated with urbanisation and its consequences.

2. Develop an understanding of policies and programmes of urban development.

3. Acquire knowledge of various approaches to urban community development.

Unit I

Urbanization: Concept- Urban area - Urbanism – Characteristics of Urban area – Differences between urban area and rural area -Types of urban centers - Metropolis, Mega City, Suburbs, Satellite town, City - Hinterland relationship - Ecological patterns of cities - Historical perspectives of Urbanization in India. Theories of city growth- concentric zone theory-Multi-nuclei theory- Sector theory. Over Urbanization – Problems of over urbanization.

Unit II

Urban Community Development in India: Urban development and urban community development - meaning – objectives and scope for urban community development – Various approaches of urban community development – Macro Approach, Micro approach, welfare approach, target group approach, area development approach, Minimum needs approach, Master plan approach, Infrastructure development approach, Public Private partnership approach, Sustainable development approach Origin of urban community development – Pre-independence and post independence - Delhi development project- Jamshedpur development project – Baroda development project- Five-year plans and urban development – Urban development in present context in India.

Unit III

Urban development policy –Town planning – Salient features of Karnataka town and country planning act 1961 - Urban Renewal programs in Indian cities – Types of Urban renewal

programs - Problems of Urban renewal in India - Central social welfare Board programs for urban community – Nature importance and functions of Urban local voluntary agencies.

Unit IV

Urban Social problems: Crime – Accidents – Prostitution -Pavement Dwellers – Street Children – Solid Waste Management – Various types of Pollution. Urban traffic problems - Metro rail and MRTS projects -Road safety systems – Urban development programmes - Jawaharlal Nehru National Urban Renewal Mission (JNURM), National Urban Livelihood Mission, Rajiv Awaaz Yozana, - Slum: Definition, Causes, Characteristics and Problems - Slums in Indian cities-Slum clearance and slum Improvement - Karnataka slum areas (Improvement and clearance) Act 1973 - Community development projects in slums.

Unit V

Intervention and Strategies: Urban Development innovative models - Delhi Development Authority, Bangalore Development Authority, Chennai Metropolitan Development Authority, Ahmadabad development authority Private- Public partnership programs , Mega City Schemes, UIDSSMT National Commission on Urbanization and its recommendations - Role of social workers as urban planning, program implementation, awareness creation, Urban Disaster management, Pollution control, urban community health, and People participation Skills of Community development worker for urban development. Use of GIS for urban development and Urban planning

REFERENCES:

1. Aziz, Adbul. 1984 Urban Poor and Urban Informal Sector, New Delhi, Ashish Publishing House.
2. Bharadwaj, R. K. 1962 Urban Development in India, New Delhi, National Book Trust.
3. Bhargava, Gopal (Ed.) 1981 Urban Problems and Policy Perspectives, New Delhi, Abhinav Publications.
4. Bose, Ashish 1973 Studies in India's Urbanization (1901 to 1971), New Delhi, Tata McGraw-Hill.

5. Cullingworth, J. B. 1973 Problems of Urban Society, Vol. I, The Social Framework of Planning, London, George Allen and Unwin Ltd.

6. Diddee, Jaymala and Urbanisation - Trends, perspectives RangaswamyVomla (Eds.) 1993 and Challenges, Jaipur, Rawat Publications

7. D' Souza, Victor S. 1987 Urban Development in India, In Encyclopedia of Social Work in India Vol.III, New Delhi, Ministry of Welfare, Government of India.

8. Gangrade, K. D. 1971 Community Organisation in India, Bombay, Popular Prakashan.

9. House, Peter. 1973 The Urban Environmental System, London, Sage Publications.

10. Institute of Economic Growth India's Urbanisation 1901 – 2001, Part Two, Concepts, Definitions and Sources of Data, Second Edition, No. 10

11. Karamer, R. M.' and Readings in Community Organization Specht, H. 1983 Practice, Englewood Cliffs: Prentice Hall.

12. Kundu, Amitabh 1987 Urban Community Development, In. Encyclopedia of Social Work in India, Vol. III, New Delhi, Ministry of Welfare, Government of India.

13. Maurya, S. D. (Ed) 1989 Urbanisation and Environmental Problems, Allahabad, Chugh Publications.

14. PrakasaRao, V. L. S. 1983 Urbanisation in India - Spatial Dimensions, New Delhi, Concept Publishing Company.

15. Ramachandran, R. 1989 Urbanisation and Urban Systems in India, Bombay, Delhi Oxford University Press.

16. Rani Singh Sundra. 1979 Urban Planning in India, New Delhi Ashish Publishing House.

17. Rao, M. S. A. Bhat, A Reader in Urban Sociology, Chandrashekar and Kadekar New Delhi, Orient Longman. Laxmi Narayan. 1991

18. Ross, Murray G. 1955 Community Organisation: Theory. New York, Principles and Practice, Harper and Row.

19. Srivastava, A. K. 1989 Urbanization: Concept and Growth, New Delhi, H. K. Publishers and Distributors.

20. Turner, Roy (Ed.) 1962 India's Urban Future, Bombay, Oxford University Press.

21. Verma, S. S. Urbanization and Regional Development in India, Allahabad, Chugh Publications.

MSW305-A : Sustainable Technologies, Entrepreneurship and Sustainable Livelihoods

Introduction:

This course aims at introducing the learner towards the programmes for sustainable technology, entrepreneurship and livelihood opportunities, and the importance of various technologies for undertaking and providing livelihood opportunities.

Objectives:

1. Develop an understanding of Sustainable Technology and Entrepreneurship and Livelihood.
2. Understand the nuances of sustainable technology and entrepreneurship and livelihood.
3. Acquire knowledge about the contribution of Government and Non-governmental organizations for sustainable development.
4. Gain knowledge about the application of technology for sustainable livelihood and entrepreneurship.

Unit I

Technology and Sustainable technologies; meaning, concept and impact; Significance of sustainable technologies in social development – Meaning, Concept and Appropriate Technology – Sources of Technologies for Rural Areas – Role of Government and Non-Government Organisations in Promoting – Agencies working for Technology Transfers - Technology Missions in India

Unit II

Entrepreneurship – Concepts and Theories – Evolution of Entrepreneurship in India – Market Economy and Entrepreneurship –Traits, types – Innovation and Entrepreneurship. Developing New Entrepreneurs – EDP Concept – EDP objectives – Stages of EDP – Qualities of an entrepreneur – EDP training – Women Entrepreneurship Development Rural micro enterprises – individual vs group enterprises – selection of enterprises – guidelines and issues. Identifying and Evaluating Business Opportunities: Feasibility of micro enterprises – feasibility studies – financial, market, technical and economic feasibilities – Business idea and business opportunity – business financing – quality control – Marketing Entrepreneurial.

Unit III

Sustainable Agriculture and Marketing -Nature and Scope of Agricultural and Rural Economics – Traditional Agriculture and its Modernization: Sustainable Agriculture and Organic Farming – Indigenous Technology for Agriculture – Non – Farm Agricultural Activities – Dairy, Poultry, Vermi-composting, Spirulina - Polyhouse Technology for Agricultural Innovation – Terrace Gardening – Need and Scope and Methods – Marketing – Avenues of Marketing Agricultural product.

Unit IV

Watershed Management: Meaning – definition – causes and consequences of watershed deterioration-watershed approach – watershed delineation and codification- watershed management – principles, components and objectives - Monitoring and evaluation of watershed projects: focus-need – types of evaluation-factors making evaluation of watershed project difficult-watershed evaluation approaches to evaluate – indicators of evaluation- Application of Remote Sensing and Geographical Information System in monitoring and evaluation of watershed project.

Unit V

Renewable energy and sustainable technologies - Energy economics; Environmental economics; Environmental Impact Assessment; Status of energy: demand and supply; Domestic and community need for renewable energy solutions; Policy of renewable energy; Programmes of renewable energy; Renewable energy and sustainable development; Developing renewable energy homes and communities: Process, Scope; Technologies: Renewable energy technologies (hybrid technology), sanitation technologies, waste management technologies, educational technologies, Communication and media technologies, pollution control technologies, housing technologies; water technologies; kitchen technologies; etc.

REFERENCES:

1. Porter, Michael. 2002. Preface. In *Tomorrow's Markets, Global Trends and their Implications for Business*. On line http://www.wbcsd.org/newscenter/media.htm

2. Michael Porter and Claas van der Linde. "Green and Competitive: Ending the Statlemate." Harvard Business Review, Sept-Oct., 1995: 120-134.

3. "PricewaterhouseCoopers LLP 2002 Sustainability Survey Report" executive summary and key findings (pp. 1-3 and 6-12) On line http://www.pwcglobal.com

4. Berger. 1994. "The Environment and the Economy." In Smelser and Swedberg (eds.) The Handbook of Economic Sociology ,Russel Sage Foundation.

5. Hecht, Alan D. 1999. "The Triad of Sustainable Development: Promoting Sustainable Development in Developing Countries." , Journal of Environment & Development, ‚June, 8.2, 111-132.

6. Panayotou, Theodore. 2000. "Globalization and Environment," CID working Paper No. 53, Environment and Development Paper No. 1. Center for International Development at Harvard University.http://www.cid.harvard.edu/cidwp/056.htm

7. Website: http://www.bendickegan.com)

8. http://www.sustainability.com/developing-value/definitions.asp

SPECIALISATION – Human Resource Management

MSW303-B : Human Resource Management

Unit I: Management: Concept, Definition, Functions - POSDCORB, Principles – Henry Fayol; Scientific Management – F.W.Taylor; Management vs. Administration; Human Resource Management; Definition, Importance and Scope; HRM vs. Personnel Management; HRM in changing environment; HRM in Indian Corporate World; Qualities, Roles and status of Human Resource Manager.

Unit II: Functions of Human Resource Management: Human Resource Planning, Recruitment and Selection - Methods, process, Mode of assessment; Placement, Induction, Transfer, Promotion, Demotion; Human Resource Policy; Job Analysis, Job Description, Job Specification, and Methods of Job Evaluation; Talent Management; Employee Retention; VRS; Procedures of TQM, TPM, Kaizen, 5 S, and ISO.

Unit III: Wage and Salary Administration: Meaning, Importance, Principles; Determinants of wages and salary; Wage theories; Wage policy, Wage fixation institutions; Wages – Types and Components; Incentives– Financial and Non-Financial; Intrinsic and extrinsic rewards; Fringe Benefits; Retirement benefits.

Unit IV: Strategic Human Resource Management (SHRM) – Concepts and Perspectives, Definition, characteristics, Functions, Implications of SHRM on the organization, Difference between HRM and SHRM; Human Capital Management; International Human Resource Management – Definition, Reasons, Challenges, IHRM vs. Domestic HRM; HRIS.

Unit V: Industrial Social Work – Definition, Scope; Employee Assistance Programme (EAP) – Origin, Meaning, Definition, Underlying Assumptions, Core Components, Features, Models, Services, Consultancies, Designing EAP, Current trends and scope in India, Role of HR in implementation of EAP in the Indian workplace, EAP as an area of Social Work practice, EAP vs counselling, Role of Social Worker in the Workplace.

Practice assignments:

- Design recruitment and selection tools
- Design Employee Assistance Programme
- Procedure of wage fixation

Text books:

1. Famularo, Joseph 1987 Handbook of Human Resource Administration, McGraw-Hill.
2. Gary Desslar 1997 Human Resource Management, 7th Edition, New Delhi: Prentice Hall of India Pvt. Ltd.
3. McKenna, Eugene and Beech, Nic 1997: The Essence of Human Resource Mangaement, New Delhi, Prentice – Hall of India Pvt. Ltd.
4. Nalini, R. (2011). *Social Work and the Workplace.* New Delhi: Concept Publishing Company.

5. Pareek, Udai and Rao, T. V. 1982 Designing and Managing Human Resources, New Delhi, Oxford & IBH.
6. Subba Rao, P. 1996 Essentials of Human Resource Management and Industrial Relations, Himalaya Publishing House.

MSW304-B : Human Resource Development

Unit I: Human resource development – Nature and concept, Definitions, scope, objectives, Importance, principles, approaches, Emerging dimensions, Recent scenario of HRD in India; HRD strategies – Designing HRD strategy, HRD Model; HRM vs HRD; Code of ethics for HRD professionals.

Unit II: Training and development as a part of HRD: Meaning, objectives, need and importance of training in industry, principles of training, training needs identification, training modules, types and methods of training, impact assessment – Kirk Patrick model, CIRO model, cost effectiveness analysis; Competency mapping; Employee mentoring – Roles and responsibilities of mentor and mentee.

Unit III: Performance Management – Definition, Objectives; Performance appraisal – Definitions, characteristics, Methods – Traditional and Modern methods, measuring performance appraisal; Elements of effective performance appraisal system; potential appraisal.

Unit IV: Career planning – Nature and concept, Definition, objectives and importance; Career Development – Nature, objectives, principles, characteristics, process; Role of HRD in career planning and development of employees; Succession planning – process and benefits.

Unit V: Strategic Human Resource Development – Definition, objective, Business strategy and HRD**;** Employee Empowerment – Types, process and benefits. Quality of Work Life – Importance, ways to increase QWL, Criteria to measure the QWL; HRD Audit – Meaning, Purpose, Structure of HRD Audit Report.

Practice Assignments

- Life skills development
- Strength based development
- Design training modules
- Construct Performance appraisal tool
- Prepare tool to assess the Quality of Work Life
- Develop Competency mapping tool

Text books:

1. Bhattacharyya, Dipak Kumar.1999 Managing People, New Delhi, Excel Books.
2. Jayagopal, R. 1990   Human Resource Development: Conceptual Analysis and Strategies, New Delhi: Sterling Publishers Pvt. Ltd.
3. Rao, T. V. 1991Reading in Human Resource Development, New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd
4. 13. Rudrabasavaraj, M. N. 1984 Human Factors in Administration, Bombay: Himalaya Publishing House.

MSW305 –B   : Organizational Behavior and Organizational Development

Unit I: Organizational Behavior – Definition, concept, importance, approaches, focus and purpose, nature and scope, models, contributing disciplines, challenges. ; Tools and assessment of - Employee engagement; Job involvement; organizational commitment; Emotional Intelligence; Transactional Analysis (TA) – Johari Window; Assertiveness Training.

Unit II: Individual Behaviour **-** Attitude, Job satisfaction, measuring job satisfaction; Motivation - Concept, Theories, process; measuring work motivation, Tools to measure the Work motivation; Learning theories; Personality – Theories, factors influencing personality; Perceptual process, factors influencing perception; Tools and assessment of individual behavior.

Unit III: Group dynamics - Definition and Importance; Types of groups, group formation; group cohesiveness, decision making in groups; Leadership: meaning, styles, types, and theories, Tools to measure the leadership effectiveness; Team work; communication – Definition and types; conflict in organizations – sources, effects and resolution strategies; Tools and assessment of leadership and dynamics.

Unit IV: Organizational change – Meaning, Nature, Causes, Resistance to change, managing organizational change; Organizational Structure – Definition, Meaning and types; Stress and Burn Out: Concepts, causes, consequences and coping strategies; Work-life balance, Tools to measure the Work-life balance; corporate ethics. Tools and assessment of Organizational effectiveness, Organizational Culture and Organizational Climate.

Unit V: Organizational Development: Concept, History, Nature and Scope, components, OD Process, OD intervention techniques; OD Agent – role, functions, intervention; Implementation and Assessment of OD, conditions for success and failure of OD, issues in OD, the future of OD. Tools and assessment of organizational development.

Practice assignments - Application of Organizational tools:

- Emotional Intelligence
- Work motivation
- Job satisfaction
- Organizational culture
- Organizational climate
- Work-life balance
- Workplace ethics
- Job involvement
- Organizational commitment
- Leadership effectiveness
- Job stress

Text books:

1. Aswathappa K, 2008: Organisational Behaviour- Text, Cases and Games, Mumbai, Himalaya Publication House..
2. Donald, Hislop, 2007: Knowledge Management in Organisation- A Critical Introduction, Oxford University Press.
3. Khanka, S S, 2008: Organisational Behaviour, New Delhi, S Chand and Co., Ltd.
4. Meenakshi N, 2009 Approach, NIILM Center for Management Studies, New Delhi.
5. Luthans Fred, 2005 Organisational Behviour, New York, McGraw Hill International Edition.
6. Subba Rao, P, 2004: Organisational Behaviour, Mumbai, Himalaya Publications House.

Specialisation – Medical and Psychiatric Social Work

MSW303-C : PUBLIC HEALTH

Objectives:
1. Understanding health' and illness'.
2. Understand the signs and symptoms, etiology, diagnosis and treatment of health problems
3. Understand the public health policies and programs

UNIT I
Concept of health –Definition of health- dimensions of health- Positive health - Determinants of health - Indicators of health- Concept of diseases and well-being-Concept of causation- concept of prevention- population medicine- Natural history of disease-. Classification of diseases: ICD and coding system.

UNIT II
Basic concepts of human anatomy and human physiology.
Infectious diseases :Etiology, prevention, presentation, investigations and treatment of Tuberculosis, Leprosy, Sexually Transmitted Diseases (bacterial and viral)HIV/AIDS, Hepatitis, Poliomylitis, Amoebiosis, Dysentry and Worm infection, Rabies
Infectious Diseases of Childhood -
Nutrition and Health - Protein calorie malnutrition, Kwashiorkar, Merasmus, Vitamin A and D deficiency diseases/conditions/Arithmia.

Unit III
Diseases of Cardio Vascular System – Myocardial infarction, Ischemic Heart disease,
Hypertension, Stroke/paralysis, Diabetes, Congenital heart disease, Coma.
Epilepsy, Asthma,
Degenerative Diseases and Geriatric Medicine- Management of Arthritis, Parkinson‟s disease, Cataract, Glaucoma, Retinal detachment, Senile dementia, Alzheimer‟s diseases.
Cancers - Types, presentation, treatment.
Conditions of the geneto urinary tract – Prostate related benign and malignant conditions, urinary incontinence, and renal failure.
Lifestyle Disorders: hypertension, diabetes, cardiac problems;
UNIT IV
Public Health: Meaning, Concept, Demography of Health, Indicators of Health- Public Health System: Structure and Functions; Public Health Programs;National Health Policy of India: Directorate General of Health Services, Indian Council of Medical Research (ICMR).
Legal aspects of health: Relevance and scope of medico-legal information for social workers - Forensic medicine - Procedures in medico-legal practices: Courts of enquiry, witness, evidence, oral examinations, certificates, professional secrecy - Dying declaration - Medico-legal offences: Assault, harassment, accident, homicide, suicide, sexual offences.

UNIT V
Legislative measures in the field of health- Salient features

Medical Termination of Pregnancy Act 1971, Organ Transplantation Act, 1994, Prenatal Diagnostic Test PNDT Act 1994, Food Safety and Standards Act, 2006, National Health Policy.National Health Programmes: NRHM, NUHM, AIDS Control Program (MDG goal for HIV/AIDS), Blindness Control program, Malaria Program, T.B. Program, Cancer control programme.

TEXT BOOKS
1. Park, K. 2002. Park's Textbook of Preventive and Social Medicine, Jabalpur, BanarsidasBhanot.
2. Clark, D. W. and MacMahon, B. (Ed.) 1981. Preventive and Community Medicine, Boston. Little, Brown and Company.
3. Samar Mitra. 2009. Human anatomy. Academic Publishers.
4. T. BhaskaraRao. 2011. National Health Programmes of India. Paras Publication, Hyderabad.

REFERENES
1. Bajpai, P. K. (Ed.). 1998. Social Work Perspectives on Health,Jaipur, Rawat Publications.
2. Brody, Elaine M. 1974. A Social Work Guide for Long-TermCare Facilities, U. S. Dept. of Health, Education and Welfare, Public Health Service, Maryland: National Institute of Mental Health.
3. Butrym, Zofiaand Horder, John. 1983. Health, Doctors and Social Workers,London: Routledge and Kegan Paul.
4. Clark, D. W. andMacMahon, B. (Ed.) 1981. Preventive and Community Medicine,Boston.Little, Brown and Company.
5. Friedlander, W. A. 1967. Introduction to Social Welfare (Chapter 12: Social Work in Medical and Psychiatric Settings), New Delhi: Prentice-Hall of India.
6. Humble, Stephen and Unell Judith (Ed.) 1989. Self Help in Health and Social Welfare,London: Routledge.
8. Jordan, William. 1972. The Social Worker in Family Situations, London: Routledge and Kegan Paul.
9. Lathem, W. and Newbery, A. 1970. Community Medicine - Teaching, Research and Health Care, London, Butterworths.
10. Mathur,J. S. 1971. Introduction to Social and Preventive Medicine, New Delhi, Oxford and LB.H. Publishing Company,
11. Mishne, Judith (Ed.) 1980. Psychotherapy and Training in Clinical Social Work, New York: Gardner Press.
12. Nichols, P. J. R. (Ed.) 1980. Rehabilitation Medicine, London: Butterworths.
13. Park, K. 2002. Park's Textbook of Preventive and Social Medicine, Jabalpur, Banarsidas Bhanot.
14. Rusk, Howard A. 1977. Rehabilitation Medicine, Saint Louis: Mosby Company.
15. UNICEF. Health and Basic Services, New Delhi, UNICEF South Central Asia Regional Office.

MSW304-C : SYMPTOMATOLOGY AND PSYCHIATRIC DISORDERS

Objectives:
1. Understand the concepts 'mental health' and 'mental illness'.
2. Understand the signs and symptoms, etiology, diagnosis and treatment of mental health problems.

UNIT I
Concept of mental health and mental illness- Misconceptions about mental illnesses.
Definition and scope of Psychiatry- History and growth of psychiatry -Relationship between a) Psychology and Psychiatry b) Social Sciences and Psychiatry.
Determinants of personality- understanding normal and abnormal behavior.
Diagnosis and classification of mental disorders: ICD 10 and DSM IV.

UNIT II
Assessments in psychiatry- Psychiatric Interviewing – Content, types, techniques and skills., Case History recording and Mental Status examination-Psychiatric rating scales- IDEAS.
Symptomatology- disorders of perception, thought, speech, memory, emotion, experience of the self, consciousness and motor disorders.

Unit III
Organic mental disorders: Delirium- Dementia.
Psychoactive substance use disorders: Alcohol, Cannabis and Inhalant use disorders
Schizophrenia and its types, other psychotic disorders
Mood Disorders- Anxiety spectrum disorders

Unit IV
Somatoform Disorders -Dissociative disorder
Human sexuality: Normal Sexuality, abnormal sexuality and sexual Dysfunction, Gender Identity Disorders-Personality of disorders-Sleep disorders-Suicide-Eating disorders

Unit V
Causes, Symptoms, investigations, treatment and management of Childhood Psychiatric disorders
a) Mental retardation b) Learning disorders c) Developmental disorders including Autism
d) Attention Deficit disorders e) Disruptive Behavior disorders

TEXT BOOKS
1. Ahuja, Niraj. 2010. A Short Textbook of Psychiatry, Third Edition, New Delhi, Jaypee Brothers.
2. Coleman, J. C. 1976. Abnormal Psychology and Modern Life, Bombay, D. B. Taraporevala and Sons.
3. Kaplan &Sadock. 2007. Synopsis of Psychiatry. Wolters Kluwer, Philadelpia.

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1. Ahuja, Niraj. 1995. A Short Textbook of Psychiatry, Third Edition, New Delhi, Jaypee Brothers.
2. Anderson, David. 1982. Social Work with. Mental Handicap,London, Macmillan Press Ltd.
3. Brody, Elaine M. and Contributors. 1974. A Social Work Guide for Long-term careFacilities, U. S. Department of Health,Education and Welfare, Public Health Service, Maryland: National Institute of Mental Health.
4. Coleman, J. C. 1976. Abnormal Psychology and Modern Life, Bombay, D. B. Taraporevala and Sons.
5. Dickerson, Martha Ufford. 1981. Social Work Practice with the Mentally Retarded, New York: Free Press.
6. Friedlander, W. A. 1967. Introduction to Social Welfare, (Chapter 12: Social Work in Medical and Psychiatric Settings), New Delhi: Prentice-Hall of India.
7. Feldman Robert S 1997. Understanding Psychology, 4th Edition Tata McGraw Hill Publishing Company Limited, New Delhi
8. Golan, Naomi. 1978. Treatment in Crisis Situations, New York: Free Press.
9. Humble, Stephen andUnell, Judith (Ed.) 1989 Self Help in Health and Social Welfare, London: Routledge.
10. Jones, Kathleen. 1972. A History of the Mental Health Services, London: Routledge and Kegan Paul.
11. Jordan, William. 1972. The Social Worker in Family Situations, London: Routledge and Kegan Paul.
12. Maller, Joshua. 1971. The Therapeutic Community with Chronic Mental Patients, S. Karger.
13. Mishne, Judith (Ed.) 1980. Psychotherapy and Training in Clinical Social Work, New York: Gardner Press.
14. Page, J. D. 1983. Abnormal Psychology, New York, McGraw-Hill.
15. Robbins, Arthur J. 1957. Mental Hospitals in India and Social Work Service, Delhi School of Social Work.
16. Todd,F.Joan.1967. Social Work with the Mentally Subnormal, New York: Routledge and Kegan Paul.
17. Towle, Charlotte. 1941. Social Case Records from Psychiatric Clinics with Discuss Notes, Chicago; Illinois: University of Chicago Press.
18. Yelloly, Margaret. 1980. Social Work Theory and Psychoanalysis, New York: Van Nostrand Reinhold Company.

MSW305-C: INTERVENTION IN PSYCHIATRIC SETTING

Objectives:
1. Understand the various psycho-social intervention approaches in mental health settings.
2. Understand the community mental health and policies and programs

UNIT-I:

Concept of mental health: approaches to mental health

Treatment Methods in Psychiatry: a) Pharmacological treatment b) Psycho-social treatment

Psycho-social intervention- Team work and Multidisciplinary approach

Orientation to application of social work methods and other related techniques used in the field of Psychiatry-The Mental Hospital as a social system: Partial hospitalization-Therapeutic community.

Psychiatric Social work- Meaning, Definition, History, Nature and Scope –Problem formulation-various approaches to social diagnosis.

UNIT II:

Therapeutic models in Psychiatric social work: various theoretical approaches in individual treatment and processes of individual treatment techniques (Crisis Intervention, Psycho-social, Strength Based Social Work, CBT, Empowerment model, Evidence Based Social Work, Integrated approaches)

Principles and practice of group treatment.

Practice of Family therapy in psychiatric setting

UNIT III

Social work intervention settings:

Geriatric psychiatry, child and adult psychiatry, De-addiction, family psychiatry unit,Child Guidance Clinics, rehabilitation, neurology, neurosurgery, emergency services and community mental health centers, Correctional institutions, industries.

The concept of expressed emotions and social support-Importance of home visit and visit to the place of work

UNIT-IV:

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

Supportive services and networking for practice of medical and psychiatric Social Work.

Community Psychiatry: Role of the Psychiatric Social Worker in Community Mental Health Programmes.

Role of family in the treatment of mentally ill- preparing the family and community for the return of the patient, follow up.

UNIT V

Rehabilitation Social Work; Psycho-social interventions in disaster prone areas; Psycho-social interventions in war-affected and violence-prone areas;

Care of mentally ill: Establishing rehabilitation center, Day care centers, De-addiction centers, Child Guidance Clinic-Rehabilitation of Chronic Mental Patients.

National mental health act, 1987, National Mental Health Policy.Mental Health Program, School Mental Health Programme, National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 2000, Rehabilitation Council of India Act 1999.

TEXT BOOKS
1. Francis J. Turner. 1974 (1 edition) 2011 (5th Edition). Social Work Treatment:Interlocking Theoretical Approaches.
2. Nichols, P.M & Schwartz C.R (2006). Family Therapy –concepts and methods, 7th edition, Allyn and Bacon, Boston, Pearson education, Inc.Press, Inc
3. Verma, Ratna (1991)Psychiatric Social Work in India, New Delhi : Sage Publications.
4. Covey, G. (2008). Theory and Practice of Counselling and Psychotherapy (8th ed.) Canada: Brookes/Cole.
5. Joseph Walsh. 2010. Direct Social Work practice- Theoretical perspectives. Cengage Learning

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1. Axelson, J. A. (1998). Counselling and development in multicultural society. Pacific Group: Brooks
2. Corey, G (2000).(Ed.) Theory and Practice of Counselling and Psychotherapy 6th ed
3. Ellis A., & Dryden N. (1977).The Practice of Rational Emotional Behaviour Therapy (Rev. Ed.) New York: Springer
4. Ellis A.,&MacLaren C. (1998). Rational Emotional Behaviour therapy: A therapist's guide. CA: Impact
5. Kazdin, A. E. (2001). Behaviour Modification. Belmont: Wadsworth
6. Kottler, J. A. & Brown R. W. (2000). Introduction to therapeutic counseling. Australia: Brooks/Cole
7. Krumboltz, J. D., &Thoresen, C. E. (1976). Counselling Methods. New York: Holt Rinehart.
8. Meichenbaum, D. (1977). Cognitive Behaviour Modification: An integrative approach. New York: Plenum
9. Speigler, M. D., &Guevremont, D. C. (1998). Contemporary Behaviour Therapy. Albany: Brooks/Cole.
10. Daver, Bhargavi, 1999. Mental Health of Indian Women, Sage Publications, New Delhi
11. Daver, Bhargavi, 2001. Mental Health from a Gender Perspective, Sage Publications,New Delhi
12. Dhanda, Amita, 199.9 Legal Order and Mental Disorder, Sage Publications, New Delhi
13. Kapur, Malavika, 1997. Mental Health in Indian Schools, Sage Publications, New Delhi
14. Verma, Ratna, 1991. Psychiatric Social Work in India, Sage Publications, New Delhi
15. World Health Organization, 1986 Prevention of Mental, Neurological and Psychosocial problems
16. WHO, 1991 Innovative Approaches in Mental Health Care, PsychosocialInterventions and Co-management, Geneva

MSW SPECIALIZATION: FAMILY - CHILD WELFARE AND PUBLIC HEALTH

MSW303-D : PUBLIC HEALTH
Objectives:
4. Understanding health' and illness'.
5. Understand the signs and symptoms, etiology, diagnosis and treatment of health problems
6. Understand the public health policies and programs

UNIT I
Concept of health–Definition of health- dimensions of health- Positive health - Determinants of health - Indicators of health- Concept of diseases and well-being-Concept of causation- concept of prevention- population medicine- Natural history of disease-. Classification of diseases: ICD and coding system.

UNIT II
Basic concepts of human anatomy and human physiology.
Infectious diseases :Etiology, prevention, presentation, investigations and treatment of Tuberculosis, Leprosy, Sexually Transmitted Diseases (bacterial and viral)HIV/AIDS, Hepatitis, Poliomyelitis, Amoebiosis, Dysentery and Worm infection, Rabies
Infectious Diseases of Childhood -
Nutrition and Health- Protein calorie malnutrition, Kwashiorkor, Marasmus, Vitamin A and D deficiency diseases/conditions/Arrhythmia.

Unit III
Diseases of Cardio Vascular System – Myocardial infarction, Ischemic Heart disease, Hypertension, Stroke/paralysis, Diabetes, Congenital heart disease, Coma.
Epilepsy, Asthma,
Degenerative Diseases and Geriatric Medicine- Management of Arthritis, Parkinson's disease, Cataract, Glaucoma, Retinal detachment, Senile dementia, Alzheimer's diseases.
Cancers - Types, presentation, treatment.
Conditions of the genitourinary tract – Prostate related benign and malignant conditions, urinary incontinence, and renal failure.
Lifestyle Disorders: hypertension, diabetes, cardiac problems;
UNIT IV
Public Health: Meaning, Concept, And Demography of Health, Indicators of Health- Public Health System: Structure and Functions; Public Health Programs; National Health Policy of India: Directorate General of Health Services, Indian Council of Medical Research (ICMR).
Legal aspects of health: Relevance and scope of medico-legal information for social workers - Forensic medicine - Procedures in medico-legal practices: Courts of enquiry, witness, evidence, oral examinations, certificates, professional secrecy - Dying declaration - Medico-legal offences: Assault, harassment, accident, homicide, suicide, sexual offences.

UNIT – IV: Gender and Geriatric Social Work:

Meaning and concept of Gender, Gender equity; domestic violence; Gender interventions; Meaning, concept and scope of Geriatric Social Work; Institutional and Non-institutional care services; Social work practice with elderly population: training, skill development Elderly Counselling, Social Security, etc.

TEXT BOOKS

5. Park, K. 2002. Park's Textbook of Preventive and Social Medicine, Jabalpur, BanarsidasBhanot.
6. Clark, D. W. and MacMahon, B. (Ed.) 1981. Preventive and Community Medicine, Boston. Little, Brown and Company.
7. Samar Mitra. 2009. Human anatomy. Academic Publishers.
8. T. BhaskaraRao. 2011. National Health Programmes of India. Paras Publication, Hyderabad.

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1. Bajpai, P. K. (Ed.). 1998. Social Work Perspectives on Health,Jaipur, Rawat Publications.
2. Brody, Elaine M. 1974. A Social Work Guide for Long-TermCare Facilities, U. S. Dept. of Health, Education and Welfare, Public Health Service, Maryland: National Institute of Mental Health.
3. Butrym, ZofiaandHorder, John. 1983. Health, Doctors and Social Workers,London: Routledge and Kegan Paul.
4. Clark, D. W. andMacMahon, B. (Ed.) 1981. Preventive and Community Medicine,Boston.Little, Brown and Company.
5. Friedlander, W. A. 1967. Introduction to Social Welfare (Chapter 12: Social Work in Medical and Psychiatric Settings), New Delhi: Prentice-Hall of India.
6. Humble, Stephen and Unell Judith (Ed.) 1989. Self Help in Health and Social Welfare,London: Routledge.
8. Jordan, William. 1972. The Social Worker in Family Situations, London: Routledge and Kegan Paul.
9. Lathem, W. and Newbery, A. 1970. Community Medicine - Teaching, Research and Health Care, London, Butterworths.
10. Mathur,J. S. 1971. Introduction to Social and Preventive Medicine, New Delhi, Oxford and LB.H. Publishing Company,
11. Mishne, Judith (Ed.) 1980. Psychotherapy and Training in Clinical Social Work, New York: Gardner Press.
12. Nichols, P. J. R. (Ed.) 1980. Rehabilitation Medicine, London: Butterworths.
13. Park, K. 2002. Park's Textbook of Preventive and Social Medicine, Jabalpur, Banarsidas Bhanot.
14. Rusk, Howard A. 1977. Rehabilitation Medicine, Saint Louis: Mosby Company.
15. UNICEF. Health and Basic Services, New Delhi, UNICEF South Central Asia Regional Office.
16. Agnes, Flavia (1999) Law and Gender Mequality – The Politics of Women's Rights in India, New Delhi : Oxford University Press

17.   Agrawal, Namita (2002) Women and Law in India, Women Studies and Development Centre, December, New Century Publication

18.   Djetrich, Galmele (1992) Reflections on the Women's Movement in India – Religion, Ecology, Development, New Delhi : Horizon India Books

MSW304-D   : CHILD RIGHTS AND CHILD PROTECTION

Aim
To build a cadre of manpower competent to function of child protection social workers

Objectives

- To extend the knowledge attitudes and values and skill of interested social work students in the assessment and provision of Child Protection services across a wide range of child care settings and in changing circumstances.
- To provide a platform for advancement of educational experiences and application potential that will enable the student to develop the intellectual, practical and creative abilities in order to deliver quality services to children through independent judgement and problem solving skills.
- To develop an appreciation on the inter disciplinary and collaborative approaches for child protection through better understanding of children protection systems, challenges, services and issues related to child rights implementation.

Unit 1: Introduction to Childhood and child rights
Understanding childhood and child protection: Meaning and definition, Components, Objectives, Child rights: meaning, concept, conventions; Constitutional provisions for children and directive principles that have a bearing on children.

Unit II: Situation analysis and status of child rights in Karnataka and India
Critical analysis of the situation of children in India: child demography in Karnataka and India, Child health, child nutrition, child labour, children and education, children in conflict with the law, child sexual abuse and exploitation including child pornography, child trafficking and violence against children, issues of runaway and street children, impact of family migration on children, orphan, abandoned and destitute children, children affected by HIV and AIDS, Disabled children, Marginalization, oppression, exclusion of children. Status of child rights; assessment and interventions

Unit III: Child Policy analysis and interventions:
MDG and children; Child Rights: History, UNCRC, Four cardinal rights of the child; National Policy for children, 1974 and current debates, National Charter for Children 2004, National Plan of Action for Children, 2005 and current debates. Child policy analysis and interventions.

Unit IV: Laws on Child Protection Social justice as an instrument for promoting child protection. Juvenile Justice (Care and Protection of Children) Act 2000, (amended in 2006 & 2010), Protection of Children from Sexual Offences Act, 2012,Trafficking, Child marriage, Adoption, abuse, Substance abuse, Relevant Provisions under Indian Penal code (IPC), Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1954. Role of social worker in the provision of social justice for children in need of care and support and children in conflict with the law.

Unit V: National Strategy for child protection

National Child Protection Scheme (NCPS); Role of State in Provision of child's Right to survival, protection, development and participation. Suggested schemes and current debates: Integrated child development Schemes, Integrated child protection scheme, Childline India Program, Anti-trafficking initiatives including Ujwalaprogramme and National Creche Scheme for children. Special programs for girl child: KishoriSakthiYojana (KSY), BalikaSmridhiYojana (BSY) (provisions) and Sabla program.

Unit VI: Institutional mechanisms for protection and promotion of rights of children in the country

National level: National Commission for Protection of Rights of Children; Central adoption resource agency (CARA), Ministry of Women and Child Development, Ministry of Human Resource Development.
State level: State Commission for the Protection of Rights of Children, State Child Protection Society; State adoption resource agency (SARA), Department of Women and Child Development; State Education Department.
District level: District Child Protection Society, Juvenile Justice Board, Special Juvenile Police Cell, Observation homes.

Unit VII: Non-governmental organisations and autonomous organisations and the role played by them in child protection: International and local organisations.
UN organisations with special reference to UNICEF, Plan India, Child Rights and You (CRY), Smile Foundation.

National Commission for Protection of Child Rights (NCPCR), National Institute of Public Cooperation and Child Development (NIPCCD), Central Social Welfare Board.

REFERENCES

1. Bajpai Asha (2010).   The Legislative and Institutional framework for protection of Children in India. IHD-UNICEF Working Paper Series. Children of India: Rights and Opportunities Working Paper No.5. Published by UNICEF and Institute for Human Development, New Delhi
2. Bose P. Child care and child Development: Psychological perspective, Jaipur. ABD 2006.

3. Building a rights based national protection systems: a concept paper to support Save the Children's work http://www.ovcsupport.net/files/SC_CPI_NCPS_concept_note.pdf
4. Childline Child Protection Policy (Policy for Child Protection within the CHILDLINE Network). www.childlineindia.org.in CHILDLINE India Foundation.
5. Choudhary P. Child Survival, Health and social work intervention, Jaipur: ABD Pub. 2008.

6. Crain W. Theories of development. Concept and Application. Fifthe edition. Pearson/Prentice hall, 2005.

7. Government of India. Child protection in the Eleventh Five year plan Sub group report. Working Group on Development of Children for the Eleventh Plan (2007-2012). Ministry of Women and Child development, Government of India, 2011. http://wcd.nic.in/wgchilprotection.pdf
8. Government of India. Budget analysis of child protection. No year. http://wcd.nic.in/BudgetingChildProtection.pdf
9. Hurlock E,B. Development Psycholoogy- a lifespan approach. Published by Tata McGrwaw-Hill Education, First published in 1953.

10. Kuppuswamy B. Child behavior and Development. Vikas Publishing House. New Delhi, 1984, IV Edition.

11. Nanjunda D.C. Child Labour and Human Rights: A prospective. New Delhi, Kalpaz publication, 2008.

12. **NIPCCD-**The Child in India-A Statistical Profile, NIPCCD, New Delhi, UNICEF publication 2002
13. Pandey V. C. Child Education. Delhi "ISHA Books 2005.

14. Rao P. M. Child Labour: Problems and Policy Issues, Associated Publishers , 2006

15. Sagade J. Child marriage in India: socio-Legal and human rights dimensions, New Delhi: Oxford University press. 2005.

16. Sakshi P. Child Welfare and Development services. Jaipur: Pointer Publication. 2004.

17. Save the Children (No year). Child Protection Initiative. Building rights based national child protection systems: a concept paper to support Save the Children's Work. Published by Save the Children. http://resourcecentre.savethechildren.se/node/3250
18. Sharma U. Child Labour in India, Mittal Publication, 2006.

19. ShrimaliShyamSundar-Child Development New Deli: Rawat Publication. 2008.
20. Singh, SP Srivastava-Child Labour in India: An overview 2007.

MSW305-D: MENTAL HEALTH

Objectives:
1. Understand the concepts 'mental health' and 'mental illness'.
2. Understand the signs and symptoms, etiology, diagnosis and treatment of mental health problems.

UNIT I
Concept of mental health and mental illness, Child Mental Health, Women Mental health, Community mental health, Perspectives of Mental Health – Clinical, Marxist, Socialist, Feminist, Ecological perspectives of mental health, Definition and scope of Psychiatry, Relationship between a) Psychology and Psychiatry b) Social Sciences and Psychiatry.
Determinants of personality- understanding normal and abnormal behavior.

UNIT II
Assessments in psychiatry- Psychiatric Interviewing – Content, types, techniques and skills., Case History recording and Mental Status examination.
Diagnosis and classification of mental disorders: ICD 10 and DSM IV.
Symptomatology- disorders of perception, thought, speech, memory

Unit III
Organic mental disorders: Delirium- Dementia.
Psychoactive substance use disorders: Alcohol use disorders
Schizophrenia and its types,
Mood Disorders- Anxiety spectrum disorders
Personality disorders, Sleep disorders

Unit IV
Childhood Psychiatric disorders
a) Mental retardation b) Learning disorders c) Developmental disorders including Autism
d) Attention Deficit disorders

UNIT V

Medical Social Work: Meaning, Definition, Nature and Scope, Important roles and functions of Medical Social Worker, Psychiatric Social work- Meaning, Definition, Nature and Scope, Role and Functions of the Psychiatric Social Worker.

TEXT BOOKS
1. Ahuja, Niraj. 2010. A Short Textbook of Psychiatry, Third Edition, New Delhi, Jaypee Brothers.
2. Coleman, J. C. 1976. Abnormal Psychology and Modern Life, Bombay, D. B. Taraporevala and Sons.
3. Kaplan &Sadock. 2007. Synopsis of Psychiatry. Wolters Kluwer, Philadelpia.
4. Joan beder. 2006. Hospital social work: The interface of medicine and caring. Routledge: New York

5. Sarah Gehlert& Teri Arthur Browne (edi). 2010. Handbook of Health social work. Wiley and sons, New Jersey, Canada.
6. Sundar, I. 2014. Principles of Medical Social Work, Serials publications, New Delhi.

REFERENCES:

1. Anderson, David. 1982. Social Work with. Mental Handicap,London, Macmillan Press Ltd.
2. Brody, Elaine M. and Contributors. 1974. A Social Work Guide for Long-term careFacilities, U. S. Department of Health,Education and Welfare, Public Health Service, Maryland: National Institute of Mental Health.
3. Coleman, J. C. 1976. Abnormal Psychology and Modern Life, Bombay, D. B. Taraporevala and Sons.
4. Dickerson, Martha Ufford. 1981. Social Work Practice with the Mentally Retarded, New York: Free Press.
5. Friedlander, W. A. 1967. Introduction to Social Welfare, (Chapter 12: Social Work in Medical and Psychiatric Settings), New Delhi: Prentice-Hall of India.
6. Feldman Robert S 1997. Understanding Psychology, 4th Edition Tata McGraw Hill Publishing Company Limited, New Delhi
7. Jones, Kathleen. 1972. A History of the Mental Health Services, London: Routledge and Kegan Paul.
8. Page, J. D. 1983. Abnormal Psychology, New York, McGraw-Hill.
9. Robbins, Arthur J. 1957. Mental Hospitals in India and Social Work Service, Delhi School of Social Work.
10. Yelloly, Margaret. 1980. Social Work Theory and Psychoanalysis, New York:
Van Nostrand Reinhold Company.

11. Bajpai, P.K. (Ed.) 1998. Social Work Perspectives on Health, Jaipur, Rawat Publications.
12. Johnson, J.L. & Grant, G. (Ed). Medical social work, New York: Peason, Allyn& Bacon
13. Lawani B. T. 2010   . Medical Social Work, Current Publishers, Agra.
14. Mechanic, David 1968. Medical Sociology- A Selective View, New York, Free Press.
15. Pathak, S. H. 1968. Medical Social Work, Chapter.25, In Wadia, A R (Ed.): History andPhilosophy of Social Work in India, Bombay: Allied Publishers.

Websites
www.who.org World Health Reports (1995-22050
www.tnhealth.org Annual Report
mohfw.nic.in Annual Report
www.nfhsindia.org National Family Health Survey, India
vhai.org State of India's health report, Report of independent commission on health in India and other reports

SPECIALIZATION (E) CORRECTIONAL ADMINISTRATION

OBJECTIVES

Correctional administration is the one of the field of Social Work. Though other fields emerged full-fledged this field needs to get attention. The objective of the course is to acquaint the students with new Forms of criminality and delinquency, their causes; to promote them an Insight into the administration of the correctional measures and programmes Adopter for the treatment and rehabilitation of offenders. The Course Provide them an understanding about the scientific approaches applied for the investigation trial of criminal cases; and also approaches and Strategies for the prevention and control of crime.

MSW303-E: CRIMINOLOGY AND SOCIAL DEVIANCE

Unit I

Crime, Social Deviance, Social Disorganization and social pathology; crime social and legal concept; Crime, Tort, Sin, Vice, Immorality; Crime as deviant behavior; Socialization, decriminalization.

Definition of criminology, evolution of criminology and its objectives, Scope: Scientific status of criminology, relationship with other social sciences.

Unit II

Key concepts in criminology: crime in sociological and legal point of view, characteristics of crime, crime and criminality, types of criminals, characteristics of criminals.

Schools of criminology: Classical, neoclassical, positive, socialist, cartographic sociological schools of criminology, critical review of schools of criminology, multiple causation of crime.

Unit III

Typology of criminal behavior: Social crime, organized crime, political crime, public order crime, professional crime, conventional crime, white-collar crime, Cyber crime.

Recidivism: definition, causes and problems of recidivism, prevention of recidivism, role of family and society for preventing recidivism, recidivism trends in India.

Unit IV

Penology: definition of penology, evolution of penology, objectives of penology, trends of penology in India. Community policing system in India.

Extent of crime in society; The problem of criminal statistics and their relevant data; inadequacies of data and remedies suggested

Unit V

Problems of Social Disorganization; Individual disorganization: Alcoholism, drug addiction, Prostitution, beggary and suicide; Family disorganization: the changing family, family tension desertion and divorce; Community disorganization; Mobility and Migration; National disorganization: Lingustism, communal and caste tensions, and political corruption.

The problem of ex-criminal tribe's reference to India; their social organisation and attitudes in relation to their anti social activities.

References:

1. Barlow H.D. 1978. Introduction to Criminology. Boston: Little Brown and Co
2. Barnesh H.E. and Teeters N.K. 1966. New Horizons in Criminology. New Delhi, Prentice Hall.
3. Gibbons, Don.C. 1979. The Criminology Enterprise: Theories and perspectives. New Delhi: Prentice Hall, Engelwood Cliffs.
4. Reckless. W.C. 1973. The Crime Problem. New Jersey: Prentice Hall, Gngelwood Cliffs.
5. Reid S.T. 1976. Crime and Criminology- problems and perspectives. Lucknow: Eastern Book Co.
6. Walker H and Beaumont B. 1985. Working with offenders. London: Macmillan.
7. Ram Ahuja. 2000. Criminology. New Delhi: Rawat Publication.
8. Anil Kumar. 2011. **Criminology: Principles & Concepts.** New Delhi: Ancient Publishing House.
9. Sandra Walklate .2005.**Criminology : The Basics.**Routledge
10. Siddique, A (1993), Criminology, Problems and Perspectives (2nd ed.) Lucknow, Eastern Book House.
11. Conklin, J.E. (2001), Criminology, Macmillan Publishing Company.

MSW304 –E : CRIMINAL JUSTICE ADMINISRATION

Unit I

Criminal Justice system in India : A Historical Perspective; Components of Criminal Justice System : Police, prosecution, Judiciary and Correction, Inter Linkages and Coordination Between them.

Unit II

Police : Development of Police System; Functions of Police: Crime Reporting, Registration, Investigation, Arrest, Powers, Police-Public Relationship, problems of Police Administration; Female Police, Police in Democratic Society, its Role.

Unit III

Prosecution – Structure of Prosecuting Authorities, Screening of the case; Initiation to Prosecute, Framing of charges, contents of charges, Adduction of Evidence, Production of Witnesses, provisions Relating to Prosecution in Cr. P.C., Problems in Prosecuting Process; Cognizable & Non- Cognizable offences.

Unit IV

Courts- Structure (Criminal Courts, Special Courts, Juvenile Courts, LokAdalats and Family Courts), Trial, Prosecution and Defence Processes, Sentencing Appeals, Administrative Problems, Challenges of Judicial Administration.

Unit V

Administration of Criminal Justice in India, Criminal Justice system and Human Rights; Public Interest Litigation and Legal Aid. Legal aid boards - Role of Social workers in courts.Out of court settlement in justice delivery system - Role and importance of arbitration, conciliation, negotiation, conflict resolution.

Reference

1. Krishna Mohan Mathur (1994), Indian Police, Role and Challenges, Gyan Publishing House, New Delhi.
2. Parmar. M.S., (1992), Problems of Police Administration, Reliance Publishing House, New Delhi.
3. SankarSen (1986), Police Today, Ashish Publishing House, New Delhi.
4. Gautam, D.N. (1993), The Indian Police : A study in fundamentals, Mittal Publications.
5. Ramanujam .T (1992), Prevention and Detection of Crime, Madras Book Agency.

MSW305-E : FORENSIC CRIMINALISTICS

Unit I

The Basic questions of investigation of unnatural death at the scene of occurrence: Discovery and handling of traces of evidence; Classification and reference to relevant records; The principles of exchange; and information gathered at post examination.

Unit II

The principles and methods involved in the identification of individual-living and dead; i.e. Branding, tattooing, mutilating, scars and moles, and Bertillon system. Photography, fingerprints footprints, ridge characteristics, pros copy, hair, skin, blood grouping, physical peculiarities, etc.

Unit III

The principles involves in establishment of identity of trace evidences. i.e. hairs, fabrics, body fluid, eye. Blood, semen, saliva, bone pieces, etc.; Muds, dust, paints, wood chips, Greece, glass pieces, gunpowder, tool marks, etc. In crime cases.

Unit IV

Questioned documents and the identification of hand writing; paper, is types and identification; Ink, pencil, and printing, tools, handwriting habits and flow; comparison and points of identity; Samples; various types of forgery and their detection; Addictions, erasures, alterations, seals, rubber stamping, typewriting, printing block, etc.

Unit V

Organization, functioning and role of forensic science laboratory in crime investigation and criminal identification, i.e. fire-arms, bullets, lie detection poison, forensic photography, tool marks, questioned documents, finger prints, hand writing, etc.

Organization, functioning and role of the forensic medicine department in crime investigation and administration of justice as in cases of unnatural, sudden and suspicious deaths from natural causes, injuries, poisoning sexual offences.

Fundamentals of forensic psychiatry and criminal and civil responsibility of the insane.

Role of forensic medicine and science in community welfare; Duties of doctors towards the society and state. The role of social workers.

Reference

1. Bhattacharya S.K. (1986) Probation system in India, Mans Publications, New Delhi.

2. Bhattacharya, S.K. (1985) Social defence : An Indian perspective, Manas publications.

3. Brodie, S.R. (1976), Effectiveness of Sentencing, Home Office, London.

4. Carney, Louis P. (1981), Corrections : Treatment and philosophy, Prentice Hall Inc.

5. Carney, Louis P. (1977), Probation and parole : legal and social dimensions, McGraw Hill Book, Co.

6. Chockalingam K. (1993) Issues in Probation in India, Madras University Publications, Madras.

7. Mulla Committee Report on Prison Reforms, 1983, Government of India.

8. Reckless, Walter C. (1967) The Crime Problem, Vakils, Foffner and Simons.

9. Veddar and Kay. (1964), Penology : A realistic approach, Charles C. Thomas Publishers.

MSW 306: Internship for all Specializations

MSW 307: Research Dissertation for all specializations

COMMON PAPER

MSW401   :   PROJECT PLANNING AND MANAGEMENT

Learner Objectives:

1. To understand different perspectives of development and approaches for community development.

2. To understand process and components of project management.

3. To orient on fund raising and corporate social responsibility.

4. To develop application skills for effective organizational management.

Unit I

Introduction: Planning and its importance – Process and Blueprint Planning – Centralized Planning Vs. Decentralized Planning - Concept of Management in Social Development – Process of Management – POSDCORB - Project Cycle - Baseline Survey - Implementation of Development Projects – Factors affecting Implementation – Project Identification – Tools of Project Identification - Project Formulation – Detailed Project Report.

Unit II

Problem Analysis - Project Appraisal – Technical Feasibility – Economic Feasibility – Financial Feasibility – Project Monitoring – Project Evaluation – Principles of Evaluation – Types of Evaluation – Formative and Summative Planning – Criteria for Evaluation – Indicators of Evaluation – Terms of Reference for Evaluation.

Unit III

Programme/Project Evaluation Review Technique (PERT); Critical Path Method (CPM) - Logical Framework: terms, purpose, structure; Objectives, assumptions and their assessment; indicators and means of verification; activities and activity schedule. - Stake holder analysis – Appreciative Inquiry - Concept – Four D Model – Social Capital Assessment Tool.

Unit IV

Corporate Social Responsibility – Concept, and significance – Philanthropy Conventional and Strategic - Evolution of CSR – The Triple Bottom Line Approach - CSR as a balance between

organizational means and end - CSR Issues: Environmental, Social, Labor related, Ethical and Governance - CSR Approaches of TATA, ITC, TVS and Microsoft.

Unit V

Fund Raising: Fund Raising strategy & techniques. Classification of donors, Creating donor profile. Developing appropriate marketing tools, Potential presentation to donors, Developing & maintaining donor relationship. Drafting funding proposal, Networking of NGOs. Maintaining records, data banks and documentation.

RECOMMENDED READINGS:

1. Choudhury, S. (1990) Project Management , New Delhi, Tata McGraw – Hill Publishing Company Ltd.

2. Fernandes, Walter Tondon, Rajesh (Ed) (1981) Participatory Research and Evaluation, New Delhi : Indian Social Institute.

3. Goel, B. B. and Faculty of Arts, Punjab University (1987) Project Management- A Development Perspective, New Delhi: Deep and Deep Publication.

4. Marsden, David, Oaklay, Peer (Ed) (1990) Evaluating Social Development Project; Oxford, UK: Oxfam.

5. Mukharjee, Amitava (2004) Participatory Rural Appraisal- Methods and Applications in Rural Planning, New Delhi : Concept Publishing Company.

6. Mukharjee, Neela (2002) Participatory Learning and Action with100 Field Methods, New Delhi: Concepts Publishing Company.

7. Mukherjee, Neela (1996) Participatory Rural Appraisal and Questionnaire Survey, New Delhi : Concept Publishing Company.

8. Nail, B. M. (1985) Project Management – Scheduling and Monitoring By PERT/CPM, New Delhi: VANI Educational Books.

9. PRIA (1995) A manual for participatory Training Methodology in Development, New Delhi : PRIA.

11. Somesh Kumar (2002) Methods for Community Participation, New Delhi :Vistar Publication.

12. Virmani, B. R. (1998) Management Training and Development – An Education Approach, New Delhi : Indian Society for Training and Development.

SPECIALISATION PAPERS

SPECIALIZATION – SOCIAL DEVELOPMENT

MSW402-A : SOCIAL DEVELOPMENT

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

1. Understand different theories of development and social development.
2. Develop understanding about various sectors of development from a Human Development perspective.
3. Gain knowledge about government strategies for social development.
4. Learn different aspects of gender and development.

COURSE CONTENT

UNIT-1: **Social Development: Theories and Concepts**

Social Development: Definition, meaning, models, approaches and Theories of Development: Modernization, Dependency, World System and Feminist Theories of social development, Developmental Social Work Practice.

Sustainable development: Concept, theories, approaches, models; Sustainable development indicators;

Concepts: Development, Industrialization, Modernization, Westernization and Globalization. Measures, indicators and calculation of Human Development: Human Development Index (HDI), Human Poverty Index (HPI), Social Development Index;

Five Year Plans and UN World Summit on Social Development.

UNIT -2: Sectors of Social Development: Health & Education

Health: Meaning, Definition, health demography, classification and Indicators of Health, Health index, Health Economics;

Public health: structure, institutions, System, Health care Institutions in Indi Health-Hygiene-Sanitation and development, Adolescent health and hygiene;

Government policies, National Health Policy, National Health Programmes: NRHS, NACP, TB Control Programme, Malaria Control Programme, Health related Legislations: Person with Disability Act etc.

Education and Development: Meaning, Definition, and Indicators, Demography of education. National Education Policy, Education related Legislations, Right to Education Guarantee Act, SSA, RMSA, RUSA,

UNIT-3: Agriculture, Environment and Housing

Concept and meaning of agriculture, environment and housing;

Characteristics, Production and Cropping pattern of Agriculture, Economic Development and Agriculture, Agriculture and Globalization, Farm Mechanization, Government Policies: National Agricultural Policy, Schemes on Agriculture, Agencies on Agriculture, Five Year Plans and Agriculture, Sustainable agriculture, Green Revolution, White Revolution, Farmers Suicide, Peasant Movements.

Environment: Natural Resources Management, Joint Forest management; Soil, water, air and other resources.

Housing: Concept, definition, indicators and demography of Housing, Development, Housing and Habitat, Housing Schemes.

UNIT-4: Poverty and Employment

Poverty: Definition, characteristics, types, demography, indicators of poverty, Economic inequalities and poverty, UN and Government initiatives to Poverty Eradication, MDG, Hunger and poverty, NREGA, National Food Security Mission.

Policies, Schemes on poverty, Five year plans, Budget Allocations and Budget Analysis on poverty.

Employment: Meaning, concept, definition. Policies and programmes, types, indicators of employment, Policies, schemes, Programmes: PMEGP, legislations, constitutional provisions on employment, UN Agencies International NGO's & National NGO's & Government agencies on employment, five year plans, Budget Allocations and Budget Analysis on employment.

Unit-5: Gender development and Women empowerment: Gender–Related Development Index and Gender Empowerment Measures, Gender budget;

Approaches to Women Empowerment: WID, WAD and GAD, Gender Economics, Entrepreneurship and Women Empowerment, Women Empowerment Policy, Government Programmes on women: Government and Non-Government Agencies of Women Empowerment.

TEXT BOOKS

1. Brahmananda, P. R. , Narayan, B. K. Dimensions of Rural Development in India, Bombay: Himalaya Publishing
2. Bose, Nirmal Kumar. 1971, Tribal Life in India, National Book Trust India, New Delhi.
3. Desai, A. R. (Ed.) 1978 Rural Sociology in India, Bombay: Popular Prakashan.
4. Katar Singh. 1999 Rural Development: Principles, Policies and Management, Sage Publications, New Delhi.
5. Panwalkar, V. G. 1987 Social Work in Rural Settings, In. Encyclopedia of Social Work in India, Vol. Ill, New Delhi: Ministry of Welfare, Government of India.

REFERENCE

1. Ramaiah, P. 1988 Issues in Tribal Development, Allahabad, Chugh Publications.
2. Singh, K. 1986 Rural Development: Principles, Policies and Management, New Delhi: Sage Publications.
3. Epstein Scarlet J 1973 South India: Yesterday, Today and Tomorrow; Mysore Villages Revisited, London and Basingstoke: Macmillan Press.
4. Desai, A. R (Ed.) 1981 Peasant Struggles in India, New Delhi: Oxford University Press.
5. Pillai, G. M (Ed.) (1999) Challenges of Agriculture in the 21st Century, Pune : Maharashtra Council of Agricultural Education and Research.
6. Verma, S.B., Sankaran, P.N., Shrivastwa, R.K. (2006) Rural Based Development Strategies, New Delhi: Deep & Deep Publications Pvt. Ltd.
7. Verma, S.B., Shah, G.P. Pathak, S.C. (2006) Rural Credit & Co-operative Development, New Delhi :Deep & Deep Publications Pvt. Ltd.
8. Lakshman, T. K. and Narayan, B. K. (Ed)(1987) Rural Development in India – A multi dimensional Analysis, Bombay : Himalaya Publishing House.
9. Sundaram, Satya (1997) : Rural Development, Mumbai : Himalaya Publication.
10. Rana, Kranti (2001) People's Participation and Voluntary Action- Dimensions, Roles and Strategies, New Delhi : Kanishka Publishers.

MSW403-A : LOCAL SELF GOVERNMENT : RURAL, TRIBAL AND URBAN

Introduction:
This course aims at introducing the learner towards the programmes of rural and tribal development, and the importance of social work practice with local self government in rural and urban settings

1. Understand concept and evolution of Panchayat Raj and its historical development in India.
2. Develop understanding about various facets of constitutional provisions relating to Panchayat raj
3. Gain knowledge on the functions of Panchayat raj institutions.
4. Learn different aspects of urban governance and powers and functions

UNIT 1 : Panchayat Raj

Democratic Decentralization **-** Meaning, objectives and importance – Governance - Meaning and Structures. Concept & Evolution of Panchayati Raj **-** Historical development of the concept, National level committees in the evolution of Panchayati Raj (Balwantrai Mehta, Ashok Mehta, Singhvi committees).

Indicators of governance;

Evolution of Panchayat Raj Institution till 73rd Constitutional amendment - Evolution of Urban Local Government till 74th Constitutional amendment. - The Constitutional 73rd & 74th Amendment - Background of and obstacles to its passage - Community participation in governance - Changing features of Local Government

UNIT 2 : Tribal local self government:

Historical development of tribal local self government; Tribal local self government; tribal governance; Tribal government system; Legislation, Committees and functions; Five year plans and tribal development; Budget for tribal development; Tribal empowerment Programmes and schemes; Tribal Component plan: impact and empowerment;

UNIT 3 Panchayat Raj Institutions

Karnataka Grama Swaraj and Panchayatraj Act; The Functions of Panchayati Raj Institutions – District Panchayat, Block Panchayat, Village Panchayat. Structure, Functions and Finances. Relationship between officials and non-officials. Committees in village level Panchayati Raj bodies, Gram Sabha, Mahila Gram Sabha, its role and importance - PESA (Panchayat Extension

in Scheduled Areas) - Context of its emergence and its significance - issues and challenges in its implementation for tribal self-rule.

UNIT 4

Urban Governance - History of Urban Local Self Government in India - Types of Urban Local Self Government in India - Municipal Corporation, Municipal Council/Nagar Palika - Sources of Revenue - Structure, powers and functions at each level - Committees and their functions - System of elections to Urban Local Self Government - Ward Committees and citizen participation - Relation of Urban Local Self Government with bodies of Governance at the state level issues - Karnataka Nagarapalika Act - Salient features of Karnataka town and country planning act 1961

UNIT 5

Contemporary issue and problems in Local Self Government – Women's participation; participation of marginalized groups (SC & ST & minorities) - Domination of Upper Caste; political parties; autonomy and control; factionalism in governance - Challenges in developing partnerships between elected bodies, bureaucracy and civil society - Role of PRIs in rural, urban & tribal development - E Governance.

Reference:
1. Agarwal Babitha. 2009. Urbanization of Rural Areas. Rajdhani. New Delhi.

2. Arora K. Ramesh. 2009. Panchayati Raj Participation and Decentralisation. Rawat publications. Jaipur.

3. Bidyut Mohanty. 1993. Urbanization in Developing Countries, Concept Publishing Company. New Delhi.

4. Bondyyo Padhyay. D. 2003. Empowering Panchayats Handbook for Master Trainers Using Participatory Approach. Concept Publications. New Delhi.

5. Jacob. Z. 2008. Urban Community Development. Rawat publications. Jaipur.

6. Khanna. B.S. 1994. Panchayat Raj in India. Deep & Deep publications. New Delhi.

7. Kshisagar,R.K.. 1994. Dalit Movement in India and its Leaders. MD Publications. New Delhi.

8. Mehta G.S. 2008. Participation of Women in the Panchayati Raj System. Kanishka Publishers. New Delhi.

9. Ravinder Singh Sandhu. 2006. Urbanization in India. Sage Publications. New Delhi.

SPECIALISATION – HUMAN RESOURCE MANAGEMENT

MSW402-B   : Industrial Relations and Labour Welfare

Unit I: Concept of Industrial Relations: Meaning, Definition, Factors influencing IR, Approaches to IR – Marxian, Giri, Webb and Dunlop; emerging trends in IR; Impact of globalization and liberalization on IR.

Unit II: Collective Bargaining: Meaning, Definition, Steps, Problems and Conditions for Successful Collective Bargaining.; Discipline and Disciplinary procedure, Hot Stove Rule and principles of natural justice; Code of Discipline – Domestic Enquiry. Grievance – Meaning, Causes and Handling Procedure; Workers' Participation in Management - Types and Composition.

Unit III: Trade Unionism in India: Origin and Growth of Trade Union Movement in India – Trade Unions – Objectives and Functions; ILO - History, Aims and Objectives, Structure; Industrial Conflicts - Causes and Consequences, Bipartite and tripartite bodies in IR Industrial Unrest and work stoppages; Industrial Democracy and peace.

Unit IV: Labour Welfare: Meaning, objectives, philosophy, scope, principles, types of employee welfare- Statutory and non-statutory welfare measures; Labour welfare officer – roles and responsibilities; Labour officer – role, functions; Scheme and objectives of workers' education.

Unit V: Unorganised Sector: Social security – Concept, needs and types; Schemes and programmes of ILO and Ministry of Labour for Social Security**;** Unorganised sector – Demography and gender of organized and unorganised sectors; Theories, perspectives, issues, problems and challenges of unorganised labour; policies, programmes, schemes and legislation governing unorganised labour; Role of government and NGOs in welfare and security of unorganised labour; Profile of workers – construction, beedi, power loom, weaving, brick, housemaid servants, vendors.

Practice assignments

- Meet trade union leaders
- Interact with labour officers and labour welfare officers
- Discussion with conciliation officer
- Understand the profile of unorganised labourers in Gulbarga District
- Assess the schemes of unorganised labourers

Text books:

1. Arora, M, 2005 Industrial Relations, New Delhi, Excell Books.
2. Devar, R. S. 1967   Personnel Management and Industrial Relations, New Delhi, Vikas Publishing House.
3. Lal Das, D. K. 1991   Personnel Management, Industrial Relations and Labour Welfare, Agra, Y. K. Publishers.
4. Madhusudhana Rao, M. 1986 Labour Management Relations and Trade Union Leadership, New Delhi, Deep and Deep Publications.
5. Mamoria, C. B. and Mamoria S. 2006 Dynamics of Industrial Relations, Mumbai, Himalaya Publishing House.

MSW403-B : Labour Legislation

Unit I: Labour Legislation - Concept, objectives, principles and scope – Historical Development in India; Indian Constitution and Labour; ILO conventions / recommendations; Labour Administration at central and state level.

Unit II: Legislations on Labour Welfare:

a) The Factories Act, 1948.

b) The Plantations Labour Act, 1951.

c) The Mines Act, 1952.

Unit III: Legislations on Wages and related aspects:

a) The Payment of Wages Act, 1936.

b) The Minimum Wages Act, 1948.

c) The Contract Labour (Regulation and Abolition) Act, 1970.

d) The Payment of Bonus Act, 1965.

Unit IV: Legislations on Social Security:

a) The Employees Compensation Act, 1923.

b) The Employees State Insurance Act, 1948.

c) The Employees Provident Fund and Miscellaneous Provisions Act, 1952.

d) The Maternity Benefit Act, 1961.

e) The Payment of Gratuity Act, 1972.

Unit V: Legislations on Industrial Relations:

a) The Trade Unions Act, 1926.

b) The Industrial Employment (Standing Orders) Act, 1946.

c) The Industrial Disputes Act, 1947.

Others:

a) The Employment Exchange (Compulsory Notification of Vacancies) Act, 1958.

b) The Apprentices Act, 1961.

Practice assignments

- Prepare the checklist of various legislations based on its provisions
- Understand the applicability of provisions in selected industries

Text books:

1. Achar, M. R. 1976 Labour Rules in Karnataka, Bangalore, Shree Vidya Printers.
2. Joseph, T.M. 2009 Industrial Law, Mumbai, Himalaya Publications Pvt., Ltd.
3. Somani, Anjan and   Mishra, Shivani, 2009-10 Employment Laws, Jaipur, Ramesh Book Depot
4. Srivastava S C, 2009   Industrial Relations and Labour Law. New Delhi, Vikas Publishing House Pvt Ltd.

SPECIALIZATION – MEDICAL AND PSYCHIATRIC SOCIAL WORK

MSW402-C : SOCIAL WORK IN MEDICAL SETTING

Objectives:
1. To develop the knowledge of Medical social work.
2. To acquire knowledge of Institutional and other approaches to provision of Health Services.
3. To acquire knowledge and skill in the practice of medical Social work

UNIT I

Medical Social Work: Meaning, Definition, Nature and Scope - Historical background in India and Abroad - Understanding the patient as a person; Illness behavior and treatment - Impact of illness on the patient and family. General medical social work
Hospital: Concept and types of hospitals - System of hospital - Goals, Structure and Functions - Organization and Management of Medical Social Work department in Hospitals.
Public relations - Staff development - Training and Supervision in Medical Social Work - Limitations, difficulties and challenges faced by Medical Social Worker.

UNIT II

Health social work: selected areas of practice-older adults –disability- Nephrology-Oncology-Cardiac care- Organ transplant –rehabilitation-emergency room-Rural hospital-pediatric unit-chronic disease: Diabetes, Heart Disease, and HIV/AIDS,
End of life care, Pain management and palliative care- Alternative, complementary and integrative medicine in a conventional setting.

UNIT III
Health behavior: Psychosocial theories
Behavior change communication as a strategy for Health and Education
a. Principles b. Objectives c. Goals d. Methods e. Planning and Evaluation of BCC strategies
Health education:
Aims & Principles of Health education, Methods of Health Education-Effects of health education-Levels & practice of health education- Need of Health education to attain positive health
Advocacy in the field of Health: Camps and campaigns

Unit IV
CBR: Meaning, scope, basic principles and strategies of Community Based Rehabilitation-Building and use of existing resources.
Community organizing/building and health promotion programming: The process of community organizing, health promotion programming, creating a health promotion program.
Concept of care: Systems in Health Care, Family Physician, OPDs and Dispensaries, Hospitals, Day Care and Special Schools, Institutional Care, Self help and support

Health Insurance Schemes
Selection and training of community health workers. National Surveillance for communicable diseases-Right to Health, Research in the field of Health.

UNIT V
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.
Major Drug companies.
Project proposal writing and evaluation.
Budget Allocations and Budget Analysis

TEXT BOOKS
1. Joan beder. 2006. Hospital social work: The interface of medicine and caring. Routledge: New York
2. Sarah Gehlert& Teri Arthur Browne (edi). 2010. Handbook of Health social work.Wiley and sons, New Jersey, Canada.
3. Sundar, I. 2014. Principles of Medical Social Work, Serials publications, New Delhi.

REFERENCES:

1. Bajpai, P.K. (Ed.) 1998. Social Work Perspectives on Health, Jaipur, Rawat Publications.
2. Brody, Elaine M. andContributors. 1974. A Social Work Guide for Long Term Care Facilities, U.S. Dept. of Health, Education and Welfare, Public Health Servie, Maryland: National Institute of Mental health
3. Butrym, Zofia and Horder, John. 1983. Health, Doctors and Social Workers, London: Routledge and Kegan Paul.
4. Friedlander, W A. 1967. Introduction to Social Welfare (Chapter 12: Social Work in Medical and Psychiatric Setting), New Delhi: Prentic-Hall of India.
5. Hunble, Stephen and UnellJudith (Ed.) 1989. Self Help in Health and Social Welfare, London: Routeledge.
6. Johnson, J.L. & Grant, G. (Ed). Medical social work, New York: Peason, Allyn& Bacon
7. Lawani B. T. 2010 . Medical Social Work, Current Publishers, Agra.
8. Mechanic, David 1968. Medical Sociology- A Selective View, New York, Free Press.
9. Mechanic, David. 1968. Medical Sociology – A Selective View, New York, Free Press
10. Pathak, S. H. 1968. Medical Social Work, Chapter.25, In Wadia, A R (Ed.) : History andPhilosophy of Social Work in India, Bombay: Allied Publishers.
11. Poornyn Paul. 2003. Micro-skills and theoretical foundations for Professional helpers, New York: Allyn& Bacon
12. Ramachandrudu, G. 1997. Health Planning in India,' New Delhi, A. P. H. Publishing Corporation.
13. Seligman, L. 2004. Technical and conceptual skills for mental health professionals, New Jersey: Herrill Prentice Hall

14. Sphry, L., Carlson, J. &Diane Jose. 2003. Becoming an effective therapist,New York: Allyn& Bacon
15. Zastrow Charles. 1985. The practice of social work, Illinois: Dorsey Press
Websites
www.who.org World Health Reports (1995-22050
www.tnhealth.org Annual Report
mohfw.nic.in Annual Report
www.nfhsindia.org National Family Health Survey, India
vhai.org State of India's health report, Report of independent commission on health in India and other reports

MSW403-C : SOCIAL WORK INTERVENTION WITH FAMILY AND CHILDREN

Unit I
Family as a social institution-Concept of family - Types of family - Functions of family - Family dynamics –Concept of Marriage - Review of changing situations in marriages and marital relationship
Life span approach in understanding family - characteristics, goals, needs, tasks and problems of each stage in the family life cycle (Evelyn Duwall and Eric Ericsson)
Family and the household - Family and gender, equity and equality. - Displacement and migration generated changes in the family.

Unit II
Family Life Education – Concept, philosophy, goals and significance of FLE in the context of quality of life. Value education as a part of FLE programme, objectives. Areas of family life education– Premarital preparation, marriage and married life, Planned Parenthood, family relationships, communication in family, home management, Aging and retirement, special focus on adolescent life skill training.
Preparation and implementation of FLE programme - Qualities and skills required for family life educator.

Unit III
Child development Concept of Child development. Role of family and community in child development; Children in various difficult circumstance; cause and impact. Child Development Services: Constitutional safeguards, national policy for the children, National Policy on Education, National Plan of Action for Children 2005, National Charter for Children 2004, U.N. Convention on child rights. Sarva Shiksha Abhiyan (SSA)-ICDS
Maternal and Child Health Services - Immunization – School health programmes. MDG for reducing infant and maternal mortality rate.

Unit IV
Child Health: A Situational Analysis Causes of infant mortality and morbidity - Reproductive and child health, health of adolescent girls. - Common childhood diseases - Nutritional deficiencies - Genetic disabilities.

Children in need of special care - neglected and abused children, and child workers. Government - Civil Society Partnership for Child Protection – Shared Responsibility for Child Protection, Reducing Child Vulnerability, Strengthening the Families, Promotion of Non-Institutional Care etc.

Unit – V Social Work Intervention with families and children
a) Family centered social work – problem solving approach. b) Life enrichment programmes – developmental approach. c) Programmes for family empowerment and protection of human rights d) Efforts of government in strengthening families – Policy, Legislation and programmes. (Brief review) Micro-credit, component plan, Schemes for families, Public Distribution System, Health – Family Welfare Programme, Health Insurance.

Role of Social Workers in awareness building and advocacy; Role and functions of school Social Worker.NGOs in child welfare (UNICEF, Save the Child, Plan international etc.)-Establishing crèches
Theory and practice of - Family Counselling, Marital Counselling, Child Guidance (CGC),
School Social Work: Child friendly school, family and community; Indicators, tools and interventions in schools for children;

REFERENCE:
1. Social Work Practice With Families, A Resiliency-Based Approach, Second Edition, Mary Patricia Van Hook, University of Central Florida, Lyceum Books INC.
2. Holland Sally. 2011. Child & Family Assessment in Social Work Practice, , 2nd Edition, SAGE Publication India Pvt Ltd, New Delhi.
3. Devi Laxmi.1998. Encyclopaedia of Child and Family Welfare Vol.1 – 6, Child Development: An Introduction, , 1st Edition, Anmol Publication, New Delhi.
4. MinuchinSalvador .2012. Families and Family Therapy, 2nd Edition, Routledge, New York.
5. Sperry Len Ed. 2012. Family Assessment- Contemporary and Cutting Edge Strategies, 2nd Edition, Routledge, New York.
6. Uberoi Patricia. 2010. Family Kinship and Marriage in India, , Oxford University Press, New Delhi.
7. Ruch Gilliam. 2009. Post Qualifying Child Care Social Work, , Sage Publications, Los Ageles.
8. BukatkoDanuta&Daehler Marvin W. 2012. Child Development: Thematic approach, , Edition 6th, Wadsworth Cengage Learning Publ. UK.
9. Ingleby Ewan. 2008. Applied Psychology for Social Work, , Learning Mtters Ltd, UK,
10. Singh R S. 2013. Applied Social Work, Theories and Methods, , Centrum Press New Delhi.
11. Davies Martin. 2008.Blackwell Companion to Social Work, 3rd Edition, Blackwell Publishers Ltd UK.

SPECIALISATION – FAMILY - CHILD WELFARE AND PUBLIC HEALTH

MSW402-D   : FAMILY AND YOUTH DEVELOPMENT

Objectives: 1. Enhance understanding about advances in family institution & youth.
2. Strengthen knowledge and skills to work with families and youth.

UNIT I: Family:
Family as a social institution -Concept of family - Types of family - Functions of family
- Family dynamics – power, myths, role and patriarchy in family –
Concept of Marriage - Review of changing situations in marriages and marital relationship;
Family Life Cycle;
Theories related to family;
Family assessment (needs, issues, challenges): use of tools of family environment, family interaction etc.

> Life span approach in understanding family - characteristics, goals, needs, tasks and problems of each stage in the family life cycle (Evelyn Duwall and Eric Ericsson)
> Quality of Life and Family - concept of quality of life - Indicators of quality of life –

UNIT II: Family and Marital Adjustment and Assessment:
Approaches and models to study family;
Change and advances in Family institution: Cross-cultural analysis across the world;
Determinants of family adjustment; Determinants of marital adjustment; Determinants of sexual adjustment;
Assessment tools of family environment; Assessment of family interaction; Assessment of Quality of Marital Life; Assessment of Quality of Life; Assessment of Quality of Family; Assessment of family needs; Assessment of sexual health; Assessment of familial relations; Assessment of marital relations etc.

     (Orientation, application and practice of tools for family, marital and sexual assessment)

UNIT III: Family development:
Concept, analysis, consequences and remedies of - Sexuality, masculinity, sexual dysfunction, infertility;
Family Life Education– Concept, philosophy, goals and practice of FLE and quality of life.
Value education and its practice for family development; Intervention in family adjustment and
     family issues;;
Family support programmes; Family Court; Family Counselling Centers; Child Guidance Center;
Sexual interventions: need assessment and interventions; Art of love; Triangular theory of love;
Theories, approaches and practice of - Family Counseling, Marital counseling, Pre-marital counseling;   Child guidance;

UNIT IV: Youth demography and problems:

Concept, meaning, demography, life span, approaches and theories related to youth;
Youth and life style (food, dress, habits, beliefs, practices etc.); Youth as sub-culture;
Problems, needs and challenges of youth;

Concept, meaning and theories related to youth problems;
Youth Problem analysis: Unemployment, poverty, suicide, addiction (alcohol & drug) etc.

UNIT V: Youth Entrepreneurship and development:
Youth: Education, Entrepreneurship and Employment; Student engagement; Student welfare services;
Youth entrepreneurship: Concept, theories, approaches, models for youth entrepreneur;
Youth development: Youth policy, Youth and sports; Youth programs: Skill India, Start-up India, Stand-up India, NRLM, NULM and current programmes and schemes;
Skill development: Livelihood Skills development, Entrepreneurship development;
Ministry of Skill Development; National Skill Development Corporation: Sector Skill Councils; Sector Skills;
Youth development indicators; Youth and national building;
Agencies of youth development: Khadi and Village Industries; District Industry Center; Corporation;
Zilla Panchayat; DRDA; Dept. of youth affairs and sports;

Reference:
1. Bose Pradeep Child Care and Child Development: Psychological Perspective, Jaipur: ABD. 2006.
2. ChoudharyPremanand Child Survival, Health and Social Work Intervention, Jaipur: ABD Pub. 2008.
3. Fonseca Mabel, 1989, Counseling for marital happiness, Bombay Leanskfalas
4. Gore, M.S,1985, Urbanization and family change, Bombay: Populars
5. Gupta, Giriraj, (Ed),Family and Social change in Modern India, (Main current in Indian Sociology) Vol. II., Delhi Vikas
6. Indian Social Institute, 1999,The Indian Family in the change and the challenge of the seventies, New Delhi, sterling
7. Jordon William, 1983, The Social Worker in Family situations, London: RoutledgeKegan Paul
8. Kapur, Premila, 1989, Marriage and Working Women in India, New Delhi Vikas
9. Kuppuswamy, B. 1972; A Text Book of Behaviour and Development, New Delhi Vikas
10. 10.Larry N.Y., 1999,The Population Crisis, Implication and Plan for Action, Ng and Co
11. 11.Muralidharan, Rajalakshmi, 2003, Pre-School Education as an instrument of change in a Developing Society. Bangalore: Indian Assn. For Pre-School Education
12. 12.Pandey V C Child Education. Delhi: Isha Books 2005.
13. 13.Sagade Jaya Child Marriage in India: Socio-Legal and Human Rights Dimensions, New Delhi: Oxford University Press. 2005.
14. 14.SakshiPuri, Child Welfare and Development Services. Jaipur: Pointer Publications. 2004.
15. 15.ShrimaliShyamSundar, Child Development. New Delhi: Rawat Publications. 2008.
16. 16. Venkatachalam, P.S,2001,Nutrition for Mother and Child;Hyderabad: National Institute of Nutrition
17. Harris, C. C. (1969) The Family an Introduction, London : George Allen and Unwin Ltd.

18. Burgess, Ernest W., Locke Harvey J., Thomes Mary Margare (4th edition), New York : The Family from Traditional to companionship Van Nostrand Reinhold Co.

19. Elliott &Merril (1960) Social Disorganization, New York : Harper & Brother Pub.

20. Gore, M S (1968) Urbanization and Family Change, Mumbai : Poplar Prakashan

21. Green Arnold W. (1964) Sociology (Analysis of life in Modern Society), MacGraw Hill Book, Co

22. Jayapalan N. (2001) Indian Society & Social Institutions – Vol. I, New Delhi : Atlantic Publishers & Distributors

23. Kumar, S., Chacko, K. M. (1985) Indian Society & Social Institutions, New Delhi : New Heights Publishers & Distributors

24. Lal, A. K. (1989) The Urban Family : A Study of Hindu Social System, Concept, New Delhi : Publishing Company

25. Larlton E, Munson (1983) Social Work with Families – Theory and Practice, New York : The Free Press

26. Leouard Brown, Philip Selznick (4th Ed.) Sociology – A text with adapted readings, New York, Evanston and London : Harper & Law Publication

27. Lowie, Robert H. (1950) Socail Organization, London :Routledge and Kegan Paul Ltd.

28. Maciouis, John J. (1993) (4th Ed,) Sociology, New Jersey : Prentice Hall Engle wood chifts

29. Nichols,Michall P. & Richard, C (1991) (2nd edition), Family Therapy Concepts and Methods, London : Allyn and Bacob

30. Nisbet, Robert A., Knopf (1970) The Social Bond – An Introduction to the study of Society, New York : Alfred A.

31. Philips Belanard S. (1969) Sociology Social Structure & Change, London : Macmillan Co.

32. Rajeshwar Prasad, Hallen, G. C., Pathak, Kusum, Conspectus of Indian Society, Agra : Satish Book Enterprise, Motikatra

33. Reece McGee, Holt Rinehart and Winston N Y(1980) Sociology – An introduction, New York

34. Sharma, Rajendra K. Fundamentals of Sociology, Atlantic Publishers & Distributors

35. Williamson, Robert C. (1967) Marriage and Family Relations, New York, London, Sydney : John Wiley and Sons, Inc.

36. Williamson, Robert C. (1967) Marriage and Family Relations, New York, John Wiley & Sons, Inc.

MSW403-D : SOCIAL WORK PRCTICE WITH CHILDREN, FAMILIES, COMMUNITIES AND STAKEHOLDERS

Objectives

By the end of the third week, participants will

- Develop a basic understanding of interviewing and assessment using the strengths based approach
- Understand the importance of strengths based approach in child and family assessment
- Develop knowledge and skills to assure a multi-pronged child protective service approach to children through direct work and through referrals for specialized services to meet children's needs.

Unit I: Assessment and history taking

Differences in history taking of adults and children. Preparing the child and ensuring safety for the child. Current circumstance of the child. Family risk assessment. Family and child strength and needs assessment. Family reunification and alternate care assessment.

Case management

Definition, Difference between case work and case management, Principles of case management, Stages of case management, Development of child plan and updation, Techniques in case management: Rapid response, facilitating transitions, intermediate and long term planning, maintaining normalcy, Continuum of care concept. Role of social worker in case management.

Unit II: Child counseling and School Social Work

Importance of child counseling and child guidance, common psychological problems of children in stress and distress, guidance and counseling, dealing with trauma and abuse, Crisis intervention, Family counseling centres and child guidance clinics, Importance of referrals.

School Social Work: Concept, assessment, intervention and evaluation of interventions with school environment, children, parent, community and stakeholder; Parental guidance and counseling; Community guidance and counseling;

Unit III: Family preservation and reunification

Role of family in child care.Values and beliefs. Concept of family preservation and reunification as provided in the Juvenile Justice Act and the UN alternate care guidelines. Building family competence for child care through referrals to and linkages with government programs and schemes. Family counseling and better child care practices.

Unit IV: Alternate models of care for children

United Nations Guideline for alternate care. Understanding concept of alternate care. Available models of alternate care for children: foster care and concept of fit person under Juvenile Justice Act, Institutional care of children: Observation homes, children's homes for boys and girls, concept of fit institution under Juvenile Justice Act, Standards of institutional care as per Juvenile Justice Act, street children's projects under MSJE and NGOs, Adoption.

Using legal instruments for child protection

Understanding the role of legal instruments for child protection, Procedures to be followed in using legal instruments for child protection.Public Interest litigation, Right to Information Act.State and District legal aid authorities, Human Rights legal service network.

Unit V: Community institutions for child protection

Concept of 'communitisation' of child care and protection. Role of Panchayat Raj institutions, Anti-trafficking committee at the village level, Village health and sanitation committee, Mother's committee. Role of Social Workers in strengthening community level institutions for child care and protection. Organizing community events in partnership with community institutions. Convergence, referral and partnerships for child care and protection; Convergence mechanisms for child care protection, child rights networks, CCL, importance and role of referrals

Rehabilitation Social Work: meaning, concept and process; Rehabilitation of women, children, elderly and disabled; Rehabilitation in disasters, war-affected, violence etc;

Disaster Social Work: Psycho-social interventions in disaster for people difficult circumstances;

REFERENCES

1. Child in Need of Special Protection, East Asia and the Pacific, A UNICEF perspective, 2006
2. Child Labour: Getting the Message Across: A Manual to Strengthen the Production and Use of Information about Child Labour in Asia, Regional Working Group on Child Labour
3. Child Labour: Getting the Message Across: A Manual to Strengthen the Production and Use of Information about Child Labour in Asia, Regional Working Group on Child Labour
4. Convergence with Other Social Sector Programs Particularly ICDS. Second meeting of the steering committee on health and Ayush for the twelfth five year plan http://planningcommission.nic.in/aboutus/committee/wrkgrp12/health/convergence.pdf
5. Convergence with Other Social Sector Programs Particularly ICDS. Second meeting of the steering committee on health and Ayush for the twelfth five year plan http://planningcommission.nic.in/aboutus/committee/wrkgrp12/health/convergence.pdf
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SPECIALISATION – CORRECTIONAL ADMINISTRATION
MSW402 –E: JUVENILE DELINQUENCY REFORM AND PREVENTION

Unit I

Juvenile delinquency: definition, nature, extent and scope; The Adolescent: a Cultural Perspective of Adolescence, Development of childhood and Adolescence. Physical, emotional, mental and social; Stresses and strains; Needs and problems of these stages; Ericson's stages of Development; The struggle for dependence vs independence and Juvenile delinquency:

Unit II

Child Abuse and Neglect: problem, causes: child Abuse and Law Enforcement, child Protective Services.

Etiological Factors: Physical, Biological, psychotically and psychiatric Factors; Family, Peer Group, School, Social class and Delinquency, Juvenile Gang patterns;

Unit III

Legislative measures for Juveniles : Origin and Development of juvenile Court; Juvenile Court Procedure; Differences between juvenile Court and Court; Juvenile Welfare Board; The police and the Juvenile; Juvenile Justice Act, 1986.Juvenile Justice (Care and Protection) Act, 2000, 2010.

Unit IV

Institutions and Institutional Treatment of Juvenile Delinquents; Remand/Observation Homes; Approved School, Work Houses, Borstal Institutions, Kishore Grih, Special Homes, Juvenile Jail; Probation Service for Delinquents;

Unit V

Delinquency Prevention: an overview, Pure prevention Programmes, Rehabilitative Preventive Programmes; Social Action and Community Services, Delinquency Prevention in India.

Evidence based practice in juvenile justice system.

References

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MSW403 –E : PENOLOGY AND CORRECTIONAL ADMINISTRATION

Unit I

The concept of punishment of correction and their historical background; Peno – Correctional ideologies of the changing pattern of punishment in relation to social, political, judicial, philosophical factors; Punitive and therapeutic approaches; Penology old and new; Types of punishment, their adequacies and inadequacies.

Unit II

Prison System: the emergence of prison system in 19th and 20th centuries; adequacy and inadequacy of prison; Prison as a community; prison administration in India; Reception and classification of prisoners; Prison programmes; Custodial, Correctional and rehabilitative; Prison security; Prison labour and wage system; Self Government in prisons; Indeterminate sentence and premature release; Preparation for release; problem of releases. Open prisons; Laws relating to Prison and prisoners: Prisons Act 1894, Prisoners Act 1900, Transfer of Prisoners Act. 1950;

Unit III

Correctional institutions for women, youth, Juvenile and children, mentally deficient and mentally sick; work-house and house of correction; juvenile training school, reformatories, Borstal institutions- all with references to Indian practices and inadequacies;

Unit IV

Probation and Parole – Meaning, concept, philosophy and practices; Laws relating to probation and Parole; probation of offenders Act, 1958, Advantages of probation and parole; Probation parole procedure, pre-sentence pre-release inquiry ; its content; discharge without and with supervision; content of probation/parole interview or visit ; Probation home officer-offender relationship;

Unit V

Citizen's participation in crime detection, apprehension of offenders, Supervision, reform and rehabilitation of offenders committed to institutional care; visit by community members and moral preachers to correctional institutions;

After care and rehabilitation of ex-convicts; Crime-prevention- Meaning, Objectives and principles, the responsibility of government, voluntary agencies, and community through strengthening social life, public morality, family milieu and society at large; Role of children's Aid Societies, Discharged prisoners Societies, crime prevention Societies, etc.

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MSW404 (For all Specializations) (Applied): DISSERTATION (Individual/Joint/Group)
COMMON GUIDELINES:

Title: It should be clear, abstract and should not exceed 13 to 15 words (It should not be in a sentence form).

Introduction: It should cover theoretical background of the subject, present status of the subject matter as reflected in current literature and magnitude of the formulated research problem.

Review of literature: Refer standard national journals and surf internet to accumulate the studies related to theme of the study. Present the studies in a concise manner. Minimum of ten plus studies is to be referred for this chapter.

Significance of study: Based on reviews explain the importance and need of study.

Methodology:

Explain the rationale and context for the present study theme. Objectives: State clearly the objectives of the study (4 to 6 objectives) Ex.: To study the socio-economic background of the respondents.

Hypotheses: Formulate hypotheses of the study (2 to 5 hypotheses).

Alternative or null hypothesis should be formulated on the following conditions

• Indicate relationship or no relationship between two quantitative variables

• Indicate significant or not significant difference between two groups on a quantitative variable

• Indicate association or no association between two qualitative variables

• Ex: There is significant relationship between height and weight of the respondents. OR

• There is no significant relationship between height and weight of the respondents

• There is significant difference in the socio-economic status of M.S.W. and M.B.A. faculty students. OR

• There is no significant difference in the socio-economic status of M.S.W. and M.B.A. faculty students.

• Ex: There is significant association between the level of parental education and the level of respondents' education. OR

• There is no significant association between the level of parental education and the level of respondents' education.

Research studies and types of hypotheses:

Research study	Hypotheses
Survey study	1) Attributive hypothesis: Presence or absence of variables and their values. Ex: Social work colleges in Gulbarga have or do not have adequate library facilities 2) Relational hypothesis: Indicate positive, negative and inverse relationship between two variables Ex. Height and weight are related
Association study	3) Directional differential hypothesis: Indicate direction or difference between two groups. Ex: Boys are taller than girls 4) Non-directional differential hypothesis: Do not indicate any direction in difference between the groups. Ex: Boys and girls differ in their heights
Experimental study	5) Causal hypothesis: Ex: Farmers' indebtedness increases suicide rate

Operational definitions: Explain the meaning of each of the concepts and terminologies used in the study. Define the concept in the context of the present study.

Approach of the study: Define the social work approach followed for the present study

Research design: Explain whether the study is descriptive, diagnostic, exploratory, and experimental or intervention.

Scope of the study: Geographic area the study covered and conceptual understanding of the study be explained very clearly.

Universe and Sample: Universe and sample of the study be explained very systematically. The sample size should be normally proportionate to the universe of study. Explain the procedure of sample selection.

Methods of data collection: Interview method, observation method, focused group discussion (FGD) method.

Tools of data collection: Interview schedule, questionnaire, psychological or educational scales, FGD format.

Variable design: State the variable design in accordance with the objectives and hypotheses of the study. Define the types of variables of the study.

Nominal variables: sex, gender, rural-urban, religion, caste etc.

Categorical variables: Socio-economic status, level of intelligence, poverty level (BPL & APL).

Ordinal variables: Rank, development index, Numerical variables: Height, weight, nutritional status.

Construct variable design: Relationship, difference or association between variables according to the study.

Statistical analysis: Explain the statistical tests used to fulfill the objectives and hypotheses of the study. Univariate analysis (ratio, percentage, standard deviation) and Bivariate analysis (Chi Square, correlation and t – test) need to be carried out to fulfill the objectives and hypotheses of the study. Parametric tests like t – test and correlation test may be used for a sample more than 30. For the sample less than 30, non-parametric tests like rank correlation test, Mann Whitney U Test, Wilcoxon Matched Pairs Test, Kolmogorov –Smirnov Test may be used.

Data interpretation: The tables generated from the data needs explanation of the figures in the table. What exactly the figures indicate or explain needs to be clearly written. It is a process to present the quantified and tabulated data in a qualitative form.

Conclusion, inferences and interventions: The major findings of the study need to be explained clearly. Inferences may be drawn based on the findings of the study and correspondingly interventions may be proposed.

References: References may be in a standard style. Follow the examples. Ex: Author, year, title of book or article, Place: Publisher.

1) Book reference: Murali Desai, 2002, Ideologies of social work, Jaipur: Rawat Publications.

2) Journal reference: Gupta, S. P., 2008, Planning and liberalization, Economic and Political Weekly, Vol. XXVII, No. 43, Oct. 23, pp. 2349-2355

3) Internet reference: www.parenting.com

Chapter Scheme:

Chapter	Chapter title	Chapter content
I	Introduction	Give theoretical background of the theme of the study. Concepts related to the theme of the study shall be explained with clarity. Magnitude and extent of the research problems shall be explained.
II	Review of Literature	State the abstract form of the research studies. The research studies extracted from the journals, books and internet shall be written precisely.
III	Methodology	Rationale and context of the theme of the study shall be explained. Complete research design has to be stated with precision.
IV	Data presentation and interpretation	Tables has to be presented in the tabular form with univariate and bivariate analysis. The presented tables need to be interpreted.
V	Conclusion, inferences and intervention	Major findings of the study shall be explained. Based on the findings of study inferences may be drawn and correspondingly interventions may be proposed.

Appendix

• References

• Interview schedule/ Questionnaire / Psychological scale

Guideline: Research project report topics and data collection work may be partially linked to concurrent fieldwork practice of M.S.W. Part-I and Part – II (second year) to strengthen the research practice in fieldwork.

Report Size: Minimum 50 pages and maximum of 75 pages, times new roman letter, font size: 12, Space: 1.5

MSW 405 (For all Specializations): FIELDWORK