

Bengaluru Central University, Bengaluru
School of Social Sciences
Department of Studies and Research in Social Work
Master of Social Work (MSW)

Context

World communities are at critical crossroads today. The gap between the communities, which has taken advantage of the technology, and market-driven process of development versus the marginalized and deprived sections of communities is widening at an alarming rate. Consequently, the existence of two worlds is the stark reality. It is necessary for the pedestals of higher education to prepare young professionals to work towards bridging the gaps of inequity and justice worlds and help to seek their entitlements, rights and create a humane world with win-win situation for everyone.

Today, development practitioners whether at the starting level or already in the field, require multiple perspectives to analyze and engage with present day complex realities. These concerns would be addressed through the Master of Social Work by providing this programme. This program envisages preparation of a cadre of development practitioners and activists who could effectively respond to the contemporary concerns of un-equal world; marginalized communities through offering a professional social work program in three critical areas of development. For this purpose, they would be equipped to integrate critical thinking and practical field experience to contribute to the process of social transformation.

Vision of the MSW program

The MSW program envisions creating men and women committed to promoting a Just and equal Society, being sensitive towards issues of gender, caste, class, religion, and weaker sections of the society by upholding basic rights of humans.

Mission

The mission of MSW program is to develop social workers whose work advances professional values, knowledge and skills through programs and policies that ensures promotion of human rights and social justice at the local, national and international level.

- To sensitize students to the social, political, economic, and ecological environments of the society;
- To enable students to become effective community organizers, business leaders and decision-makers to contribute to organizational effectiveness;
- To facilitate the use of systems thinking among the students to evolve possibilities while addressing various personal and organizational challenges;
- To develop a holistic perspective among students to respond to global challenges.

Title of the Course: The course shall be called '**Master of Social Work**' leading to '**MSW**' Degree.

Duration of the Course: The Course of study for MSW Degree shall extend over a period of **four** Semesters, normally extending to **two** academic years.

Eligibility for Admission: Any degree with aggregate of 45% in all the subjects including languages is eligible to apply. In case of candidates belonging to SC/ST/Cat-1, there shall be a relaxation of 05%. However the eligibility for admissions shall be as per the general guidelines/orders of the Bengaluru Central University /Government of Karnataka, as notified from time to time.

Selection Procedure: Candidates shall be admitted to MSW course based on the marks obtained by the candidate in the qualifying examinations and the reservation guidelines/orders issued by *Bengaluru Central University/Government of Karnataka* from time to time.

Seats: Number of seats for MSW course shall be as per the Regulations of the Bengaluru Central University, notified from time to time.

Attendance Requirements in each semester

Theory: As per the University Regulations in force.

Field Work Practicum:The student shall put in not less than 15 hours a week for fieldwork training, not less than 24 visits in the first semester. In the second semester, fieldwork practicum should comprise minimum of 18days of concurrent field work and 10 days of social work camp. Both the components of fieldwork are mandatory. Minimum of 24 concurrent field work visits in the third and fourth semester and minimum of 25 days in the Block Placement are mandatory.

FIELD WORK PRACTICUM

OUT LINE FOR FIELD WORK PRACTIUM

During the I M.S.W. (1st and 2nd semester) the following Objectives and Areas of learning would be the focus of Field Work Practicum. A student at the master's level, needs to complete 15 hours per week of social work practice, during the semester, under the guidance of a field Instructor. Field work is equivalent to one theory paper and is assigned 6 credits per semester and is internally valued for 100 marks. The agency for field practice needs to be selected with care, to ensure that students are provided the necessary opportunities to use social work theory in their practice. Normally, the placement continues in the same agency, for two semesters.

The field Instructor may be a member of the college faculty of a trained social worker of the agency. Work will be assigned to the student to help people to cope with their problems, as individuals or groups or as a community.

Work assigned to first year students could focus on problems of environment change e.g., motivating and helping children in their education, enabling disadvantaged persons use of welfare services or raise finances. During the first semester the field Instructor focuses on the students learning skills to establish rapport and develop positive relationship with the clients. The students are also guided to identify and use community resources (government or non government) for the benefit of clients. During the second semester, the focus usually is to enable students to deal with client's behavior/emotional problems. Students are required to submit weekly records of their field practice to the field Instructor, who after going through them guides the student /through individual and group conferences.

Evaluation conferences are held at the end of the semester, based on written evaluations submitted and exchanged between both student and Instructor. Strengths and limitations are highlighted and suggestions offered for further development. Marks or grades are allotted by the field instructor on the basis of the final evaluation.

CONCURRENT FIELDWORK: It shall be for 15 hours a week spread over two days in all the four semesters.

ORIENTATION VISITS: Corporate, Governmental and Voluntary Organizations in the field of Social Work/CSR will be visited as per the schedule of the Department of Social Work during the 1st and II semester.

RURAL CAMP: Duration of the rural/tribal camp shall be 10 days during the *second* semester

STUDY TOUR: Duration of the study tour shall be 10 days. Reputed organizations (Governmental/Voluntary/CSR/Industry) will to be visited during the exercise.

WINTER PLACEMENT: Will be undertaken by students between I and II semester to a reputed agency related to their area of interest for 7-10days.

Field Work Requirements for I and II Semesters

Social Case Work: Each Student should conduct a minimum of 2 Case Work for each Semester and submit the case records with their Field Work reports.

Social Group Work: Students should conduct 4 Social Group Work sessions in the First Semester and 06 sessions in the Second Semester.

Semester I

Skill development trainings should be conducted as part of field work practicum.

- Life skills education
- Micro planning
- Solid waste management
- Drug abuse prevention
- Any other need based trainings
- Field visits

Semester II

- Adopting urban communities and placement for field practicum
- Adopting rural communities and placement for field practicum
- Placement in Government organizations and NGOs

Semester III: Block Field work for 3 to 4 weeks in the field of specialization areas. HRM students will be placed in industries; community development students will be placed in development sector and social movement; medical and psychiatric students will be placed in mental health institutions.

Semester IV

- Community development students will identify Urban and Rural issues and address through specialized interventions.
- HRM students will continue concurrent field work in the industries.
- Medical and psychiatric students will continue concurrent field in mental health institutions and community mental health areas.

The Chairman/Principals/Field Work Coordinators and the faculty members shall help the students' in getting the permission for field work from agencies. However, the students also shall be responsible for getting the permissions for field work practicum.

Social Work Camp in the second semester: For the second semester students, Social Work Camp shall be conducted for 10 days, under the direction of at least two faculty members. Objective of the camp is to provide the students to acquire skills in planning, organizing, handling regulations, decision making and collectively contribute to the chosen cause in the area where camp is held. Generally camps are held in rural areas. However, if the department council so desires, the camps can be organized in relief and tribal areas.

Responsibilities of Staff involved in Field Work Practicum

Field Work Coordinator: The Department Council in Social Work shall nominate a Field Work Coordinator for first and third, second and fourth semesters, respectively. The Field Work Coordinator is responsible for:

- Responsibility of planning and monitoring fieldwork programme including networking with agencies;
- Make a purposeful distribution of students among the staff for fieldwork supervision;
- Preparation of placement in consultation with the Department Council/staff;
- Arrangement of Orientation Visits; and
- Supporting and networking between students, Department staff and Field Work Agencies.

Faculty Supervisors: Every staff member is required to visit regularly to supervise and monitor the fieldwork training components of students placed under him/her;

- Three-way matching of students-agency-field work co-ordination in the department;
- Providing adequate supervision inputs to the agency supervisor; and

- Providing any support/assistance to the students for effective learning in the field.

Chairman/Head of the Social Work Department/Principals in affiliated Colleges

1. The Chairman of the Department Council in Social work/Head of Social Work Department/Principals in affiliated Colleges is responsible to provide adequate logistical support, leadership and encouragement of fieldwork programme.
2. He/She shall ensure support, guidance and an ambience of learning both in the department and in the fieldwork agency.

Assessment of Practicum in all Semesters

- The Chairman of the Department of Studies and Research in Social work/Chairman of BOE in Social work shall conduct Viva-Voce examination in the department in all semesters for both the department students and students of affiliated colleges by inviting two examiners for each panel from the Panel of Examiners.
- Field work practicum marks shall be awarded on the basis of reports submitted by the students and performance in the Viva-voce examination.
- A maximum of 30% marks is awarded for the reports/records submitted by the student. This shall be assessed by the respective faculty supervisors.
- A maximum of 70% of marks shall be awarded for the student's performance in the viva-voce examination conducted by the two examiners.

The Department Council of Social Work shall take appropriate decision, evolve detailed guidelines, if required, and take any decision with regard to field work practicum and to resolve any problems with regard to field work practicum.

Criteria for allocation of internal assessment marks: Criteria for allocation of internal assessment marks shall be as per the Regulations of the Bengaluru Central University, from time to time.

Criteria for Allotment of Specialization: Students would be exposed to different fields of Social Work during the I and II semester. Based on the student's interest, commitment, and other criteria, students would be given an opportunity of choosing the specialization courses.

Teaching and Learning methods: Case study method, research, seminar, workshops, group assignments, class presentations, field visits, interaction with the practitioners

Course Structure
MSW (Choice Based Credit System)
From 2018-2019

Semester – I							
Sl.No	Subject Code	Subjects	Credits	Total hours per week	Internal Assessment	Exam	Total Marks
1.	CPT 1.1	Introduction to Social Work	4	4	30	70	100
2.	CPT 1.2	Social Science Perspectives for Social Work Practice	4	4	30	70	100
3.	CPT 1.3	Working with Individuals	4	4	30	70	100
4.	CPT 1.4	Working with Groups	4	4	30	70	100
5.	CPT 1.5	Community Organization and Social Action	4	4	30	70	100
6.	FWP 1.6	Concurrent Field Work Practicum-1	4	15	30	70 (Viva-Voce)	100
7.	SPT 1.7	Personal and Professional Growth	2	3	30	70	100
	Total		26				700

Semester-II							
Sl.No	Subject Code	Subjects	Credits	Total hours per week	Internal Ass.	Exam	Total Marks
1.	CPT 2.1	Social Work Research and Statistics	4	4	30	70	100
2.	CPT 2.2	Social Welfare and Development Administration	4	4	30	70	100
3.	CPT 2.3	Dynamics of Human Behaviour	4	4	30	70	100
4.	CPT 2.4	Social Policy and Social Legislation	4	4	30	70	100
5.	FWP 2.5	Social Work Camp and Concurrent Field Work Practicum-II	4	4	30	70	100
6.	SPT 2.6	Indian Constitution for Social Work Practice	2	15	30	70 (Viva-Voce)	100
7.	OET 2.7	Rural Community Engagement	4	4	30	70	100
	Total		26				700

Semester-III

Sl.No	Subject Code	Subjects	Credits	Total hours per week	Internal Ass.	Exam	Total Marks
1.	CPT 3.1	Counseling: Theory and Practice	4	4	30	70	100
2.	CPT 3.2	a) Urban Community Development b) Human Resource Management c) Public Health	4	4	30	70	100
3.	CPT 3.3	a) Rural and Tribal Community Development b) Labour Legislation c) Mental Health and Psychiatric Disorder	4	4	30	70	100
4.	SPT 3.4	Project Management	4	4	30	70	100
5.	FWP 3.5	Concurrent field work Practicum-III	4	15	30	70 (Viva-Voce)	100
6.	OET 3.6	Life Style Education	4	4	30	70	100
	Total		24				600

Semester-IV

Sl.No	Subject Code	Subjects	Credits	Total hours per week	Internal Ass.	Exam	Total Marks
1.	CPT 4.1	Inequalities and Social Work Practice	4	4	30	70	100
2.	CPT 4.2	Organizational Behaviour and Organizational Development	4	4	30	70	100
3.	CPT 4.3	Sustainable Social Development Industrial Relations and Labour Welfare Medical and Psychiatric Social Work	4	4	30	70	100
4.	CPT 4.4	Technology and Social Work	4	4	30	70	100
5.	FWP 4.5	Concurrent field work Practicum-IV	4	15	30	70 (Viva-Voce)	100
6.	PW 4.6	Project Work	4	12	30	70	100
Total			24				600

SEMESTER I

Paper: CPT 1.1 Introduction to Social Work

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

OBJECTIVES

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

Course Content

UNIT I

Introduction to Social Work: Social Work Definitions and meaning of Social Work; Basic assumptions of social work, Scope/Fields of Social Work; Social Work and other concepts: social service, social welfare, social development, social reform, social security - Interrelation between social work and other disciplines; - Beginning of social work education in Western countries and India. Professionalization of social work values, education, knowledge and professional associations - Goals, values, functions/roles and process of social work - Interface between professional and voluntary social work, social work ethics.

UNIT II

Indian History of Ideologies for Social Change -Ancient period: Vedic, Vedantic and non-Vedic Ideologies, Spirituality - Medieval period: Zoroastrianism and Islam in India - Mysticism of Bhakti and Sufi movements and Sikhism. Modern period: Christianity in India - Hindu reform movements - Dalit movements - Gandhian ideology and Sarvodaya movement – Nationalism - Ideology of the Indian Constitution - Ideology of voluntary organizations and voluntary action.

UNIT III

Contemporary Ideologies for Social Change: Neo-liberalism and Globalization - Post modernism - Multiculturalism - Ideology of action groups and social movements -Ideology of non-governmental organizations, Role of state in providing social welfare services.

UNIT IV

Organized and scientific charity - Clinical social work - Ecological social work - Attributes of a profession. Page 10 of 97 Western History of Ideologies for Social Change: Western History of Social Work Profession - Medieval period: Judeo-Christian ideologies- Secular humanism and Protestantism - Modern period: Rationalism and Welfarism - Liberalism and democracy - Utilitarianism and Social Darwinism -

Paper: CPT 1.2 Social Science Perspectives for Social Work Practice

This course provides the learners basic understanding of relevant concepts from social sciences, the social phenomena and development process. Besides, helping/enabling the learner develop skills for social analysis, it aims to introduce the learners to the development of individual across the life span, with a system and an ecological perspective. It also provides an understanding of human development and behaviour in contextual influences, including individuals in disadvantaged or special contexts. The theoretical inputs are to enhance the understanding of people's growth, health, and development at various stages as bio-psycho-socio-spiritual being over the life span.

OBJECTIVES

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

Course Content

UNIT I

Social work and other social sciences; Society and Culture: Social Structure – meaning, status and roles; Culture: meaning and contents - traditions, customs, values, norms, folklore and mores. Socialization: Meaning, process of socialization – The development of self – Agencies of socialization. Indian Society: Composition of Indian Society: The concept of Unity amidst diversity- Social stratification in India: Meaning, caste, class divisions, Gender; Types of social institutions: Marriage, Family, Religion, State and Law-Meaning and Functions; Social Control exercised through the social institutions; Social Change: Meaning, characteristics and factors inducing change with reference to India.

UNIT II

Social Groups, and Social Control – Primary and Secondary Groups, in-groups and out-groups, Social control through social groups and social institutions, Social Process, Concept of democracy- Meaning and characteristics- political participation- Merits and demerits, India as a welfare state, Role and functions of political parties and pressure groups, Concepts of state power- Indian constitution and its salient features preamble. Fundamental rights, directive principles and state policy

UNIT III

Life Span: Beginning of life – Human reproductive system, Fertilization and Fetal development – Delivery, Pre-natal and post-natal care and their importance in development. Development stages: Infancy, babyhood, childhood, puberty, adolescence, adulthood and aging: Growth, characteristics, developmental goals, psycho-social adjustment and other adjustments, hazards, lifestyle effects – as relevant to each of these stages; Principles of growth and development: methods of studying human

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

UNIT IV

Basic Human Needs: Maslow's Hierarchy Of Needs, Physical, Psychological And Intellectual Needs; Stress – Coping And Social Support. Motivation, Frustration And Conflicts – Emotions And Emotional Behaviour. Personality: Definition, Nature, Types And Assessment Of Personality. Intelligence: Concept, Levels Of Intelligence, Influence Of Heredity And Environment, Assessment Of Intelligence. Relevance Of Psychology To Social Work Practice Across The Stages Of Development Period Specific Needs, Tasks And Challenges.

UNIT V

Indian Social Problems: Poverty, Illiteracy, Casteism, Gender Inequality, Over Population, Environmental Threats, Unemployment, Corruption, Crime And Young Offenders, Suicide, Child Labour, Bonded Labour, Terrorism, Human Trafficking And Sexual Exploitation

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Paper: CPT 1.3 SOCIAL WORK WITH INDIVIDUALS

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

OBJECTIVES

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

Course Content

UNIT I

Social case work: Definitions, scope, historical development - Influence of psychoanalysis on casework - Introduction of casework as a method of social work - Concepts of adjustment and maladjustment - Philosophical assumptions and casework values. Principles of casework: Individualization, acceptance, non-judgmental attitude, participation, relationship, effective communication of feeling, client self determination, and confidentiality. Components of social casework: The person, the problem, the place and the process. Process in casework: Study, assessment, intervention, evaluation, follow-up, and termination.

UNIT II

Types of problems faced by Individuals and families; individual differences and needs - Family assessment in casework practice. Theories and approaches: Psycho-social approach, Functional approach, Problem solving approach, Crisis Theory, Family intervention, Behavioural modification, Transactional analysis and Holistic approach.

UNIT III

Tools for Help: Case work tools: Interview, home visit, observation, listening, communication skills, rapport building. Records: Nature, purpose and principles of recording. Techniques of casework: Supportive, resource enhancement and counseling. Self as a professional: Professional self - Conflicts and dilemmas in working with individuals and families.

UNIT IV

Application of Method: Primary and secondary settings - Application of methods in family, women, and child welfare settings, marriage counseling centres, schools settings, medical and psychiatric settings, correctional institutions, and industry.

UNIT V

Roles of social case worker- enabler, facilitator, resource mobilize and guide- recent developments in social case work- short term case work, preventive case work intervention, multiple interviewing, psychotherapy – similarities and differences between case work- counseling and psychotherapy.

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Paper: CPT 1.4 SOCIAL WORK WITH GROUPS

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

OBJECTIVES

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

Course Content

UNIT I

Introduction and history of Group Work: Understanding of groups - Characteristics and significance of group - Definition of Social Group Work - Characteristics of Social Group Work - Purpose of Social Group Work; Historical evolution of group work with special emphasis on the Indian Context.

UNIT II

Type of Groups: Types and approaches based on objectives and purpose – Type of Membership – Time - Duration Values and Principles in group work and Characteristics of Group formation: Values in social group work- Principles in group work - Assumptions underlying social group work - Factors of group formation - Formulation of goals - Identification of problems for work.

UNIT III

Group Processes and Group Dynamics: Importance of group processes - Typical patterns - Processes in different type of groups - Worker's skills in identifying and understanding processes. Pre-group and Initial Phase: Planning model - Characteristics of pre group phase - Group structures Facilitation skills and role of worker in pre-group and initial phase, Bond, sub-groups, role, Leadership - Isolation - Decision making - Conflict – Communication -Relationships.

UNIT IV

Middle Phase and Use of Program: Characteristics of middle phase - Group structures - Group dynamics - Facilitation skills - Role of group workers - - Comparison across phases - Concept and principles - Program planning - Skills in program planning Facilitation: Knowledge of skills and techniques for effective work with groups/problem solving.

UNIT V

Recordings in Group work: Importance of recording in social group work - Principles of recording - Recording structure -Types of recording. Evaluation in Groups and Termination Phase : Importance of evaluation - Types of evaluation - Methods of evaluation - Need for termination - Types of termination -

Characteristics of termination phase - Worker's skills. Application of Group Work: Application in health settings, school settings, family welfare settings, industrial settings, women and child welfare settings.

Reference

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Paper: CPT 1.5 Community Organizations and Social Action

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

OBJECTIVES

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

Course Content

UNIT I

Community: Concept, characteristics, types. Understanding of community organization practice: Definition of community organization, values and principles of Community Organizations, ethics of community organization practice, Historical development of community organization practice, Process of Community Organization. Community organization and sustainable community development: People's participation; concept, need and people's participation and sustainable community development Power: Concept of power - The range of perspectives - Dimensions of power relevant to community organization. Empowerment: Concept of Empowerment - Barriers to, process and cycle of empowerment. Gender and Empowerment: Gender sensitive community organization practice

UNIT II

Models and Strategies of Community Organization - Locality Development Model - Social Planning Model - Social Action Model - Select methods of public interest mobilization, litigation, protests and demonstrations, Dealing with authorities, Public Relations, Planning, Monitoring and Evaluation - Roles in different models attributes and attitude.

UNIT III

Community Organization as a Method: Relevance of community organization as a method across different spheres of social work intervention and relook at own attitudes. Skills of Community Organization Practitioner: Problem analysis, resource mobilization, conflict resolution, organizing meetings, writing and documentation, networking, training, Community organization with Vulnerable communities- Migrants, Refugees, Slum Dwellers and LGBT

UNIT IV

Social Action: as a method of Social Work, Concept, Definition, Objectives and Scope in India, Relationship of Social Action with Social Problems, Social Movement, Social Reform, Social Development and Social Legislation. Concept of Justice, Social Justice and Distributive Justice, Social Action for Social Justice, Social Mobilization and Grass-Root Mobilization, Process, Principles and Strategies of Social Action, Approaches of Paulo Friere, Gandhi, Martin Luther King and Mandela. Methods and Models of Social Action: Non-Violent methods: Gene Sharp – 199 Methods of Non violence.

UNIT V

Social Action Planning, Execution and Evaluation, Social Movement: Concept, Types. Case Studies of Independence Movement, South Africa, Civil Rights Movement of USA, OTPOR of Serbia, JP Movement, Chipko Movement, Bhoodan, Narmada Bachao Andolan (NBA) and other Contemporary movements, Social Work and Social Activism, Advocacy and Lobbying, Social Activism: Need, Importance and Impact. Social Activist: Role, Functions, Qualities and Skills.

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Important Website

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2. Directorate of Employment & Training <http://emptrg.kar.nic.in>
3. Directorate of Municipal Administration <http://municipaladm.gov.in>
4. Directorate of Social Security and Pensions <http://dssp.kar.nic.in>
5. Directorate of Welfare of Disabled and Senior Citizens <http://welfareofdisabled.kar.nic.in>
6. NSSO South Zone <http://www.nssso.kar.nic.in>
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Paper: SPT 1.7 PERSONAL AND PROFESSIONAL GROWTH.

The course aims at enhancing personal and professional effectiveness by developing a continuous awareness and deeper insight into one's being. It encourages value clarification, upholding of professional ethics, and ability to make effective choices for integration. It provides opportunities to understand stress, stressors and methods to handle stress experienced.

OBJECTIVES

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

Course Content:

UNIT I

Self and Self Awareness: Understand self through a cognitive construct/paradigm (two/three models from among those available may be offered as workshops). Suggested approaches are: Rational Emotive Therapy, Gestalt Approach, Transactional Analysis, Reality Therapy, Yoga for Therapy, Meditation Techniques. Explore self as being, and understand the process of becoming. (through observation) Practice consciously measures to sustain and experience continuous awareness. Observation and Reflection: Theory and techniques. Communication Choices: Communication mode and patterns and effectiveness, Interpersonal communication, nature of choices made.

UNIT II

Emotions and their Expression: Emotions, nature of expression. Understand own pattern of communication, choices made to express emotions, modes used, examine need for change. Communication: Informal and knowledge and skills of rapid reading, writing, creative writing, report writing and public speaking.

UNIT III

Creativity and Self: Understand brain functions: Creativity, need and development Life Style: Conscious life style - enhanced life skills: Communication, decision making, empathy, critical thinking, use of time and money, building and sustaining bonds-relational, collegial and personal, Self defeating behaviour - nature and impact, Choices for change.

UNIT IV

Values, Attitude and Professional Ethics: Values and attitudes - their role in life, Value conflict - its impact, value clarification. Integration: Through Eastern and Western approaches experience the processes of integration.

UNIT V

Approaches recommended are: Yoga as a science, meditation (tool for meditation - own choice). Stress / Burn out - Self help Methods: Stress, Stressors, nature and impact of stress, its expression, and burnout, Spirituality and Growth.

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SEMESTER II

Paper: CPT-2.1SOCIALWORK REASEARCH AND STATISTICS

Objectives:

- To understand major research strategies, meaning, scope, and importance of social work research
- To develop an ability to see the linkage between the practice, research, theory and their role in enriching one another
- To develop attitudes favorable to the judicious integration practice, research and theory and develop skills for use of library and documentation services for research

Course Content

UNIT I

Meaning of Research, Social Research, and Social work Research: Meaning of Research, Scientific characteristics of research, Process of research: Deductive and Inductive, Types of research: Basic, Action and Applied. Quantitative and Qualitative, Meaning of Social Research, Basic elements: Concepts, Constructs, Variables, and Hypothesis, Social work research: Definitions, Functions and process.

UNIT II

Formulation of Research Problem: Sources of research problem, criteria of good research problem, defining the research problem, developing the statement of the problem, and research questions, Review of literature, formulation of objectives.

UNIT III

Research Design :Research designs by purpose of study:*Exploratory, Descriptive, and Explanatory*, Research designs by intended to use: *Intervention research designs or Social work research designs:Single subject research design, Withdrawal/ reversal design, multiple component design- Action research design-Evaluative research design*, Research designs to asses cause and effect relationship:*Experimental and Non experimental*.

UNIT IV

Sampling& Data Collection:Sampling-Meaning, Sampling design process, Methods and types of sampling, Tools of data collection: Use of existing scales. Observation, questionnaire, and Interview schedule, Data processing: Editing, Coding, Recording, and computing the scores, Preparation of master chart, Data analysis and interpretations: techniques and types, Research report writing: Organizing research report

UNIT V

Statistics and Computer Applications in Social Work Research:Statistics: Definition, importance, functions and limitations, Measures of Central Tendency: Arithmetic mean, median and mode, Measures of Dispersion: Range, quartile and standard deviations, Chi Square: Uses and applications. Applications of Karl Pearson's correlation test in social work research, Application of statistics in social work practice, Computer Applications: Use and application of computer in Social Work research with special reference to Excel, Statistical Package for Social Sciences (SPSS), etc.

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Paper: CPT 2.2 SocialWelfare and Development Administration

Objectives:

- Acquire knowledge of Social Welfare Administration and the basic process of Registering, Managing and Administrating Service Organization in the context of Social Work Profession.
- To familiarize the students on the current and changing scenario of NGOs in the National and International development.
- To Learn the Value Orientation, Strategies and Intervention carried out by NGOs for effective service delivery to the people.

Course Content

UNIT I

Introduction to Social Welfare and Development Management: Social Welfare Administration – Meaning, Definition, Nature and Scope, Social Welfare and Development Management as a method of Social Work practice, Principles and Functions of Social Welfare and Development management: *Planning, Staffing, Budgeting, Organizing, Office management, Supervision, Leadership, Communication, Public relation.*

UNITII

Establishment of Service Organizations: Need for welfare and developmental organizations, *Registration of developmental Organizations:* Indian Societies Registration Act-1860, Karnataka Societies Registration Act – 1960, Indian Trust Act-1882, Foreign Contributions Regulations Act-1986, Provisions and procedures of Income tax exemptions for Non-Profit Organizations.

UNIT III

Management in Non-Profit Organizations : Introduction and concept of Results-Based Management, Results-Based Management in programme and project planning, Strategic management of Nonprofit organizations; Skills and strategies, Performance management of personnel in Nonprofit organizations

UNIT IV

Administration of welfare organizations in Public sector: Administrative structure and functions of Social welfare department Govt. of Karnataka, Administrative structure and functions of Department of Women and Child development, Govt. of Karnataka, Administrative structure and functions of Department of Disablement welfare, Govt. of Karnataka.

UNIT V

Programme Management, Documentation and Public relation: *Programme Planning and Management:* Meaning, nature, phases and principles of program management. Skills and strategies required for program management in welfare and development organizations, *Documentation:* Meaning, Nature, and Types of documentation for Public/NPO Organizations, Skills and tips on documentation,

using technology for documentation. Need and importance of documentation, *Public relations*: Meaning, Objectives, need and importance of public relations for welfare and development organizations, Strategies/tools for public relation for welfare and development organizations.

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6. Nikil Harinarthini (2015), How to Register A Society in Your State, Available at <https://www.youtube.com/watch?v=AWLp-UsU4kl>

Paper: CPT 2.3 Dynamics of Human Behaviour

Objectives

- Develop an overall understanding of the principles of human growth and development, their relevance and application to behaviour at various phases in the life span
- Understand interactional nature of growth and behaviour at various stages in the life span: infancy, childhood, adolescence, youth, adulthood and old age, and impact of cultural aspects
- Understand the twin roles of individual's heritage and environmental influences in growth and development.

Course Content

UNIT I

Introduction to Periods in Lifespan Development: Different periods in lifespan development: *Prenatal and Infancy*: Overview of prenatal stage, Definition, Physical growth and development in infancy (reflexes, emotional states, Physical growth & motor development, brain), Developmental tasks of infancy

UNIT II

Early Childhood and Middle Childhood : *Early Childhood Period (2 to 6 years)*, Definition, overview of early childhood years, highlights, developmental tasks, Importance of play for all round development. *Middle Childhood (6 to 9 years)*, Definition and Developmental tasks, School – its significance & importance, effects of success & failure, Peer group - importance & significance, functions

UNIT III

Adolescence and Young Adulthood - Adolescence (9 to 20 years) Definition, period of storm & stress , Physical development – puberty, growth spurt, primary & secondary sex characteristics, early & late maturation, Socialization, Choosing career – Stages and factors affecting choice, **Young Adulthood (21 to 40 years)**- Definition of an “Adult”, Developmental tasks of a young adult and significance of the period responsibilities and adjustment: New family, work place, parenthood, independence, financial matters.

UNIT IV

Middle hood and Late adulthood- Middle Adulthood (41 to 60 years)-Definition, Physical changes (senses, diseases) Menopause, Health issues, **Late Adulthood and Aging (61 years and above)**Definition, Physiological changes, and health problems, Death: Preparation & coping strategies, Relevance of social work practice across the stages development.

UNIT V

Social and Psychological dimensions across the different stages of Development- Psychological Dimension for Assessing Social Functioning across the different stages- Psychodynamic Theory, Erikson’s Psychosocial Development, Learning Theory, Social-Learning Theory, **Social Dimension for Assessing Social Functioning across the different stages**, Social Theory, Ecological Systems Theory, Modern Functionalism Theory, Conflict Theories

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Paper: CPT 2.4 Social Policy and Social Legislation

Objectives;

- To Gain knowledge of policy analysis and the policy formulation process.
- To Develop an understanding of social policy in the perspective of national goals as stated in the Constitution, particularly with reference to Fundamental Rights: and the Directive Principles of State Policy.
- To locate strategies and skills necessary for social development and reinforce values of social justice, gender justice and equality.

Course Content

UNIT I

Indian Social Policy: Nature Emergence and Approaches; Concept and definitions of social policy, Public policy v/s Social policy, Emergence of social policy; world and India, Models of Social Policy, Social work and social policy in order to promote social change and social control, Nature of Governance, Development and Social work, Good governance, Elements of good governance

UNIT II

Values underlying social policy based on the Constitutional provisions, Preamble of Indian constitution, Fundamental Rights (12-35), Directive Principles of State Policy (36-51), Ideals of Indian Constitution, Salient features of The Right to information Act 2005, Salient features of Domestic Violence Act.

UNIT III

Salient features of Social Legislations, The Special Marriage Act 1954, The Hindu Marriage Act 1955, The Hindu Adoption and maintenance Act 1956, The Dowry Prohibition Act 1961

UNIT IV

Salient features of legislations related to Children, The prohibition of Child Marriage Act 2006, The Juvenile Justice (Care and Protection) Act 2000, The protection of children from sexual offences act, 2012

UNIT V

Human Rights- definition and Classification: Civil and Political Rights, Socio Economic and Cultural Rights, Universal Declaration of Human Rights, History of Human rights, Social work as Human rights profession

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Paper: FWP 2.5 Social Work Camp and Concurrent Field Work Practicum-II

Concurrent Field Work: every student of II Semester MSW shall place in an agency for Concurrent field work two days in a week. The broad aim of concurrent field work practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations. This learning experience should provide an opportunity of working with communities, groups, individuals/families and managing organization tasks. It is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two in every week of the semester. The learner is expected to complete a minimum of 18 days of visits in this semester. Each student has to undertake two case works. Students can continue their field work practicum in the same agency where they undergone in I semester.

Social Work Camp: Social Work Camp shall organize for 5-7 days' duration in a rural / tribal setting, is expected to provide opportunities to experience rural / tribal life, analyze its dynamics, and observe the functioning of government machinery (local self-government) and voluntary organizations. Objective of the camp is to provide the student with an opportunity to acquire skills in planning, organizing, handling regulations, decision making and collectively contribute to the chosen cause in the area where camp is held. Generally, camps are held in rural / tribal areas. However, if the department council so desires the camps can be organized in relief areas, (disaster) tribal areas or innovative learning projects.

Paper: SPT 2.6: Indian Constitution for Social Work Practice

Objectives

1. To develop comparative understanding of constitutionalism in India and role of Constitution as Meta Policy Document.
2. To impart knowledge related to implications of Indian Constitution on Social work practice
3. To enhance the skills of the social work students to effectively use constitutional provisions to resolve the complex issues arising out of social work practice
4. To impart skills related to making use of constitution as foundation to construct social policies.

Course Content

UNIT I

Philosophy and evolution of Constitution and Constitutionalism in India- Founding principles and basic structure of Indian Constitution - Constitutional morality, ethics: emerging social problems and challenges in Indian Society - Constituent assembly and Constitutional Leadership- Dr. B.R. Ambedkar as social worker and chief architect of Indian constitution.

UNIT II

Introduction to the parts of the constitution, schedules and amendments - Fundamental rights and role in shaping social work practice - Directive principles of state policy, fundamental duties and implications for social work practice - Provisions in constitution related to SCs, STs, Minorities, women, OBCs etc.,

UNIT III

Selected case studies on - Constitutional interpretations - Issues on fundamental rights - Responsibility of the state - Nature of welfare and developmental provisions through constitution.

UNIT IV

Indian constitution to construct new social policies in India - Exposure to on-going Rajya Sabha and Lokha Sabha debates and their implications for social work practice - Introduction to constitutional authorities and extra constitutional bodies - Complexities of Centre-State and Local Governance issues

References:

1. Basu, Durga Das. 2018. Introduction to the Constitution of India, New Delhi, Prentice-Hall of India Private Ltd.
2. GoI (2011). Ambedkar as the principal architect of the Constitution of India. Ministry of Social Justice and Empowerment
3. Kashyap, Subhash C.(ed.) Constitutional Reforms: Problem, Prospects and Perspectives. New Delhi: Radha Pub., 2004
4. Lele, P.R. Constituent Assembly-Bombay: Phoenix Publishers, 1946.

5. Noorani, A.G. Constitutional questions in India: the president, parliament and the states New Delhi: Oxford Univ. Press, 2000.
6. Noorani, A.G. Indian Affairs: The Constitutional Dimension. Delhi: Konark, 1990
7. Seervai, H.M. (ed.) Constitutional Perspectives: Essays in Honour and Memory of H.M. Seervai/.-New Delhi: Universal Law Publishing, 2001. ISBN-81-7534-217-6

Paper: OET 2.7 Rural Community Engagement for Volunteering

Course Content

UNIT I

Rural Community: Meaning, concept and definition of rural community, types of villages, Indian villages as rural community, characteristics of rural community, rural life style, rural social sphere, Social, Political, Geographical and Economical, aspects of rural community, dynamics of rural community, rural stratification, rural cultural And practices, Volunteerism, Gandhian, ideology of rural volunteerism, importance of volunteerism.

UNIT II

Rural Governance and Power structure – Rural Governing system: Panchayat Raj Institution and three tier system, democratic discussions, Case decentralization, and traditional governing studies, Content system, community supportive systems, Socio- analysis, Ecological system. Power structure in community, Importance of participation in sustainable community development, Issues of Rural community: Social exclusion, unemployment, poverty, public health, Water, and sanitation, irrigation, education, science and traditional wisdoms.

UNIT III

PRA Training and Skill development: Participatory Methodologies for rural engagement: RRA, PRA, Micro Planning and intervention action research. Training of tools and techniques of PRA: Social mapping, time line, resource mapping, venn diagram, wealth ranking, trend analysis, social mobility map, seasonal mapping, transect walk, Role play, social games, People initiatives and gram sabha, Hazard, Risk, Vulnerability Analysis (HRVA), Mock Drills, Coping mechanism and resilience building for fundamental paradigm shift, Resilience to enhance social security system of village. Preparing a plan for building resilience based on Community Based Disaster Risk Management and conducting a Mock Drill

UNIT IV

Professional Interventions Community need assessment, prioritizing the needs of the community, developing the intervention modules of PRA, Preparing the PRA proposal and execution of the plan, People initiative and engagement for sustainable development. (Soak pits, small watershed dams, SHG entrepreneurship, tree plantations, toilet constructions depending upon needs of community etc)

UNIT V

Field Work, Documentation, Reports, presentations of results- Impact and evaluation assessment of interventions, Recording, Reporting and documentation. Case studies and presentation, feedback and follow up plans, A/V documentation, documentaries and clippings, Innovative methods and suggestions for community engagement. Identification of new skills learnt from the community.

Semester III

Paper: CPT 3.1 Counseling: Theory and Practice

Objectives:

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

Course Content

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 Counseling- Individual, couple, family and group, telephonic counseling (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 settingFamily: 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.

Community Engagement

Students are expected to get engaged to learn practical things in the following areas. These are suggestive and subject teacher may evolve his/her own ways to impart community engagement. Visit to traditional healers in the community, religious places
Demonstration in the class on assessment and recording

Community Resilience (Skills building & Capacity building modules etc.)

Assignment on any of the topics for skill building.

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 Psychotherapy. Singapore: Allyn and Bacon.
4. Whiston, S.C (1999). Principles and applications of assessment in counseling, Wadsworth, Belmont. Brooks-Cole.

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.
10. Kazdin, A. E. (2001). Behaviour Modification. Belmont: Wadsworth
11. Kottler, J. A. & Brown R. W. (2000). Introduction to therapeutic counseling. Australia: Brooks/Cole
12. Krumboltz, J. D., & Thoresen, C. E. (1976). Counselling Methods. New York: Holt Rinehart

Paper: CPT 3.2 a) Urban Community Development

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 urbanization and its consequences.
2. Develop an understanding of policies and programmes of urban development.
3. Acquire knowledge of various approaches to urban community development.

Course Content

UNIT I

Urbanization: Concept – Characteristics – Growth - Migration - Urban geography/area – Urban demography/population - 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- Origin of urban community development : Pre-independence and post independence - Urban CommUNITY Development in India: Meaning, Concept, Approaches, Models;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 needsapproach, Master plan approach, Infrastructure development approach, Public Private partnership approach, Sustainable development approach;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 problems- Urban Social problems: Poverty – Unemployment - Crime – Accidents – Poverty – Sex work - Pavement Dwellers – Street Children – Solid Waste Management – Various types of Pollution, Urban traffic problems – Migrant workers – Addiction -Slum: Definition, Demography, Causes, Characteristics, Problems - Slums in Indian cities-Slum clearance and slum Improvement - Karnataka slum areas (Improvement and clearance)Act 1973 - CommUNITY development projects in slums.

UNIT IV

Urban Development- Urban development policy –Town planning – Salient features of Karnataka town and country planning act –Urban Renewal programs in Indian cities – Types of Urban renewal programs - Problems of Urban renewal in India – Jawaharlal Nehru National Urban Renewal Mission (JNURM), Urban development programmes : National Urban Livelihood Mission, Urban Housing Schemes; Mega City Schemes, Metro rail projects -Road safety systems –

UNIT V

Urban Resilience Building- Entrepreneurship Development - Skill Development -Vulnerability assessment (poverty, unemployment, stress, etc)Risk Assessment –Risk-Based Land Use Planning,Urban Ecosystem Management,Urban Upgrading,CommUNITY and Stakeholder Participation,Disaster Management Systems,Data Gathering, Analysis and Application,Risk Financing and Transfer Approaches.**Use of GIS for urban development and Urban planning.**

REFERENCES:

1. Aziz, Abdul. 1984 Urban Poor and Urban Informal Sector, New Delhi, Ashish Publishing House.
2. Bharadwaj, R. K. 1962 Urban Development in India, New Delhi, National Book Trust.
3. Bhargava, Gopal (Ed.) 1981 Urban Problems and Policy Perspectives, New Delhi, Abhinav Publications.
4. Bose, Ashish 1973 Studies in India's Urbanization (1901 to 1971), New Delhi, Tata McGraw- Hill.
5. Cullingworth, J. B. 1973 Problems of Urban Society, Vol. I, The Social Framework of Planning, London, George Allen and Unwin Ltd.
6. Diddee, Jaymala and 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 CommUNITYOrganization 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

Paper: CPT 3.2 b) Human Resource Management

Course Content

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, EAPvs counseling, 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 Management, 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.

Paper: CPT 3.2 C) Public Health

Objectives:

- Understanding health' and illness'.
- Understand the signs and symptoms, etiology, diagnosis and treatment of health problems
- Understand the public health policies and programs

Course Content

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, Amoebiasis, Dysentery and Worm infection, Rabies Infectious Diseases of Childhood -**NUTRITION**:Classification functions and sources of energy, carbohydrates, fats, proteins, fat and water soluble vitamins, minerals, fiber and balanced diet.**Malnutrition**:Malnutrition in women and children, Etiology and strategies for prevention and correction, Identification of High risk patients, prophylactic measures for Vitamin A, B, C, D, E, Iron, Calcium and Iodine.Maternal and child malnutrition, impact on growth, pregnancy outcome, reproductive health,Infant mortality rate, Maternal Mortality rate.

UNIT III

A Nutrition Life cycle, Stages, Womb to Tomb, developmental milestones and norms.**B Infancy**— Growth and development, breast feeding, weaning food, complementary food, portable water, immunization.**C Preschool years**— Growth and development, cause of malnutrition at preschool ages, common childhood illness measures to overcome environmental issues.**D School years**— Mid-day meals, cyclic menu.**E Adolescence**— Growth and development, physical, physiological and social changes, menstrual cycle —care and hygiene, chronic energy, deficiency among adolescent girls, counselling, skill development -**F Adult** — Weight management, over and under nutrition, dietary factors in prevention of chronic degenerative diseases. **G Geriatric Healthcare**- Physiological, psychological and social changes, impact on quality life, institutional care.

UNIT IV

Life skills, development and management at various stages.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 V

Public Health: Meaning, Concept, And Demography of Health, Indicators of Health- PublicHealth 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.

Community Engagement:

Visit to PHC, General Hospital, Medical college, traditional healers, etc.

CommunityResilience (Skills building & Capacity building modules etc.)Assignment on any of the topics for skill building.

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.
7. Jordan, William. 1972. The Social Worker in Family Situations, London: Routledge and Kegan Paul.

8. Lathem, W. and Newbery, A. 1970. CommUNITY Medicine - Teaching, Research and Health Care, London, Butterworths.
9. Mathur, J. S. 1971. Introduction to Social and Preventive Medicine, New Delhi, Oxford and LB.H. Publishing Company,
10. Mishne, Judith (Ed.) 1980. Psychotherapy and Training in Clinical Social Work, New York: Gardner Press.
11. Nichols, P. J. R. (Ed.) 1980. Rehabilitation Medicine, London: Butterworths.
14. Park, K. 2002. Park's Textbook of Preventive and Social Medicine, Jabalpur, Banarsidas Bhanot.
15. Rusk, Howard A. 1977. Rehabilitation Medicine, Saint Louis: Mosby Company.
16. UNICEF. Health and Basic Services, New Delhi, UNICEF South Central Asia Regional Office.

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:

- Develop an understanding of rural and tribal communities.
- Understand the characteristics and problems of rural and tribal communities.
- Acquire knowledge about the contribution of Government and Non-governmental organizations to rural and tribal development.
- Develop an understanding of the functions of Panchayat Raj Institutions with particular reference to Karnataka.
- Gain knowledge about the application of social work in rural and tribal development programmes.

Course Content

UNIT I

Rural Organizations- Rural community: Concept, Structure, Characteristics, Demography, Trends, Situation, Issues; Rural problems: poverty, unemployment, suicide, agrarian crisis, domestic violence, addiction, debt, etc. Rural Development - Genesis of Rural Development – conceptual framework – objectives, approaches and strategies scope – indicators of rural development – Rural Development administrative structure- Rural Development Agencies: DRDA, NABARD, DIC, Khadi and Village Commission – Cooperative movement: History and its social impact; Cooperative Societies: History, approaches, strategies, models, social impact; Agrarian cooperative societies; Producer cooperative societies; Farmer’s Producer Organization (FPOs): history, objectives, purpose, structure, functions and Social impact.

UNIT II

Rural Development- Meaning, Concept, Theories, Approaches and Models of rural development; Theories of 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 Strategies for Rural Development: Welfare strategy – Growth oriented – Responsive strategy – Integrated strategy – Limitations; **Models of Rural Development** - Models: meaning, concept, framework; Models: Livelihood model, Entrepreneurship model, Natural Resource Management model, CommUNITY Based Rehabilitation Model 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 schemes operative in India.

UNIT III

Rural development programmes: Five Year Plans and Budget for Rural Development – Policies of Rural Development - **Program Design, Process Assessment and Impact Assessment of the Rural Development programmes with Successful Case studies** : Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGA): objectives, strategies; **Social Audit process; Social impact assessment of MGNREG;** National Rural Livelihood Mission: Background, context, Livelihood assessment; Livelihood ventures; Livelihood impact assessment; Bharat Nirman Scheme (BNS); Drought Management : Meaning, Concept, Situation, Causes, Factors, Strategies, Policies, Programmes; Types of Drought: Meteorological drought, Hydrological drought, Agricultural drought, Socioeconomic drought, Severe Acute Malnutrition; Prime Minister's Rozgar Yojana (PMRY) – Central Rural Sanitation Programme : COMMUNITY Led Campaign (CLC) & Behavior Change & Communication (BCC) Models; IEC activities – National Skill Development Programmes: Skill India; Make in India; Digital India, Start-up India; Stand-up India etc.;

UNIT IV

Tribes in India - Tribal Demography; Nature and Characteristics, Economic, Social, Political and Cultural, Problems of Tribal Life, Primitive Tribal Groups (PTG); Committees and commissions for tribal development; Constitution of India and tribes; Tribal development policies, planning and programmes – Social work and Tribal Development.

UNIT V

CommUNITY Resilience Building (CRB)- Design of the CRB Approaches and Measures for women, children, adolescent, farmers, youths and elderly in communities: Asset Based CommUNITY-Driven Development (ABCD) Approach : Concept, Protocol, Assessment, Process, Impact; Disaster Risk Reduction (DRR) Approach: Concept, Protocol, Process, Impact; Vulnerability assessment and Resilience Assessment in drought/disaster; Livelihood Approach : Concept, Protocol, Assessment, Process, Impact; Social Capital Approach : Concept, Protocol, Assessment, Process, Impact;

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.

REFERENCES:

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.

Course Content

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.

Paper: CPT 3.3 c) Mental Health and Psychiatric Disorder

Objectives:

- Understand the concepts 'mental health' and 'mental illness'.
- Understand the signs and symptoms, etiology, diagnosis and treatment of mental health problems.

Course Content**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

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 V.

UNIT III

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 IV

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 V

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

Community Engagement:

Visit to PHC, General Hospital, Medical College, traditional healers, etc.

Observation of mental health problems; such as substance use, stress, childhood disorders, etc in the community and discussion.

Community Resilience (Skills building & Capacity building modules etc.)

Assignment on any of the topics for skill building and discussion on observations made in the community (Hospital, community)

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, Philadelphia.

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2. Edition, New Delhi, Jaypee Brothers.
3. Anderson, David. 1982. Social Work with. Mental Handicap, London, Macmillan Press Ltd.
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6. Dickerson, Martha Ufford. 1981. Social Work Practice with the Mentally Retarded, New York: Free Press.
7. Friedlander, W. A. 1967. Introduction to Social Welfare, (Chapter 12: Social Work in Medical and Psychiatric Settings), New Delhi: Prentice-Hall of India.
8. Feldman Robert S 1997. Understanding Psychology, 4th Edition Tata McGraw Hill Publishing Company Limited, New Delhi
9. Golan, Naomi. 1978. Treatment in Crisis Situations, New York: Free Press.
10. Humble, Stephen and Unell, Judith (Ed.) 1989 Self Help in Health and Social Welfare, London: Routledge.
11. Jones, Kathleen. 1972. A History of the Mental Health Services, London: Routledge and Kegan Paul.
12. Jordan, William. 1972. The Social Worker in Family Situations, London: Routledge and Kegan Paul.

13. Maller, Joshua. 1971. The Therapeutic CommUNITY with Chronic Mental Patients, S. Karger.
14. Mishne, Judith (Ed.) 1980. Psychotherapy and Training in Clinical Social Work, New York: Gardner Press.
15. Page, J. D. 1983. Abnormal Psychology, New York, McGraw-Hill.
16. Robbins, Arthur J. 1957. Mental Hospitals in India and Social Work Service, Delhi School of Social Work.
17. Todd, F.Joan.1967. Social Work with the Mentally Subnormal, New York: Routledge and Kegan Paul.
18. Towle, Charlotte. 1941. Social Case Records from Psychiatric Clinics with Discuss Notes, Chicago; Illinois: University of Chicago Press.
19. Yelloly, Margaret. 1980. Social Work Theory and Psychoanalysis, New York: Van Nostrand Reinhold Company.

Paper: CPT 3.4 Project Management

Learner Objectives:

- To understand different perspectives of development and approaches for community development.
- To understand process and components of project management.
- To orient on fund raising and corporate social responsibility.
- To develop application skills for effective organizational management.

Course Content

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 with 100 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.
10. Somesh Kumar (2002) Methods for CommUNITY Participation, New Delhi: Vistar Publication.
11. Virmani, B. R. (1998) Management Training and Development – An Education Approach, New Delhi: Indian Society for Training and Development.

Paper: OET 3.7 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:

- Develop adequate understanding about lifestyle and its influence on the well-being of the students in particular and general population in totality.
- Develop appreciation of lifestyles as a product of social inequality and interaction.
- Examine the social and economic consequences of different lifestyles for individuals and society.
- Understand the proper management of consumerist lifestyle related risks.

Course Content

UNIT I

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

UNITII

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.

UNITIV

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.

UNITV

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.
2. Giddens, A. 1991. Modernity and self-identity: self and society in the late modern age.
3. Cambridge: Polity Press.
4. Giuffr e, K., &DiGeronimo, T. (1999). Care and Feeding of Your Brain : How Diet and Environment Affect What You Think and Feel. Career Press.
5. Retrieved from
6. "[http://en.wikipedia.org/w/index.php?title=Lifestyle_\(sociology\)&oldid=505958877](http://en.wikipedia.org/w/index.php?title=Lifestyle_(sociology)&oldid=505958877)"
7. Retrieved from <http://jyotikalash.net/lifestyle.html>
8. Ropke, I. 1999. 'The Dynamics of Willingness to Consume. Ecological Economics. 28: 399-420.
9. Spaargaren, G., and B. VanVliet. 2000. 'Lifestyle, Consumption and the Environment: The
10. Ecological Modernization of Domestic Consumption.' Environmental Politics. 9(1): 50-75.
11. U.S. Environmental Protection Agency; Backyard Composting: It's Only Natural; October 2009

Semester IV

Paper: CPT 4.1: Inequalities and Social Work Practice

Objectives

India is home to persistent and chronic inequalities which need to be taken into account in social work practice, policy formulation and program implementation.

- This course is intended to introduce students of social work to patterns, forms and manifestations of inequalities and explore the manner in which social work practice and public policy in India has addressed the same.
- It familiarizes the students to methodologies, laws, policies and programmes pertaining, inter alia, to inequalities among and between Scheduled Castes, Scheduled Tribes, Other Backward Classes, Nomadic and Denotified Tribes, Persons with disabilities, women, transgender communities and religious minorities.
- It explores ways in which persisting inequalities could be more effectively addressed in the near future through creative and innovative social work practice, better programs, welfare measures and public policies.

Course Content

UNIT I

Inequality and social exclusion: conceptualization - This UNIT introduces the students to the concepts of inequalities and social exclusion. These terms have recent origin, and feature prominently in discourses on justice, poverty and inequality, especially in the context of social work practice and policy interventions - The term inequality encapsulates the experience of certain groups of people having been kept away from mainstream processes of development through a systematic denial of opportunities, deprivation, discrimination and disadvantage - A social exclusion perspective helps highlight the subaltern status of various categories of people, and draw linkages between such groups who are excluded, problems and processes of exclusion, and ramifications of the same. - Social exclusion in theory and practice: Theory of intersectionality - its application to social exclusion; indicators for social exclusion, use of violence, poverty and social exclusion, growth vs. Development; poverty vs impoverishment; India exclusion report

UNIT II

Caste, Class and Inequalities - Understanding Identity and inter-sectionality, Understanding labour and social work practice. Social work practice and issues relating to Scheduled Castes, Scheduled Tribes, Other Backward Classes, Nomadic and Denotified Tribes- Socially excluded groups and a mapping of their socio-economic, legal and political status: women, children, Dalits, OBCs, religious minorities, nomadic tribes, adivasis, bonded labourers, physically / mentally challenged, transgenders & persons with alternative sexuality

UNIT III

Redressing social exclusion and inequalities - Public interest litigation— potentials and pitfalls; affirmative action; special legislations and special courts; role of national human rights institutions (NHRIs); anti-discrimination law - Equal Opportunity Commission; significance of Scheduled Castes Sub Plan (SCSP), Tribal Sub Plan (TSP); strengths and limitations in legal responses; need for a multi-pronged strategy – importance of social, economic and political approaches.

UNIT IV

International standards and their relevance - Importance of international law for standard-setting; minorities in international legal regime; International Covenant on Civil and Political Rights; International Covenant on Economic, Social and Cultural Rights. - International Convention on Elimination of all forms of Racial Discrimination (CERD);

UNIT V

UN Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief. - UN Declaration on the Rights of Indigenous Peoples; Millennium Development Goals; the international response to social exclusion in India - Reports of UN Special Rapporteurs, Universal Periodic Review, reports of treaty-based bodies

Suggested Readings

1. Amartya Sen (2000). **Social Exclusion: Concept, Application and Scrutiny**. Social Development Papers No. 1. Asian Development Bank, <http://www.adb.org/sites/default/files/publication/29778/social-exclusion.pdf>
2. Ambedkar B.R(1947), States and Minorities. Memorandum on the Safeguards for the Scheduled Castes submitted to the Constituent Assembly on behalf of the All India Scheduled Castes Federation, Published:<http://www.ambedkar.org/ambcd/10A.%20Statesand%20Minorities%20Preface.htm>
3. Hankivsky, O & Cormier, R (2011). Intersectionality & Public Policy. Some lessons from existing models. Political Research Quarterly. Vol, 64, No 1 (March 2011) , pp 217-229.
4. HaanArjan De and Thorat Sukhadeo (2011). Addressing Group Inequalities: Social Policies in the Great Transformation of Emerging Economies. Indian Institute for Dalit Studies. Working paper Series. Volume V, Number 2011. <http://www.dalitstudies.org.in/wp/wp502.pdf>
5. Jean Drèze and Amartya Sen (2002). **Democratic Practice and Social Inequality in India**. Journal of Asian and African Studies 2002; 37; 6.,<http://econ.dse.org/wp-content/uploads/2012/09/JD-Democratic-Practice-and-Social-Inequality-in-India.pdf>
6. Prakash Louis (2007). **Social Exclusion A Conceptual and Theoretical Framework**. Paper presented at National Conference on “What it takes to Eradicate Poverty? “. Public Affairs Centre Programme in New Delhi. December 2007.<http://www.pacsindia.org/sites/pacsindia.org/files/SocialExclusion.pdf>
7. Sukhadeo Thorat et al., (2007) **Human Poverty and Socially Disadvantaged Groups in India**. UNDP.http://www.in.undp.org/content/dam/india/docs/human_poverty_socially_disadvantaged_groups_india.pdf

Paper: CPT 4.3 a) : Sustainable Social Development

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

- Understand different theories of development and social development.

- Develop understanding about various sectors of development from a Human Development perspective.
- Gain knowledge about government strategies for social development.
- Learn different aspects of gender and development.

COURSE CONTENT

UNIT I

Social Development: Theories and Concepts - Concepts: Development, Industrialization, Modernization, Westernization and Globalization - Social Development: Definition, meaning, models, approaches, strategies - Theories of Development: Modernization, Dependency, World System and Feminist Theories of social development, Developmental Social Work Practice. Sustainable development: Concept, theories, approaches, models; Measures, indicators and calculation of - Human Development Index (HDI), Human Poverty Index (HPI), Education index, Health index, Empowerment index, Gender index, Resilience index, Social capital index, Social Development Index; Five Year Plans and Budget; UN World Summit on Social Development.

UNIT II

Sectors of Social Development: Health, Nutrition & Education, Health: Meaning, Definition, health demography, classification and Indicators of Health, Health Economics; Community health; Construction of Health index; Public health: structure, institutions, functions, System; Adolescent health and hygiene; National Health Policy, National Health Programmes: NRHM, TB Control Programme, Malaria Control Programme, Cancer Control program; Community Based Rehabilitation: Health related Legislation, Constitutional provisions, Person with Disability Act etc. Five year plans and budgeting on health; Nutrition: Concept, meaning, properties of nutrition, food products, preparation of native nutrition; nutrition demography; National Nutrition Program/s: background, objectives, schemes, strategies; social impact assessment on women, children, adolescent and community. Five year plans and budgeting of nutrition; Education: Meaning, Definition, and Indicators, Demography of education. National Education Policy; Education related Legislation: Right to Education Guarantee Act, Education programmes: SSA, RMSA, RUSA; Five year plans and budgeting on education; Construction of Education index.

UNIT III

Sectors of Social Development: Agriculture, Environment and Housing Concept and meaning of agriculture, environment and housing; Agriculture: Characteristics, Production and Cropping pattern of Agriculture, farm and non-farm activities; Farm mechanization; Agricultural economics: meaning, concept, scope, indicators; Economic Development and Agriculture; Agriculture and Globalization; Government Policies: National Agricultural Policy, Schemes of Agriculture, Sustainable agriculture, Green Revolution, White Revolution, Evergreen 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, Housing and Habitat, Housing Schemes.Five year plans and budgeting on agriculture, environment and housing;

UNIT IV

Sectors of Social Development: Poverty, Unemployment and Labour - Poverty: meaning, causes, dimensions, measurements; Factors: individual, cultural, structural;Approaches: monetary poverty, capability poverty, social exclusion; Types of poverty:Theories of poverty: right wing, left wing etc. ;Perspectives of poverty: Sociological, Economic, Philosophical, Psychological, Political; Strategies, policies, programmes of poverty alleviation; Construction of poverty index.Unemployment: meaning, causes, dimensions, types: voluntary, involuntary;Theories: Cyclical/Keynesian, frictional, structural, classical; Measurements, Strategies, policies and programmes for eradication of unemployment;Construction of Social and economic deprivation index;Employment: Meaning, concept, definition; Legislation and constitutional provisions of employment; types of employment; indicators of employment; Policies, schemes, Programmes of employment: PMEGP, Start-up India, Stand-up India, digital India;Agencies on employment: UN Agencies, International NGO's, National NGO's, and Government agencies;Five year plans, Budget Allocations and Budget Analysis on employment.Labour: meaning, concept, characteristics, scope; Types of labour: organized and unorganized;Labour economics: meaning, concept, scope;Agencies and programmes on labour: UN agencies, govt. agencies; Programmes for labour; Construction of labour index;

UNIT V

Sectors of Social Development: Gender development and Women empowerment: Gender: meaning, concept, theories; Gender as social construct; Gender and Empowerment Measures, Gender budget; Gender analysis;Gender Economics: meaning, concept, scope; Entrepreneurship and Women Empowerment; Construction of Gender Index;Women empowerment: concept, meaning, scope, characteristics, indicators;Approaches to Women Empowerment: WID, WAD and GAD;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. III, 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.

Paper: CPT 4.3 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

Unorganized Sector: Social security – Concept, needs and types; Schemes and programmes of ILO and Ministry of Labour for Social Security; Unorganized sector – Demography and gender of organized and unorganized sectors; Theories, perspectives, issues, problems and challenges of unorganized labour; policies, programmes, schemes and legislation governing unorganized labour; Role of government and NGOs in welfare and security of unorganized 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 unorganized labourers in Gulbarga District Assess the schemes of unorganized 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.

Paper: CPT 4.3 c) Medical and Psychiatric Social Work

COURSE CONTENT

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

Concept of mental health: approaches to mental health. Definition, History, Nature and Scope – Problem formulation-various approaches to social diagnosis. 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,

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

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 V

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

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

REFERENCES

1. Axelson, J. A. (1998). *Counseling and development in multicultural society*. Pacific Group: Brooks
2. Corey, G (2000).(Ed.) *Theory and Practice of Counseling 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. Bajpai, P.K. (Ed.) 1998. *Social Work Perspectives on Health*, Jaipur, Rawat Publications.
12. Brody, Elaine M. andContributors. 1974. *A Social Work Guide for Long Term Care Facilities*, U.S. Dept. of Health, Education and Welfare, Public Health Service, Maryland: National Institute of Mental health.
13. Butrym, Zofia and Horder, John. 1983. *Health, Doctors and Social Workers*, London: Routledge and Kegan Paul.
14. Friedlander, W A. 1967. *Introduction to Social Welfare* (Chapter 12: Social Work in Medical and Psychiatric Setting), New Delhi: Prentic-Hall of India.
15. Hunble, Stephen and UnellJudith (Ed.) 1989. *Self Help in Health and Social Welfare*, London: Routedledge.
16. Johnson, J.L. & Grant, G. (Ed). *Medical social work*, New York: Peason, Allyn& BaconLawani B. T. 2010 . *Medical Social Work*, Current Publishers, Agra.

Paper: CPT 4.4: Technology and Social Work

Objectives

- Introduction to nature and complexity of social work practice in technology dominated world

- To enhance the skills of social workers to in order to ensure better access to technological advancements
- To sensitize the social workers about the limitations and challenges of technology and social work practice Social in Indian cultural and social contexts.
- To make them understand the role of Technology in social work research

COURSE CONTENT

UNIT I

Changing social needs and role of emerging technology'- Social work practice, code and technological enables - Issues of access, equity and quality of technology, digital divide, artificial intelligence and new technological applications' - New India, New Social Work practice and role of Technology

UNIT II

Technology, Development and Social Policy - National Policy on ICT, Technology and related provisions'- Case study of USA, India, Bangalore and Technology leadership and implications for social work practice - Introduction to Digital humanities - CommUNITY development and Technological advancement

UNIT III

Challenges and limitations of Technology - Culture , Technology and Social work practice - Digital divide and implications on poverty - Technology and implications for demographic dividend - Impact of technologies on human intelligence, children, technological addiction and social work practice

UNIT IV

Social work research and technology - Introduction to Data processing , on line research and automation in social work research - Social media, new research methods, online, offline and virtual demonstrations, simulation - Technological networks and social work practice - Assessment and impact analysis using technology

References:

1. National Association of Social Workers,& Association of Social Work Boards. (2005). Technology and social work practice.Retrieved from <http://www.socialworkers.org/practice/standards/naswtechnologystandards.pdf>.
2. Steyaert, J., & Gould, N. (2009). Social work and the changing face of the digital divide. *British Journal of Social Work*, 39 (4), 740-753.
3. United States Department of Labor. (1999). Futurework—trends and challenges for work in the 21st century. Retrieved from <http://www.dol.gov/oasam/programs/history/herman/reports/futurework/report.htm>.
4. Wei, L., &Hindman, D. (2011). Does the digital divide matter more? Comparing the effects of new media and old media use on the education-based knowledge gap. *Mass Communication & Society*, 14 (2), 216-235. doi:10.1080/15205431003642707.