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 the 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 18 days 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 Ist 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

<table>
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<tr>
<th>Sl. No</th>
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<td>Introduction to Social Work</td>
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| 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         |
<p>| 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         |
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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

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.
Socialism and human rights. Emerging ideologies of professional social work, Challenges for social workers in contemporary world.

UNIT V
Introduction to method of social work and levels of practice- Micro, mezzo and macro levels- fields of social work: Community Development, Medical and Psychiatric Social work, Social work in the work place, Social Work with Family and Children, Correctional Social Work, Youth Development, Disaster management, Corporate social Responsibility, Conflict and peace, Working with the Marginalized groups.

References:
3. Connaway, R.S & Gentry, M.E. social work practice, New Jersey; Prentice Hall.
11. Hugman, R & Smith, O (Eds). Ethical issues in social work.
17. UGC: Review of social work education in India: Retrospect and Prospect; Report of the second review committee, New Delhi.
19. #ÃAgÃ¶Å‘ żÃYaiÅ‘Å ªÉ‡.JA. (2007) ,À³ÀíÀdpÀÇÀìÀÄÅº ,À³ÀÈÀæ ,ÀÀÅ£Å1: CJ«ÇÀ DÅÀ, 
   À¾À³æÅ‘æÀ’æAlgii, ¥ÈœoÈ, “, “ÉAUÀ¼ÀÆgÀÇ, PÆÉÀºÈ, “sÁgÀìÀ.
20. #ÃAgÃ¶Å‘ żÃYaiÅ‘Å ªÉ‡.JA. (2008) ,À³ÀíÀdpÀÇÀìÀÄÅº ,À³ÀÈÀæ ,ÀÀÅ£Å1: CEÀµÀ×ÈÀzÅ ÙÀëÀ, À³ÀÆÀ, À¾À³æÅ‘æÀ’æAlgii, ¥ÈœoÈ, “, “ÉAUÀ¼ÀÆgÀÇ, PÆÉÀºÈ, “sÁgÀìÀ.
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

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

References

5. Peter Woresley., Introducing Sociology.
9. Gore M.S., (1978), Changes in the family and process of socialization in India,
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

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.

References

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

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 -

Reference

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


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

UNIT V

REFERENCES
6. Dasgupta, Sugata (1980), Social Movements, Encyclopedia of Social Work in India, New Delhi Press Division, G02
34. Gangrade, K. D. 1971 Community Organization in India, Bombay, Popular Prakashan.
35. Henderson, Paul; Jones, David and Thomas, David N. 1980 The Boundaries of Change in Community Work, Boston, George Allen and Unwin.
37. Marulasiddaiah, H. M. 1987 Community: Area and Regional Development in India, Bangalore, Bangalore University.
45. Shivappa R. 2009 STREAMS IN THE RIVER- A Journey Into Inclusive Concerns, Dhatri Pustaka, Bangalore
## Important Website

1. Department of Woman & Child Development  [http://dwcd.kar.nic.in](http://dwcd.kar.nic.in)
2. Directorate of Employment & Training  [http://emptrg.kar.nic.in](http://emptrg.kar.nic.in)
5. Directorate of Welfare of Disabled and Senior Citizens  [http://welfareofdisabled.kar.nic.in](http://welfareofdisabled.kar.nic.in)
6. NSSO South Zone  [http://www.nsso.kar.nic.in](http://www.nsso.kar.nic.in)
7. Rural Dev. & Panchayat Raj Dept.  [http://rdpr.kar.nic.in](http://rdpr.kar.nic.in)
8. Social Welfare Department  [http://sw.kar.nic.in](http://sw.kar.nic.in)
9. SocialSciencesUvA (2015), 7.2 Understanding Social Action, Available at [https://www.youtube.com/watch?v=z5srLTFWeAY](https://www.youtube.com/watch?v=z5srLTFWeAY)
10. CECUGC (2014), Social Action, Available at [https://www.youtube.com/watch?v=guKTSZ-x2sw](https://www.youtube.com/watch?v=guKTSZ-x2sw)
11. TV House (2016), ಕರ್ನಾಟಕದಲ್ಲಿರೈತಚಳವಳಿಗಳು Farmer Movement in Karnataka, Available at [https://www.youtube.com/watch?v=bVNCvS1dOZA](https://www.youtube.com/watch?v=bVNCvS1dOZA)
12. Dalit Camera (2014), History of Dalit SangharshSamithi (DSS) Movement in Karnataka, Available at [https://www.youtube.com/watch?v=7yVFpaKNVeY](https://www.youtube.com/watch?v=7yVFpaKNVeY)
14. PBS (2012), The Impact of India's Caste System on Women | Independent Lens | PBS, Available at [https://www.youtube.com/watch?v=CTC51EZbtf8](https://www.youtube.com/watch?v=CTC51EZbtf8)
15. DD News (2016), Swachh Bharat Abhiyan : Karnataka's girl becomes role model Available at [https://www.youtube.com/watch?v=47j6oPAuNFE](https://www.youtube.com/watch?v=47j6oPAuNFE)
16. CecUgc (2016), Women's Movement, Available at [https://www.youtube.com/watch?v=xDBRshZuUG0](https://www.youtube.com/watch?v=xDBRshZuUG0)
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.

Reference

12. Ritajananda. (Translated by The Practice of Meditation, Mylapore, Chennai: John Phillip) 1996 Ramakrishna Math Printing Press.
SEMESTER II
Paper: CPT-2.1 SOCIAL WORK RESEARCH 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

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
REFERENCE:


DIGITAL REFERENCES

3. Alexandra Ashton (2013), What is Research, Available At [https://www.youtube.com/watch?v=Og4BGyZr_Nk](https://www.youtube.com/watch?v=Og4BGyZr_Nk)
4. KStateLibraries (2013), How to Develop a Good Research Topic, Available at [https://www.youtube.com/watch?v=nXztCLYgxc&t=1s](https://www.youtube.com/watch?v=nXztCLYgxc&t=1s)
5. David Taylor (2017), How to Write a Literature Review in 30 Minutes or Less, Available at [https://www.youtube.com/watch?v=TdJxY4w9KY&t=200s](https://www.youtube.com/watch?v=TdJxY4w9KY&t=200s)
6. Statistics Learning Centre (2012), Choosing which statistical test to use - statistics help, Available at [https://www.youtube.com/watch?v=rullUAN0U3w](https://www.youtube.com/watch?v=rullUAN0U3w)
Paper: CPT 2.2 SocialWelfare and Development Administration

Objectives:

- 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

UNIT II

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.

REFERENCES

3. Jaganathan V (1978), Administration and Social Change, Uppal Publication,
5. Raju K and Satyanarayan (2009), NGO Excellence, Bhimavaram, Andhrapradesh.
13. Sandeep Garg & Tarun Rohantgi (2013), Handbook for NGO's and NPO's, Taxmann's

DIGITAL REFERENCES:

1. Prof. Joel (2016), NGO Management Theory and Practice ; Serial 1 Inspirational and interactive speech, Available at https://www.youtube.com/watch?v=T7XloEeVqy4
2. KUSHCONSULTANCY SERVICES (2015), NGO & REGISTRATION IN INDIA BY CA SANJAY GUPTA, Available at https://www.youtube.com/watch?v=AShgS7EzfQA
3. KUSHCONSULTANCY SERVICES (2015), NGO SEMINAR ON FCRA REGISTRATION & FUNDING BY CA SANJAY GUPTA, Available at https://www.youtube.com/watch?v=c2znvSN2ysE
4. NGO guru (2017), NGOs in India - Types of NGOs – NGOguru, Available at https://www.youtube.com/watch?v=Gku2-mTXomQ
5. Yagya Chhabra (2015), Resource mobilization Force executive as per module, Available at https://www.youtube.com/watch?v=2GmCnmae9s4
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 oldage, 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
Middlehood 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
REFERENCES:

4. Duane P Schultz (2012) Theories of Personality, Jon-David Hogue Publisher
10. Neil J Salkind (2004), An Introduction to Theories of Human Development,

DIGITAL REFERENCES:

Name of the Journal | URL
--- | ---
5. CarloW (2011), Stages of Human Development, Available at https://www.youtube.com/watch?v=lD8GLizlWKU
6. Leisure Information Network (2014), Ages and Stages of Middle Childhood 6 to 12 Year Olds, Available at https://www.youtube.com/watch?v=OtpibTl_7zc
7. Michelle Hancock (2016), Middle Childhood Social Emotional Development, Available at https://www.youtube.com/watch?v=PR-7SM2a_7g
8. Amanda Price (2012), Adolescence & Young Adulthood, Available at https://www.youtube.com/watch?v=n5ERlf-4f_c
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

UNIT III

UNIT IV

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

REFERENCES

2. BasuDurga Das Introduction to the Constitution of India Prentice Hall of India, New Delhi
7. Gangrade K.D 1978, Social legislation in India (2vols); Delhi, concept Publishing house.
13. Saraf, D.N, (Ed) 1984, social policy, law and protection of weaker sections of society | lucknow, eastern book company

DIGITAL REFERENCES

1. Wisdom Leap (2014), The Indian Constitution - Political Science Class 8 - CBSE | NCERT Available at https://www.youtube.com/watch?v=gGW4ggH5Jvs
5. HumanRightsActionCtr (2008), The Universal Declaration of Human Rights, Available at https://www.youtube.com/watch?v=hTlrSYbCbHE
6. UN Human Rights (2017), Universal Declaration of Human Rights, Available at https://www.youtube.com/watch?v=5RR4VXNX3jA
7. Ultralized (2009), The Story of Human Rights, Available at https://www.youtube.com/watch?v=oh3BbLk5UIQ
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 filed 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 impact 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 impact 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 though 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:


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 tyre 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 insustainable 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, transact 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.
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

UNIT V

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 placesDemonstration 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:


REFERENCES:

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


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


UNIT IV

UNIT V


REFERENCES:


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

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:


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: ICDand coding system.

UNIT II


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 deceases. G Geriatric Healthcare- Physiological, psychological and social changes, impact on quality life, institutional care.

UNIT IV


UNIT V


Community Engagement:

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

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

TEXT BOOKS:


REFERENES:

16. UNICEF. Health and Basic Services, New Delhi, UNICEF South Central Asia Regional Office.

Paper: CPT 3.3 a) Rural and Tribal Community Development
Introduction:

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

Objectives:

- 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


UNIT II


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 MGNREGA; 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**


**TEXT BOOKS:**


REFERENCES:

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


UNIT III


UNIT IV


UNIT V


Practice assignments

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

Text books:

3. Somani, Anjan and Mishra, Shivani, 2009-10 Employment Laws, Jaipur, Ramesh Book Depot

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:


REFERENCES:


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


UNIT II


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

RECOMMENDED READINGS:


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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

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

Course Evaluation:

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

References:

10. 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. There terms have recent origin, and features 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**

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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

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

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, 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

REFERENCE

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

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:


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


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


REFERENCES


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, online 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: