



**CENTRAL UNIVERSITY OF KARNATAKA**  
**Kalaburagi, Karnataka**

## **Master of Social Work (M.S.W)**

(Choice Based Credit System)

### **MSW Syllabus**

**I, II, III & IV to be implemented from 2020-21 academic year**

## **Department of Social Work**

**School of Social and Behavioural Sciences**

**Central University of Karnataka**

## PREAMBLE

### A: Context

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

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

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

The course apart from being inter-disciplinary it is also an integrated approach to impart social work which involves continuous internal assessment process with proportionate weightage which adds significant contribution to the quality of education. The Central University of Karnataka thus aims to create qualified professionals to meet the increasing social challenges and needs of the society. Hence, this curriculum is instituted with the following objectives:

(Based on UGC – Learning Outcomes-Based Curriculum Framework)

## **B. VISION, MISSION, QUALIFICATION DESCRIPTORS**

### **Vision Statement:**

Aiming to be a Department of excellence with innovative and constructive teaching, training, research, extension and publication practices, and generate a cadre of professional social workers to serve at local, regional, national and global levels and contribute in the varied sectors of social development.

### **Mission Statements:**

MS-1-To design a service-learning and action-learning centered pedagogy, and inter-disciplinary knowledge system oriented curriculum of global standards for preparing competent social work professionals with critical thinking and employable knowledge base and skills.

MS-2-To design and execute action research and intervention research in research programs and projects with policy implication and program impact value.

MS-3-To collaborate and forge network with individuals, families, communities, organizations and industries at the local, regional, national and global level in order to undertake academic, research and innovative initiatives which add learning value to the students and change value to the individuals, families, communities, industries and organizations.

MS-4-To appropriate the theoretical framework of social capital, psychological capital, economic capital, political capital and cultural capital, human development, sustainable development, empowerment and social entrepreneurship in social work practices in order to achieve behaviour change, social change and social transformation.

MS-5-To equip students and teachers with global standard teaching, training, practice, research, partnership, collaboration and publication components to meet the changing demands of workplace

### **Qualification Descriptors (QDs)**

**After completion of Master in Social Work the postgraduates will be able to-**

QD-1-Demonstrate comprehensive knowledge and skills such as empathy, optimism, balanced outlook, self-understanding of assets and liabilities in interdisciplinary subjects of social work to meet the increasing demands of the society.

QD-2-Apply skills in identifying and utilizing community resources at both governmental and non-governmental levels and demonstrate the ability to involve participants and collaborators in the solution-focused and change process by conducting intervention and empowerment programs at individual, family, community, organization and industry levels.

QD-3- Carry out empirical research in the field of their interest to contribute new knowledge and share results of the studies with the stakeholders concerned to influence a change initiative process.

QD-4-Critically evaluate practices, policies and theories on the basis of empirical evidence to know wider social, economic and cultural impact on individuals, families, groups, communities and organizations or industries.

QD-5-Demonstrate capability for mapping one's needs, competencies and strengths to undertake employment, self-employment or social entrepreneurship ventures to address the problems, issues and challenges of society.

QD-6- Design, develop, execute, evaluate and show impact of innovative interventions, practices and initiatives with the participants and partners and collaborators of social work practice.

The details of the curriculum are given below.

### **C: Course Orientation:**

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

### **D: Unique Features**

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

### **E: Course Structure**

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

During the first semester students will be introduced to the psycho-social and anthropological perspective of human behaviour, social work as a profession along with the basic method of social work – social case work, group work, community organization and social action. These core papers help them to understand individual and social behaviour of human beings. This

is supported by the applied paper which is field practicum consisting of orientation visits to social work agencies in the community where they would be able to practice the knowledge they acquire in theory. The three allied papers under the nomenclature 'Application of Social Work – Part I will include subjects such as Psycho-social perspective of social work, Persons in difficult situations and human rights and social justice which can also be learnt by students of other streams.

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

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

In the fourth semester students will be given opportunities to learn theoretical and practical applications of specialized subjects. Students will also complete the research dissertation which is considered as a core paper in this semester. Field work which is an integral part of social work will

be the applied paper in this semester too in the respective area of specialisation. This would also be enhanced by a **study tour** to centres of excellence in the respective field of specialisation.

### **F: Career Development**

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

### **G: Program Learning Outcomes (PLOs)**

After completion of Master in Social work, the postgraduates will be able to-

PLO-1- Demonstrate a critical understanding of knowledge and skills of micro and macro scope of social work in terms of philosophical base, theoretical base, paradigms and perspectives base, methods base, methodology and approach base; empirical and evidence-base.

PLO-2-Apply the knowledge in empirical research by addressing various themes of development, empowerment, social justice and human rights prevailing in the society to bring out professional approach to human service delivery system

PLO-3- Demonstrate the experiential learning in interdisciplinary subjects with an integrated and inter-disciplinary approach to promote social change through initiating problem solving and skills in strengthening human relationships.

PLO-4-Demonstrate in-depth knowledge and skills in qualitative and quantitative research methods of Study, including local and indigenous knowledge specific to its context and also the relevant tools of ICT to contribute new knowledge to the field of their interest.

PLO-5- Express thoughts and ideas effectively in writing and orally and communicate with different groups using appropriate media in a clear and concise manner.

PLO-6-Demonstrate ability to work effectively with diverse teams, facilitate cooperative or coordinated effort to act together as a group for a common cause to promote social change and also capability for mapping one's needs by participating in community and civic affairs to formulate an inspiring vision

PLO-7-Analyse both the community/agency and the clients in their socio-cultural contexts as systems and develop programme in problem solving process, practice based research

PLO-8-Critically analyse the application of legislation, legal process and social policy from fieldwork experience for professional growth and demonstrate awareness of professional ethics and commitment to truthful actions in all activities.

PLO-9-Demonstrate skills as a professional social worker by understanding the agency as a system, its philosophy, thrust, objective, structure and management of services/ programmes.

PLO-10-Apply skills in identifying and utilizing community resources by learning by doing method in field work practice to empower community.

PLO-11- Demonstrate the ability to reinforce the inherent strength of the people to meet their needs and resolve problems using the social entrepreneurship and social business framework, innovative practices integrated in the field work.

PLO-12-Analyse the reality situations through involvement in day to day work by appreciating the efforts and sensitivity to gaps in the programme to enhance awareness of self in the role of a professional social worker and demonstrate the ability of self-learning and life-long learning to meet the changing demands of the work place.

## **H: REGULATIONS**

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

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

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



**4. Intake:** 30 (Thirty) per year

### **5. Specializations**

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

The Department of Social Work will offer the following specializations -

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

### **SPECIALIZATION CRITERIA**

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

**6. Attendance:** As per University rules.

**7. Medium of Instruction and examination:** English

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

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

### **I. Foundational Courses**

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

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

### **MSW Sem.- I Foundation Courses:**

#### **1. Compulsory: Introduction to Disabilities**

Students are given training and learning opportunities to orient them to different typologies of disabilities, etiological factors, causes, effect and impact of disabilities on individual, family and community. Intensive and peer-education oriented spaces are created to have effective understanding about the disabilities. The curriculum of paper is designed on time-to-time basis by the Department.

#### **Assessment:**

Students prepare reports, assignments and presentation (individual/joint/team). Students' leaning and applicability of theory into practice will be assessed based on reports for 50 marks.

#### **2. Elective: Community Based Rehabilitation**

Students-centered knowledge assimilation-oriented learning opportunities are provided with regard to community-based rehabilitation. Theory and practice linkages are devised by the Department through a time-to-time designed curriculum.

#### **Assessment:**

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

## **MSW Sem.- II: Foundation Courses:**

### **1. Compulsory: Rehabilitation Social Work**

Students are given theory and practice inputs on time-to-time basis related to identification, assessment and rehabilitation plan for different types of Disabilities or PWDs.

#### **Assessment:**

Students have to submit their Case Reports and CBR Reports to the Department. Based on the evaluation of the reports, skills acquired by the students and outcome achieved, the students will be assessed for 50 marks.

### **2. Elective: i) Social Policy, Social Movement and Social Justice /**

#### **ii) Participatory Watershed Management**

MSW students may select any one of the two Foundation Elective courses, which is based on Peer Discourse and Peer Assessment Mode.

#### **i. Social Policy, Social Movement and Social Justice Course:**

Provide learning opportunity to gain conceptual understanding about Social Policy, Social Movement and Social justice. Through peer-education topics/issues will be given to the students as an assignment and presentation (Individual/Joint/Group) with the help of reference books suggested to them, they have to complete the assignment and presentation. Thematic issues will be deliberated in a peer discourse mode. Individual, joint and group assignments will be given exclusively on the recommended books.

#### **ii. Participatory Watershed Management Course:**

##### **(Inter-departmental Course)**

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

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

**Assessment:**

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

**MSW Sem. IV: (Non – Credit)****Field Visits / Study Tour (Non-Credit):**

During the IV Semester, the students may be taken for field visits or study tour to different organizations, and communities in India or abroad.

**J. General guidelines for field work**

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

**The field practicum in social work consist of the following**

1. Class room orientation- 1<sup>st</sup>&3<sup>rd</sup> semester
2. Orientation visits – 1<sup>st</sup>&3<sup>rd</sup> semester
3. Field work – all semesters (Two days in a week/block field work)
4. Block Placement (on the job training) for four weeks after 3<sup>rd</sup> semester theory Examination.
5. Internship (summer placements).

**Field work tasks are listed in six areas:**

1. Understanding both the community/agency and the clients in their socio-cultural contexts as systems.
2. Develop knowledge of administrative procedures, programme management and skills in utilizing them.
3. Developing skills of problem solving process, practice based research and recording.

4. Develop critical understanding of the application of legislation, legal process and social policy.
5. Begin to use fieldwork instruction from the faculty and the agency supervisors- for professional growth and defective intervention.
6. Developing as a professional person.

**The Following are the Objectives of Fieldwork:**

1. Develop knowledge of the socio-economic and cultural realities and their impact on the client system with specific focus on marginalized groups
2. Develop skills to analyze the impact (the cause and effect) of the wider social, economic and cultural system on individuals, families, groups, communities and organizations.
3. Understand the agency as a system, its philosophy, thrust, objective, structure and management of services/ programmes.
4. Develop the ability to involve the client system in the problem solving process.
5. Develop skills in identifying and utilizing community resources, both government and voluntary.
6. Learning by doing is the core of field work practice.
7. Practice of community empowerment and intervention programs.
8. Develop the belief to work as a member in a team, reinforce the inherent strength of the people to meet their needs and resolve problems.
9. Make conscious use of professional values and ethics.
10. Using the social entrepreneurship and social business framework, innovative practices will be integrated in the field work.

**Block Placement (INTERNSHIP):**

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

**The main objectives of the block placement are as follows:**

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

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

**Repeaters / Absentees to field work practicum**

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

**RESPONSIBILITIES OF STAFF IN FIELD WORK EDUCATION**

**I. Field work supervision:**

1. The department has to take responsibility of planning and monitoring including networking with agencies. The department council should meet as frequently as required to review the field work programme and strengthen it. The students are placed in agencies/community for field work keeping in view the requirement of agency/community and the aptitude of the candidates. The candidates are equally distributed and are placed under the guidance of faculty members.
2. All the faculty members have to visit the field work agencies/ community to supervise and monitor the fieldwork training. The faculty members have to conduct both individual conference and group conference once in a week to promote effective training.
3. The department should promote agency – supervisor – student interaction by conducting an interacting session at least once a year. Further the university/ institution shall

financially assist the components of fieldwork, social work camp, and block placement by meeting the travel expenses of the faculty.

## **II. Field work Coordinator:**

The department council in social work may nominate a faculty as field work co-ordinator.

The field work coordinator is responsible for:

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

## **III. Head of the Social Work Department:**

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

## **IV. Supervisor:**

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

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

**Field Work Practicum- Examination:**

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

**Field Action Project (FAP):**

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

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

**A. Skill Development for Social Work Human Resource Development:****MSW Course students -**

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



**i) Field-based & Theory-based Trainings (MSW Sem.- I & II): Modular Trainings on –**  
Life Skills Development, Livelihood Skills development, Entrepreneurship skills development, Daily Living Skills development, Survival skills development, Recreation skills development, Learning skills development, IT skills development, Life Style Education, Case Study, Gender training, Micro-planning training; Intervention research training; and Design Need-based trainings from time to time to support the theory, practice and research.

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

### **B. Community Development Cell (CDC):**

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

### **Semester wise field work details**

#### **First semester Fieldwork**

Field work is an integral part of social work. Students shall undergo two applied course in the first semester. They are -

- i) Concurrent field-work and
- ii) Social Work camp/ Micro planning

## **Second Semester Field work**

Students shall have to complete minimum of 192 hours of concurrent field work in the first semester. This has been divided into four parts

- A. Classroom orientation
- B. Orientation visits
- C. Field work
- D. Individual and Group conferences

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

### **Class room orientation**

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

### **Orientation visits**

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

### **Presentation of orientation visits**

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

**Sem.- I: Process:** Social work competence building / Skill development & practice

- i. Life Skills Training for MSW students – 9 days
- ii. Micro-Planning Training – 4 days
- iii. Micro-Planning Camp (Health, Education, Sanitation, Livelihood) 6 to 10 days

**Sem.- II: Process**

- iv. Community study - 3 days
- v. Life Skills Need assessment (Base line Data) - 4 days

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

### **Field work**

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

### **Presentation of field-work visits/viva**

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

### **Individual and Group conferences**

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

### **Supervisor:**

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

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

### **Viva Voce examination**

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

### **Social Work Camp/ Micro planning**

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

### **Assessment:**

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

### **II - Semester**

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

- I. Concurrent field work
- II. Summer placement (Marks will be included in III semester)

#### **I. Field work-**

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

#### **Individual and Group conferences**

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

#### **Presentation of field work visits/viva.**

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

### **Viva Voce examination**

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

### **II. Summer placement**

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

### **Supervisor:**

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

### **Assessment:**

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

### **III Semester**

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

- I. Field work
- II. Block placement

#### **I. Field work**

Students shall have to complete minimum of 192 hours of concurrent field work in the third semester. This has been divided into four parts.

- A. Classroom orientation
- B. Orientation visits
- C. Field work
- D. Individual and Group conferences

#### **A. Class room orientation**

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

#### **B. Orientation visits**

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

**Presentation of orientation visits/viva.**

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

**C. Field work**

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

**Presentation of field work visits/viva.**

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

**D. Individual and Group conferences**

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

**Viva Voce examination**

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

**II. Block field work**

In this semester students will be placed for one-month block field work in their area of specialization.

**Viva Voce examination**

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

## **IV Semester**

### **Field work**

In the fourth semester students shall be placed based on their specialization and have to complete minimum of 192 hours' field work. This has been divided into two parts as

- A. concurrent field work
- B. Individual and group conferences.

#### **A. Field work**

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

#### **Presentation of field work visits.**

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

#### **B. Individual and Group conferences**

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

#### **Supervisor:**

Every staff member is required to visit periodically, supervise and monitor the field work training. The field work expenditure of supervisor will be reimbursed by the Department.

#### **Viva Voce examination**

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

#### **Social Development Simulation Laboratory**

A virtual mode of learning opportunities for the MSW students will be created through the laboratory. It enables and empowers the students to have simulation experiences before the real world. It is moving from virtual to real world as interventionist and researcher.

## **Social Business Design Laboratory**

Department with a multidisciplinary team of philanthropists, professionals and funders, shall initiate the laboratory to mentor, guide, facilitate the young entrepreneurs and poor to promote social enterprises and livelihood opportunities respectively.

## **FIELDWORK / INTERNSHIP**

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

## **DISSERTATION**

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

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

Following are the mandatory Community-based dissertation (except HRM Specialization) work to assess and evaluate for policy and program interventions in the local communities.

### **1. Social Development Specialization:**

Social Development Report (Education, Health, Human Development, Sustainable development, Gender and Empowerment, Social and economic deprivation, Poverty etc.), Social capital report.

### **2. Medical and Psychiatric Social Work Specialization:**

Mental Health Report, Public Health Report, policy analysis, therapeutic intervention research, etc.





**2. Action plan and performance- Max Marks=10**

| <b>Sl no</b> | <b>Area</b>   | <b>Max marks</b> | <b>Dimensions to be considered while awarding marks</b>                               | <b>Criteria</b>  |
|--------------|---|------------------|---|--|
| 1            | Takes initiative in preparing future visits plan          | 2                | discuss with the faculty supervisor, agency supervisor, review the related literature | Rating scale<br><1<br>2<br><hr/> Satisfactory<br>Very Good |
| 2            | Participation in individual conference                    | 2                | Participation in individual conference  | Rating scale<br><1<br>2<br><hr/> Satisfactory<br>Very Good |
| 3            | Administrative procedures                                 | 2                | Understanding the knowledge of administrative procedures, programme management.       | Rating scale<br><1<br>2<br><hr/> Satisfactory<br>Very Good |
| 4            | Capacity to work in a team                                | 2                | Has adaptable skills in the agency  | Rating scale<br><1<br>2<br><hr/> Satisfactory<br>Very Good |
| 5            | Field work supervision/consultation with agency officials | 2                | Periodically meets the agency supervisor , regular in field work, etc                 | Rating scale<br><1<br>2<br><hr/> Satisfactory<br>Very Good |
|              | <b>Total</b>  | <b>10</b>        |   |  |

**3. No of visits- Max Marks= 05**

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

**4. Professional learning- Max Marks=10**

| Sl no | Area   | Max marks=10 | Dimensions to be considered while awarding marks  | Criteria   |
|-------|--|--------------|---|--|
| 1     | Application of theory in to practical context  | 5            | Integration of theory into practice, able to understand the theory and relates to practice  | Rating scale<br><1                      2-3<br>4- 5<br><hr/> Satisfactory      Good      Very Good |
| 2     | Practice of case work/ group work etc.) in the second semester. Practice of respective specialization in the field | 5            | Practices case work and group work process, skills, etc. in the second semester. Practice of respective specialization in the field in the third and fourth semester. | Rating scale<br><1                      2-3<br>4- 5<br><hr/> Satisfactory      Good      Very Good |
|       | <b>Total</b>   | <b>10</b>    |   |  |

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

| <b>Sl no</b> | <b>Area</b>  | <b>Max marks</b> | <b>Dimensions to be considered while awarding marks</b>  | <b>Criteria</b>  |
|--------------|--|------------------|--|--|
| 1            | Presentation of reports and discussion with faculty supervisor | 10               | Part A: Profile of the community/ organization/Industry <ul style="list-style-type: none"> <li>• Address</li> <li>• Genesis (History of the agency)</li> <li>• Vision and mission (Aim and objectives)</li> <li>• Interventions/ Programmes</li> <li>• Target group/s</li> <li>• Organizational structure</li> <li>• Funding sources</li> <li>• Monitoring and evaluation framework</li> </ul> Part B: Observational & Experiential learning <ul style="list-style-type: none"> <li>• Personal learning</li> <li>• Professional learning</li> <li>• Social problems and the role of social work</li> </ul> | Rating scale<br><3                      4-6                      7-10<br><hr/> Satisfactory      Good      Very Good |
|              | <b>Total</b>   | <b>10</b>        |  |  |

**Criterion for Field Work Viva-Voce Examination**

The following criterion is designed to assess the MSW student’s performance in the Field Work Viva-Voce examination.

**Maximum marks: 60**

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

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

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

**Maximum marks: 50**

| Sl no            | Assessment Domains  | Marks | Assessment tool  |
|------------------|---|-------|--|
| 1.               | Field Work Diary and Report   | 10    | Rating scale<br><div style="display: flex; justify-content: space-around; border-bottom: 1px solid black;"> <span>&lt;3</span> <span>4-6</span> <span>7-10</span> </div> <div style="display: flex; justify-content: space-around;"> <span>Satisfactory</span> <span>Good</span> <span>Very Good</span> </div> |
| 2.               | Understanding about the Organization, structure, target group, Interventions and Programmes of the organization | 10    | Rating scale<br><div style="display: flex; justify-content: space-around; border-bottom: 1px solid black;"> <span>&lt;3</span> <span>4-6</span> <span>7-10</span> </div> <div style="display: flex; justify-content: space-around;"> <span>Satisfactory</span> <span>Good</span> <span>Very Good</span> </div> |
| 3.               | Action plan (Preparation of action plan and implementation)   | 10    | Rating scale<br><div style="display: flex; justify-content: space-around; border-bottom: 1px solid black;"> <span>&lt;3</span> <span>4-6</span> <span>7-10</span> </div> <div style="display: flex; justify-content: space-around;"> <span>Satisfactory</span> <span>Good</span> <span>Very Good</span> </div> |
| 4.               | Learning outcome (Professional and personal)  | 10    | Rating scale<br><div style="display: flex; justify-content: space-around; border-bottom: 1px solid black;"> <span>&lt;3</span> <span>4-6</span> <span>7-10</span> </div> <div style="display: flex; justify-content: space-around;"> <span>Satisfactory</span> <span>Good</span> <span>Very Good</span> </div> |
| 5.               | Theoretical and conceptual knowledge (Social Work Practice linkage)   | 10    | Rating scale<br><div style="display: flex; justify-content: space-around; border-bottom: 1px solid black;"> <span>&lt;3</span> <span>4-6</span> <span>7-10</span> </div> <div style="display: flex; justify-content: space-around;"> <span>Satisfactory</span> <span>Good</span> <span>Very Good</span> </div> |
| <b>Total= 60</b> |   |       |  |

**INTERNAL CONTINUOUS ASSESSMENT: MARKS DISTRIBUTION FOR THEORY**  
**PAPERS INCLUDING ELECTIVES**

**Core Papers without practical      Total marks 40**

| <b>Sem ester</b> | <b>Assignments (10 marks)</b>                              | <b>Presentations (10 marks)</b>               | <b>Tests (20 marks)</b>       | <b>Total marks</b> |
|------------------|--|---|-------------------------------|--------------------|
| 1                | Theory and application oriented assignments for each paper | Presentation of theory and application papers | Based on the syllabus covered | <b>40</b>          |
| 2                | Practice based field assignments for each paper            | Presentation of practice based papers         | Based on the syllabus covered | <b>40</b>          |
| 3                | Theory and application oriented assignments for each paper | Presentation of theory and application papers | Based on the syllabus covered | <b>40</b>          |
| 4                | Practice based field assignments for each paper            | Presentation of practice based papers         | Based on the syllabus covered | <b>40</b>          |

**Note: There shall be minimum one test, one assignment and one presentation for each paper (Subject teacher may plan evaluation according to the need of the paper)**

**Question pattern of internal examination/test**

**Duration: 1hr**

| <b>Part</b>        |             | <b>No. of questions</b> | <b>To be answered</b> | <b>Marks</b> | <b>Total marks</b> |
|--------------------|-------------|-------------------------|-----------------------|--------------|--------------------|
| A                  | Essay       | 2                       | 1                     | 10           | <b>10</b>          |
| B                  | Short essay | 2                       | 1                     | 6            | <b>6</b>           |
| C                  | Short note  | 2                       | 1                     | 4            | <b>4</b>           |
| <b>Total marks</b> |             |                         |                       |              | <b>20</b>          |

**END SEMESTER EXAMINATION**

**Duration: 2 ½ hours**

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





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

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

# MSW COURSE STRUCTURE -2020-21

## Revised Course Code for Programmes in Social Work

## MSW Semester-I

| SL.NO                             | Code no.   | T=Theory<br>P=Practical | Type  | Credits | Core Courses<br>Title  | Theory & Practical<br>Hrs/Week | Total No. of<br>Hours/Semester<br>(T&P) | Duration of Exam<br>Hours(T&P) | End Semester<br>Examination(T&P) | Internal<br>Assessment (T&P) | Total Marks<br>(T&P) |
|-----------------------------------|--|-------------------------|---|---------|--|--------------------------------|---|--------------------------------|----------------------------------|------------------------------|----------------------|
| 1.                                | PSWTC13001   | T                       | Core course-1   | 4       | Social Work Profession   | 4                              | 60                                      | 2.5                            | 60                               | 40                           | 100                  |
| 2.                                | PSWTC13002   | T                       | Core course-2   | 4       | Social Work Practice with Individuals and Groups   | 4                              | 60                                      | 2.5                            | 60                               | 40                           | 100                  |
| 3.                                | PSWTC13003   | T                       | Core course-3   | 4       | Community Organization and Social Action   | 4                              | 60                                      | 2.5                            | 60                               | 40                           | 100                  |
| 4.                                | PSWFC13004   | P                       | Core<br>(Applied-1)                                   | 5       | Field Work (Twenty days)   | 10                             | 192                                     | Viva                           | 75                               | 50                           | 125                  |
| 5.                                | PSWTC13005   | T                       | Core  | 3       | Psychosocial Perspectives of Social Work (for MSW Course)<br>Offered to other disciplines:<br>i: Persons in Difficult Circumstances<br>ii: Human Rights & Social Justice                     | 3                              | 45                                      | 2.5                            | 45                               | 30                           | 75                   |
| 6.                                | PSWTG13301<br>PSWTG13302<br>PSWTG13303<br>PSWTG13304<br>PSWTG13305 | T                       | Generic/Open<br>Elective<br>(Other Dept.<br>Students) | 3       | Elective courses:<br>i. Life Style Education<br>ii. Peace and Conflict Resolution<br>iii. Green Social Work<br>iv. Rural community engagement for volunteering<br>v. Community mental health | 3                              | 45                                      | 2.5                            | 45                               | 30                           | 75                   |
| <b>ABILITY ENHANCEMENT COURSE</b> |  |                         |   |         |  |                                |   |                                |                                  |                              |                      |
| 7.                                | PSWTA13101   |                         | Foundation<br>Compulsory                              | 2       | Introduction to Disabilities   | 2                              | 30                                      |                                | 50                               |                              | 50                   |
| 8.                                | PSWTA13102   |                         | Foundation<br>Elective                                | 2       | Community Based Rehabilitation   | 2                              | 30                                      |                                | 50                               |                              | 50                   |

|  |  |  |               |    |  |    |     |      |     |     |     |
|--|--|--|---------------|----|--|----|-----|------|-----|-----|-----|
|  |  |  | Total Credits | 27 |  | 32 | 522 | 12.5 | 445 | 230 | 675 |
|--|--|--|---------------|----|--|----|-----|------|-----|-----|-----|

## MSW COURSE STRUCTURE -2020-21

### Revised Course Code for Programmes in Social Work

### MSW Semester-II

| SL.NO                             | Code no.   | T=Theory<br>P=Practical | Type  | Credits | Core Courses<br>Title  | Theory& Practical<br>Hrs/Week | Total No. of<br>Hours/Semester<br>(T&P) | Duration of Exam<br>Hours(T&P) | End Semester<br>Examination(T&P) | Internal<br>Assessment (T&P) | Total Marks<br>(T&P) |
|-----------------------------------|--|-------------------------|---|---------|--|-------------------------------|---|--------------------------------|----------------------------------|------------------------------|----------------------|
| 1.                                | PSWTC23006   | T                       | Core course-1   | 4       | Sociological Foundation for Social Workers   | 4                             | 60                                      | 2.5                            | 60                               | 40                           | 100                  |
| 2.                                | PSWTC23007   | T                       | Core course-2   | 4       | Social Work Research   | 4                             | 60                                      | 2.5                            | 60                               | 40                           | 100                  |
| 3.                                | PSWTC23008   | T                       | Core course-3   | 4       | Social Welfare Administration and Social Legislation   | 4                             | 60                                      | 2.5                            | 60                               | 40                           | 100                  |
| 4.                                | PSWFC23009   | P                       | Core<br>(Applied-2)                                   | 5       | Field Work (Twenty days)   | 10                            | 192                                     | Viva                           | 75                               | 50                           | 125                  |
| 5.                                | PSWTC23010   | T                       | Core  | 3       | i: Statistics for Social Work  | 3                             | 45                                      | 2.5                            | 45                               | 30                           | 75                   |
| 6.                                | PSWTG23306<br>PSWTG23307<br>PSWTG23308<br>PSWTG23309 | T                       | Generic/Open<br>Elective<br>(Other Dept.<br>Students) | 3       | i. Mental Health Education<br>ii. Social Innovation and Social Enterprises<br>iii. Participatory watershed management<br>iv. Rural communication | 3                             | 45                                      | 2.5                            | 45                               | 30                           | 75                   |
| <b>ABILITY ENHANCEMENT COURSE</b> |  |                         |   |         |  |                               |   |                                |                                  |                              |                      |
| 7.                                | PSWTA23103   | T                       | Foundation<br>Compulsory                              | 2       | Rehabilitation Social Work   | 2                             | 30                                      |                                | 50                               |                              | 50                   |
| 8.                                | PSWTA23104   | T                       | Foundation<br>Elective                                | 2       | 1. Social Policy, Social Movement and Social Justice   | 2                             | 30                                      |                                | 50                               |                              | 50                   |

|    |            |   |               |    |                                       |    |     |      |      |      |      |
|----|------------|---|---------------|----|---------------------------------------|----|-----|------|------|------|------|
|    | PSWTA23105 |   |               |    | 2. Participatory Watershed Management |    |     |      |      |      |      |
| 9. | PSWIC23011 | P | Applied       | 6* | Internship                            |    | 180 | ---- | ---- | ---- | ---- |
|    |            |   | Total Credits | 33 |                                       | 32 | 702 | 12.5 | 345  | 230  | 675  |

## MSW COURSE STRUCTURE -2020-21

**Revised Course Code for Programmes in Social Work**

**MSW Semester-III**

| SL.NO | Code no.   | T=Theory<br>P=Practical | Type   | Credits               | Core Courses<br>Title  | Theory & Practical<br>Hrs/Week | Total No. of<br>Hours/Semester<br>(T&P) | Duration of Exam<br>Hours(T&P)    | End Semester<br>Examination(T&P) | Internal<br>Assessment (T&P) | Total Marks<br>(T&P)           |
|-------|--|-------------------------|--|-----------------------|--|--------------------------------|---|-----------------------------------|----------------------------------|------------------------------|--------------------------------|
| 1.    | PSWTC33012   | T                       | Core course-1  | 4                     | Social Business and Social Entrepreneurship for Social Change (Common paper)   | 4                              | 60                                      | 2.5                               | 60                               | 40                           | 100                            |
| 2.    | PSWTC33013   | T                       | Core course-2  | 4                     | Theory and Practice of Counselling (Common paper)  | 4                              | 60                                      | 2.5                               | 60                               | 40                           | 100                            |
| 3.    | PSWTD33201<br>PSWTD33202<br>PSWTD33203<br>PSWFD33204<br>PSWRD33205 | T                       | Discipline<br>Elective-1,2,3<br>Core Applied-3<br>Discipline<br>Elective-4 | 4<br>4<br>4<br>5<br>2 | Specialization Papers:<br><b>Social Development - A, B, C, D, E</b><br>A. Rural and Tribal Development<br>B. Urban Development<br>C. Social Development<br>D. Field work<br>E. Research Dissertation<br>(Individual/Joint/Group) | 4<br>4<br>4<br>10<br>2         | 60<br>60<br>60<br>192<br>30             | 2.5<br>2.5<br>2.5<br>Viva<br>Viva | 60<br>60<br>60<br>75<br>--       | 40<br>40<br>40<br>50<br>50   | 100<br>100<br>100<br>125<br>50 |

|    |  |   |  |                       |  |                        |                             |                                   |                            |                            |                                |
|----|--|---|--|-----------------------|--|------------------------|-----------------------------|-----------------------------------|----------------------------|----------------------------|--------------------------------|
| 4. | PSWTD33206<br>PSWTD33207<br>PSWTD33208<br>PSWFD33209<br>PSWRD33210 | P | Discipline<br>Elective-1,2,3<br>Core Applied-3<br>Discipline<br>Elective-4 | 4<br>4<br>4<br>5<br>2 | Specialization Papers:<br><b>Human Resource Management - A, B, C, D, E</b><br>A. Human Resource Management<br>B. Human Resource Development<br>C. Organizational Behaviour and Organizational Development<br>D. Field work<br>E. Research Dissertation<br>(Individual/Joint/Group) | 4<br>4<br>4<br>10<br>2 | 60<br>60<br>60<br>192<br>30 | 2.5<br>2.5<br>2.5<br>Viva<br>Viva | 60<br>60<br>60<br>75<br>-- | 40<br>40<br>40<br>50<br>50 | 100<br>100<br>100<br>125<br>50 |
| 5. | PSWTD33211<br>PSWTD33212<br>PSWTD33213<br>PSWFD33214<br>PSWRD33215 | T | Discipline<br>Elective-1,2,3<br>Core Applied-3<br>Discipline<br>Elective-4 | 4<br>4<br>4<br>5<br>2 | Specialization Papers: <b>A, B, C, D, E</b><br><b>Medical and Psychiatric Social Work</b><br>A. Public Health<br>B. Symptomatology and Psychiatric Disorders<br>C. Interventions in Psychiatric Setting<br>D. Field work<br>E. Research Dissertation<br>(Individual/Joint/Group)   | 4<br>4<br>4<br>10<br>2 | 60<br>60<br>60<br>192<br>30 | 2.5<br>2.5<br>2.5<br>Viva<br>Viva | 60<br>60<br>60<br>75<br>-- | 40<br>40<br>40<br>50<br>50 | 100<br>100<br>100<br>125<br>50 |
|    |  |   | <b>Total Credits</b>   | <b>27</b>             |  | <b>32</b>              | <b>522</b>                  | <b>12.5</b>                       | <b>375</b>                 | <b>300</b>                 | <b>675</b>                     |

# MSW COURSE STRUCTURE -2020-21

## Revised Course Code for Programmes in Social Work

## MSW Semester-IV

| SL.NO | Code no.   | T=Theory<br>P=Practical | Type   | Credits          | Core Courses<br>Title   | Theory& Practical<br>Hrs/Week | Total No. of<br>Hours/Semester<br>(T&P) | Duration of Exam<br>Hours(T&P) | End Semester<br>Examination(T&P) | Internal<br>Assessment (T&P) | Total Marks<br>(T&P)     |
|-------|--|-------------------------|--|------------------|---|-------------------------------|---|--------------------------------|----------------------------------|------------------------------|--------------------------|
| 1.    | PSWTC43014   | T                       | Core course-1                                      | 4                | Project Planning and Management   | 4                             | 60                                      | 2.5                            | 60                               | 40                           | 100                      |
| 2.    | PSWTD43201<br>PSWTD43202<br>PSWRD43203<br>PSWFD43204 | T                       | Discipline<br>Elective-5,6,7<br>Core Applied-<br>5 | 4<br>4<br>4<br>5 | Specialization Papers:<br><b>Social Development - A, B, C, D, E</b><br><b>A.</b> Sustainable Technologies,<br>Entrepreneurship and Sustainable<br>Livelihoods<br><b>B.</b> Local Self Government: Rural, Tribal and<br>Urban<br><b>C.</b> Research Dissertation<br>(Individual/Joint/Group)<br>Field Work (Twenty days) (Concurrent /Block) | 4<br>4<br>4<br>10             | 60<br>60<br>60<br>192                   | 2.5<br>2.5<br>2.5<br>Viva      | 60<br>60<br>60<br>75             | 40<br>40<br>40<br>50         | 100<br>100<br>100<br>125 |
| 3.    | PSWTD43205<br>PSWTD43206<br>PSWRD43207<br>PSWFD43208 | T<br>P                  | Discipline<br>Elective-5,6,7<br>Core Applied-<br>5 | 4<br>4<br>4<br>5 | Specialization Papers:<br><b>Human Resource Management - A, B, C, D, E</b><br><b>A.</b> Industrial Relations and Labour Welfare<br><b>B.</b> Labour Legislation<br><b>C.</b> Research Dissertation<br>(Individual/Joint/Group)<br><b>D.</b> Field Work (Twenty days) (Concurrent<br>/Block)   | 4<br>4<br>4<br>10             | 60<br>60<br>60<br>192                   | 2.5<br>2.5<br>2.5<br>Viva      | 60<br>60<br>60<br>75             | 40<br>40<br>40<br>50         | 100<br>100<br>100<br>125 |

|  |  |  |  |                  |  |                   |                       |                           |                      |                      |                          |
|--|--|--|--|------------------|--|-------------------|-----------------------|---------------------------|----------------------|----------------------|--------------------------|
|  |  |  |  |                  |  |                   |                       |                           |                      |                      |                          |
|  | PSWTD43209<br>PSWTD43210<br><br>PSWRD43211<br><br>PSWFD43212 |  | Discipline<br>Elective-5,6,7<br>Core Applied-<br>5 | 4<br>4<br>4<br>5 | Specialization Papers:<br><b>Medical and Psychiatric Social Work</b><br><b>A:</b> social Work in Medical Setting<br><b>B:</b> Social Work Intervention with Family and<br>Children<br><b>C:</b> Research Dissertation<br>(Individual/Joint/Group)<br><b>D:</b> Field Work (Twenty days)<br>(Concurrent /Block) | 4<br>4<br>4<br>10 | 60<br>60<br>60<br>192 | 2.5<br>2.5<br>2.5<br>Viva | 60<br>60<br>60<br>75 | 40<br>40<br>40<br>50 | 100<br>100<br>100<br>125 |
|  |  |  | Total  | 21               |  | 30                | 432                   | 10                        | 315                  | 210                  | 525                      |

### : MSW Specializations:

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

### : MSW Course Credits and Hour Distribution:

Theory Paper Credits : 68 X 15

Theory Paper Hours : 1020 hours

Practical Paper Credits : 40 X 30

Practical Paper Hours : 1200 hours (600 hours: 2 hours = 1 hour)

Total Course Credits : 108 X 15

Total Course Hours : 2220 hours ( 1020 + 600 = 1620 hours)

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

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



### Theory and Applied Credits (108 Credits)

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

**Tutorial: 1 hr = 1 hr;**

**\* Practice: 2 hr = 1 hr**

### Proportion of Credits

| <b>Methods</b>               | <b>Credits</b> | <b>Percentage</b> |
|------------------------------|----------------|-------------------|
| Lecture                      | 50             | 46%               |
| Tutorial                     | 32             | 30%               |
| Practice                     | 26             | 24%               |
| <b>Total Credits &amp; %</b> | <b>108</b>     | <b>100%</b>       |

**SYLLABUS OF  
MSW SEMESTER I, II, II & IV**

# SYLLABUS OF MSW SEMESTER I

|                                    |  |          |          |          |                  |           |
|------------------------------------|--|----------|----------|----------|------------------|-----------|
| <b>Course Code</b>                 | <b>PSWTC13001</b>  |          | L        | T        | P                | C         |
| <b>Core</b>                        | <b>SOCIAL WORK PROFESSION</b>                            | <b>3</b> | <b>1</b> | <b>-</b> | <b>4</b>         |           |
| Pre-requisite/ Knowledge (If any): | Basic understanding about Social Work and Social Service |          |          |          | Syllabus Version | 2020-2021 |

## Introduction:

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

## Course Learning Outcomes

After completion of this course successfully, the students will be able to:

|   |    |
|---|----|
| CLO-1: Describe the history and evolution of the social work profession, both in India and the West.  | K2 |
| CLO-2: Explain the origin and development of ideologies, approaches to social change.   | K2 |
| CLO-3: Understand the rationale, goals, ideals and ethics for social change   | K2 |
| CLO-4: Identify the perceptions of people and social problems, the status of benefactors and their motives.   | K2 |
| CLO-5: Demonstrate the skills to understand contemporary reality in its historical context  | K3 |
| CLO-6: Practice self as a part of own environment and explore own assumptions, ideals, values to develop sensitivity to the marginalization of vulnerable groups. | K3 |
| CLO-7: Relate Indigenization, different methods and models of Social Work   | K4 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>   |    |

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|      | PLO<br>1 | PLO<br>2 | PLO<br>3 | PLO<br>4 | PLO<br>5 | PLO<br>6 | PLO<br>7 | PLO<br>8 | PLO<br>9 | PLO<br>10 | PLO<br>11 | PLO<br>12 |
|------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| CLO1 | S        | M        | S        | M        | S        | M        | L        | M        | M        | S         | S         | S         |
| CLO2 | S        | M        | S        | S        |          |          |          |          |          |           |           |           |
| CLO3 |          | S        |          |          |          | S        |          |          |          |           |           |           |
| CLO4 | S        |          | S        |          |          |          | S        |          |          |           |           |           |
| CLO5 | M        |          |          |          |          |          |          |          |          |           |           |           |
| CLO6 |          | S        |          | S        |          |          |          |          |          |           |           |           |
| CLO7 | S        | S        | S        | M        | M        | S        | S        | S        |          |           |           |           |

. \*S-Strong; M-Medium; L-Low

### **Detailed syllabus**

#### **Unit – I: History of Social Work**

**Total hour of teaching=10**

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

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

#### **Unit – II: Theories of Social Work**

**Total hour of teaching=20**

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

Integrated Approach to Social Work Practice: Relevance, scope, skills and techniques.

**Unit – III: Contemporary Ideologies for Social Change** **Total hour of teaching=12**

Liberalization and democracy- Neoliberalism and Globalization- Postmodernism- Multiculturalism- Civil rights- Human rights- Gender Rights-Social justice- Fundamental rights- The impact of Pluralism-Utilitarianism and Social Darwinism.

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

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

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

**Unit – V: Indigenization and Authentication of social work** **Total hour of teaching=15**

Gandhian social work: Constructivism and Activism Ideologies; Satyagraha ideology, Sarvodaya ideology. Social justice and Ambedkar.

Post-independent ideologies & movements: Vinoba Bhave, Jay Prakash Narayana, Baba Amte, Rajendra Singh, Anna Hazare, Asghar Ali Engineer, Aruna Roy, Mother Teresa and Kailash Satyarthi.

**Professional social workers:** Medha Patkar, MS. Gore, Ruth Manorama, Ulka Mahajan and others.

**Community Engagement:**

Students are expected to get engaged to learn practical things in the following areas. These are suggestive, and the subject teacher may evolve his/her own ways to impart community engagement. Visiting Urban or Rural local self-governance institutes and discussion about the system.

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

The following activities may be undertaken to build resilience among students. These are suggestive in nature, and the subject teacher may evolve his/her own ways to impart community engagement. Visiting home for boys, home for girls, community, etc

## **TEXTBOOKS**

1. Desai, Murali. 2002. Ideologies and Social Work (Historical and Contemporary Analysis), Jaipur: Rawat Publication.
2. Encyclopedia of Social work in India. 1987. Ministry of Welfare, Govt. of India. New Delhi.
3. Friedlander, Walter A. 1977. Concepts and Methods of Social Work, New Delhi: Prentice-Hall of India Pvt. Ltd.
4. Wadia, AR. 1968. History and Philosophy of Social Work in India, Bombay: Allied Publishers.
5. Joseph Walsh. 2010. Direct Social Work practice- Theoretical perspectives. Cengage Learning
6. Mishra P.D. 1994. Social Philosophy and Method, New Delhi: Inter India Publications.

## **REFERENCES:**

1. ChowdryPaul, D. 1971. Voluntary Social Welfare in India, New Delhi: Sterling Publishers.
2. David Cox & Manohar Pawar. 2006. International Social Work, Issues, Strategies and Programmes, New Delhi: Sage Publications.
3. Congress, E. P. 1998. Social Work Values and Ethics, Chicago: Nelson- Hall Publishers.
4. Desai, Armaity S. 1994. A Study of Social Work Education in India, Bombay, Tata Institute of Social Sciences, Vol. I and II
5. Desai, M. 2000. Curriculum Development on History of Ideologies for Social Change and Social Work, Mumbai: Social Work Education and Practice Cell.
6. Desai, Murali. 2004. Methodology of Progressive Social Work Education. New Delhi: Rawat Publications
7. Diwakar, V. D. (Ed.). 1991. Social Reform Movements in India: A Historical Perspective, Bombay: Popular Prakashan.
8. Fink, A.E. and Others. 1945. The Field of Social Work, New York: Henry Holt and Co.
9. Friedlander, W.A. 1958. Concepts and Methods of Social Work, New Jersey, Engel wood Cliffs: Prentice-Hall.
10. Friedlander, W.A. 1964. Concepts and Methods of Social Work, New Delhi: Prentice-Hall.
11. Gore M.S. 1965. Social Work and Social Work Education, Bombay: Asia Publishing House.
12. Johnson Louise C. 1992. Social Work Practice- A Generalist Approach, Boston: Allyn and Bacon.
13. Reamer Frederic.G. 1999. Social Work Values and Ethics. New Delhi: Rawat Publications.
14. Richmond, Mary E. 1917. Social Diagnosis, New York: Free Press.
15. Skidmore, Rex A and Thackeray, Milton G. 1982. Introduction to Social Work, New Jersey Englewood Cliffs: Prentice-Hall.

16. Wadia, AR 1968. History and Philosophy of Social Work in India, Bombay: Allied Publishers.

**JOURNALS/ MAGAZINES:**

1. The Indian Journal of Social Work, TISS, Mumbai (Maharashtra).
2. Perspectives in Social Work, College of Social Work, Nirmal Niketan, Mumbai (Maharashtra).
3. Social Work Journal, Bi-Annual, Department of Social Work, Assam University, Silchar-788 011 (Assam)

**Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]**

<https://www.youtube.com/watch?v=LtaCmORiP9A>

<https://www.youtube.com/watch?v=Y8kX0ZyUOBs>

<https://www.youtube.com/watch?v=06hfW8I-p34>

<https://www.youtube.com/watch?v=lJRqCe2oY3s>

**Assessment methods and weightage in brief:**

Internal test 20%, seminar 10%, presentations 10%, End semester 60%

**Course Designed by: Dr Lakshmana G, Assistant Professor, Dept. of Social Work, CUK**

|                                    |   |  |          |          |                  |           |
|------------------------------------|---|--|----------|----------|------------------|-----------|
| <b>Course Code</b>                 | <b>PSWTC13002</b>   |  | <b>L</b> | <b>T</b> | <b>P</b>         | <b>C</b>  |
| <b>Core</b>                        | <b>SOCIAL WORK PRACTICE WITH INDIVIDUALS AND GROUPS</b>   |  | <b>3</b> | <b>1</b> | <b>-</b>         | <b>4</b>  |
| Pre-requisite/ Knowledge (If any): | Basic understanding about methods in Social Work Practice |  |          |          | Syllabus Version | 2020-2021 |

### Introduction:

After learning the course, the student will be able to apply Casework and Group work as methods of social work to demonstrate various relevant skills for employment opportunities in solving various problems related Individual, Groups and families in various situations

### Course Learning Outcomes

After completion of this course successfully, the students will be able to

|  |    |
|--|----|
| <b>CLO-1.</b> Explain case work as a method of social work with philosophical base and contributions rendered by pioneers to have a stronger value system in working with clients.                             | K2 |
| <b>CLO-2.</b> Demonstrate a understanding of the process of casework and intervention with client system and evaluate various models by enhancing the ability to critically analyze problems.                  | K3 |
| <b>CLO-3.</b> Analyze various tools and techniques applicable in working with Individuals, groups and families in solving problem and the ability to use qualitative as well as quantitative data approaches.  | K4 |
| <b>CLO-4.</b> Examine different theoretical perspectives, models, process in social group work and its application in different setting by demonstrating the capability to use different tools and techniques. | K4 |
| <b>CLO-5.</b> Identify the issues related to individuals ,group, families through community engagement by enhancing the capacity building skills through practical learning                                    | K4 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>  |    |



**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | S     | S     |       |       |       |       |       |       |       |        |        |        |
| <b>CLO2</b> | S     | S     | M     |       |       |       |       |       |       |        |        |        |
| <b>CLO3</b> | S     | S     |       | M     |       |       |       |       |       |        |        |        |
| <b>CLO4</b> | S     | M     | M     |       |       | M     |       |       |       |        |        |        |
| <b>CLO5</b> | S     |       | M     |       |       |       | M     |       |       |        |        |        |

. \*S-Strong; M-Medium; L-Low

**Detailed syllabus**

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

Social case work: Concept and Definitions, scope, principles of social work, historical development  
 - Introduction of casework as a method of social work - Concepts of adjustment and maladjustment  
 - Philosophical assumptions and values of casework. Pioneers in Social Case Work: The Almoners, Jane Addams, Ida Canon, Lydia Rappaport, Mary Richmond, Florence Hollis, H. H. Perlman.

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

Components of casework (Perlman’s model), The process of intervention with client system and target system (Process in casework): Study, assessment, intervention, evaluation, termination, and follow-up. Psychosocial Model, Task centered Problem Solving model, Functional model, Behaviour modification, Crisis intervention, Counselling and Psychotherapy, similarities and differences.

**Unit – III: Tools and techniques of social case work                      Total hour of teaching=15**

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

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

**UNIT V-Group and Social Group Work:**

**Total hour of Teaching=10**

Meaning- Characteristics-significance- Type of Groups. Social group work- Definition -History - Characteristics - Purpose, principles, Models of Social Group Work: Development, Preventive, Remedial, Social Goals Model, Behavioural Model, Theoretical perspectives related to Social Group Work

**UNIT VI -Group Work Dynamics and Process**

**Total hour of teaching=11**

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

**UNIT VII-Application of Group Work in different settings**

Application of group work with different groups: children, adolescents, youth, elderly persons, women and persons with disability, Self Help Groups and Developmental Groups  
Areas of group work practice: Health education, substance abuse, schools, labour welfare, juvenile delinquency, community setting

**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. Two Social case work with children, women, elderly or any other target group using applicable case work models. Five social group work session with any target group with theoretical background.

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

The following activities may be undertaken to build the resilience among students. These are suggestive and subject teacher may evolve his/her own ways to impart community engagement. Practice based assignments.

Presentation of case work and group work done in the field.

### **Text Books**

1. Upadhyay, R.K: Social Case Work- A Therapeutic Approach, Rawat Publications, Jaipur, 2003.
2. Aptekar, Herbert (1955) The Dynamics of Casework and Counselling, New York: HoughtonMifflin Co.
3. Babara, J. G. (1991) Beyond Case Work, London
4. Biestek, Felix (1968) The Casework Relationship, London: Unwin University Book
5. Fisher, Joe (1978) Effective Case Work Practice – An electric approach, New York: Mac-Graw Hill
6. Garrett, Annett (1972) Interviewing – Its Principles and Methods, Family Service Association of America, New York.
7. Government of India (1987) Encyclopedia in Social Work, New Delhi: Publication Division (Social Welfare Ministry)
8. Hamilton, Gordon (1970) The New York School of Social Work: Theory and Practice of Social Case Work, New York and London: Columbia University Press.
9. Holis, Florence and Woods, Mary E. (1981) Casework – A Psychosocial Therapy, New York: Fandom House
10. Kadushin, Alfred (1990) The Social Work Interview, New York: Columbia University Press
11. Keats, Daphne (2002) Interviewing – A Practical Guide for Students and Professionals, New Delhi: Viva Books Pvt. Ltd.
12. Lishman, Joyce (1994) Communication in Social Work, New York: Palgrave MacMillan
13. Mathew Grace (1992) An Introduction to Social Case Work, Bombay: Tata Institute of Social Sciences
14. Nelson Jones, Richard, (1984) Practical Counselling and Helping Skills, London: Harper and Row.

15. Nursten, Jean (1974) Process of Case Work, Pitman Publishing Corporation
16. O'Hagan, Kieran, Kingsley, Jessica (2003) Competence in Social Work Practice – A Practical Guide for Professionals, London
17. Perlman, Helen Harris (1964) Social Case Work – A Problem Solving Process, London: University of Chicago Press
18. Rameshwari Devi, Ravi Prakash (2004) Social Work Methods, Practices and Perspectives (Models of Casework Practice), Vol. II, Ch.3, Jaipur: Mangal Deep Publication
19. Richmond, Mary (1970) Social Diagnosis, New York: Free Press
20. Sena, Fine & Glass, Paul H. (1966) The First Helping Interview Engaging the Client & Building Trust, New York: Sage Publications
21. Sheafor, Bradford, Horejsi, Charles, Horejsi, Gloria, (1997) Techniques and Guidelines for Social Work Practice, London: Allyn and Bacon
22. Thompson, Neil (2006 2<sup>nd</sup> Ed.) People Skills, New York: Palgrave Macmillan
23. Timms, Noel (1966) Social Case Work, London: Routledge & Kegan Paul.

**Lecture videos available on YouTube:**

Methods of Working with Individuals and Families: e-pathashala,

URL: <https://www.youtube.com/watch?v=uHAw11E5QPM>

Stages of Case Work: MOOCs EMRC Osmania University.

URL: <https://www.youtube.com/watch?v=5dXLshcX4gU>

Social Case Work as a Method of Social Work: MOOCs EMRC Osmania University.

URL: <https://www.youtube.com/watch?v=ausahOeYOMQ>

Treatment in Social Case work: MOOCs EMRC Osmania University.

URL: <https://www.youtube.com/watch?v=oKnDldvSjXo>

Recording in Social Case Work: MOOCs EMRC Osmania University.

URL : <https://www.youtube.com/watch?v=8B0oagqBD6s>

Major Components of Social Case Work: MOOCs EMRC Osmania University.

URL : [https://www.youtube.com/watch?v=\\_AqQgCVaZ00](https://www.youtube.com/watch?v=_AqQgCVaZ00)

Skills and Techniques of Social Work Practice: MOOCs EMRC Osmania University.

URL : <https://www.youtube.com/watch?v=Nqo9owG8WkA>

Social Case Work in School Setting: MOOCs EMRC Osmania University.

URL : <https://www.youtube.com/watch?v=61Dy8nOip7g>

IGNOU Study material available at website: <http://www.ignouhelp.in/ignou-msw-study-material/>

Basics of Social Case work: URL: <http://www.ignou.ac.in/upload/bswe-02-block1-unit-2-small-size.pdf>

**Assessment methods and weightages in brief:**

Internal test 20%, seminar 10%, presentations 10%, End semester 60%

**Course Designed by: Dr. Chitkala.Venkareddy Assistant Professor, Dept. of Social Work, CUK**

| Course Code                        | PSWTC13003  |   | L        | T        | P                | C         |
|------------------------------------|---|---|----------|----------|------------------|-----------|
| Core                               |   | <b>COMMUNITY ORGANIZATION AND SOCIAL ACTION</b> | <b>3</b> | <b>1</b> | -                | <b>4</b>  |
| Pre-requisite/ Knowledge (If any): | Basic understanding about social action initiatives |   |          |          | Syllabus Version | 2020-2021 |

**Introduction:**

Subsequent to learning this course learner will develop Community Organization as a method of social work by applying various tools and techniques that facilitate community organization practice towards solving different problems in different community.

**Course Learning Outcomes**

After completion of this course successfully, the students will be able to:

|        |  |    |
|--------|--|----|
| CLO:1  | Enlighten the community organization as a method of social work with theoretical foundation and input given by the professionals to work with community members. | K2 |
| CLO: 2 | Illustrate the different models of community organization demonstrated by the social work experts by enhancing the critical analyze the communal issues          | K6 |

|   |  |    |
|---|--|----|
| CLO:3   | Demonstrate the tools and techniques which are assist the learner to understand a community member's problems and the way to identify the solutions                    | K4 |
| CLO:4   | Operate the social work camp in order to demonstrate community organization and social action as methods of social work among different target people in the community | K3 |
| CLO: 5  | Describe the Social Action method with earlier experiments of social movements by various social activist in grassroots level  | K2 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b> |  |    |

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|      | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| CLO1 | S     | M     |       |       | M     | S     |       | M     |       |        |        |        |
| CLO2 |       |       |       |       |       |       |       |       |       |        |        |        |
| CLO3 | S     |       | M     |       |       |       | M     |       | M     |        |        |        |
| CLO4 |       |       |       | S     |       |       |       |       |       |        |        |        |
| CLO5 | S     |       |       | M     |       |       | S     |       |       |        |        |        |

. \*S-Strong; M-Medium; L-Low

**Detailed syllabus**

**Unit I**

**Total hour of teaching=12**

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

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

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

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

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

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

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

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

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

**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. Assessment of the community (Micro planning. PRA), community planning, implementation of any one program. Mobilization strategies in the community, conflict resolution skills, etc.

Community Resilience (Skills building & Capacity building modules etc.) The following activities may be undertaken to build the resilience among students. These are suggestive and subject teacher may evolve his/her own ways to impart community engagement. Micro planning, PRA training. Social Work camp

### **References:**

1. Arora R. K. (Ed.) 1979 People's Participation in Development Process: Essays in Honour of B. Mehta, Jaipur: the HCM State Institute of Public Administration.
2. A. J Christopher and William Thomas, Community Organisation and Social Action, Himalaya Publications, New Delhi.
3. Dayal, R. 1960 Community Development Programme in India, Allahabad: KitabMahal Publishers.
4. Gandhi, M. K. Sarvodaya (The Welfare of All), Ahmedabad: Navjivan Publishing House.
5. Gangrade, K. D. 1971 Community Organisation in India, Bombay, Popular Prakashan.
6. Henderson, Paul; Jones, The Boundaries of Change in Community David and Thomas, Work, Boston, George Allen and Unwin David N. 1980
7. Lal, A. K. 1977 Politics of Poverty: A Study of Bonded Labour. New Delhi: Chethana Publications.
8. Marulasiddaiah, H. M. 1987 Community: Area and Regional Development in India, Bangalore, Bangalore University.
9. Mayo H., Jones D. 1974 Community Work, London: Routledge and Kegan Paul.
10. McMiller, W. 1945 Community Organisation for Social Welfare, Chicago: University of Chicago Press.
11. Murphy, C. G. 1954 Community Organisation Practice, Boston: Houghton Mifflin Co.
12. Patnaik, U. and Chains of Servitude, Bondage and Dingwaney, M. 1985 Slavery in India. Madras: Sangam Books Pvt. Ltd.
13. Polson and Sanderson. 1979 Rural Community Organisation, New York: John Wiley and Sons.
14. Ramchandra Raj, G. 1974 Functions and Dysfunctions of Social Conflict, Bombay: Popular Prakashan.
15. Ross Murray G. 1967 Community Organisation: Theory, Principles and Practice, New York:



16. Harper Row and Siddiqui, H. Y. 1997 Working with Communities: An Introduction to Community Work, New Delhi: Hira Publications.
17. Shivappa R. 2009 Streams in the River- A Journey into Inclusive Concerns, Dhatri Pustaka, Bangalore.
18. Volken, H. et. al. 1982 Learning from the Rural Poor: Shared Experiences of the Mobile Orientation and Training Team, New Delhi: Indian Social Institute.

**Course Designed by: Dr. M Sivamoorthy Assistant Professor, Dept. of Social Work, CUK**

|                                    |  |                   |          |          |                  |           |
|------------------------------------|--|-------------------|----------|----------|------------------|-----------|
| <b>Course Code</b>                 | <b>PSWFC13004</b>  |                   | <b>L</b> | <b>T</b> | <b>P</b>         | <b>C</b>  |
| <b>Core</b>                        |  | <b>FIELD WORK</b> |          | <b>3</b> | <b>2</b>         | <b>5</b>  |
| Pre-requisite/ Knowledge (If any): | Basic understanding about Social Work and Social Service |                   |          |          | Syllabus Version | 2020-2021 |

**Introduction:**

This course aims at introducing the learner’s importance of practical learning by engaging students on orientation activities and exposing them to various settings to apply the skills and knowledge learnt.

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

- A. Orientation to social work practice:
- B. Orientation to social work settings.

**Course Learning Outcomes**

After completion of this course successfully, the students will be able to

|  |           |
|--|-----------|
| <b>CLO-1:</b> To demonstrate the importance of practicum in social work education half a day orientation programme to be organized in the department | <b>K3</b> |
|--|-----------|

|   |    |
|---|----|
| <b>CLO-2</b> :To evaluate how theoretical learning can be applied in different situation to address the needs and solutions for Vulnerable population | K5 |
|---|----|

**Objectives of Orientation to social work settings.**

**Orientation Visits –**

|  |    |
|--|----|
| <b>CLO-3:</b> To understanding the services provided in responses to people's needs. (Agencies in health setting, education, community, institutional services, criminal justice system, civic administration, rehabilitation etc.). | K2 |
| <b>CLO-4:</b> To design minimum 6 orientation visits to be made in the first four weeks to provide an exposure to students to apply the skills and knowledge learnt.   | K6 |
| <b>CLO-5:</b> To prepare a student workshop shall be conducted to share the orientation visit experiences and learning soon after the completion of orientation visits, “Orientation to fields of social work”,                      | K6 |

**Structured Experience Laboratory**

|  |    |
|--|----|
| <b>CLO-6:</b> To design laboratory experiences to experience self-applying /using self in practice. (Relationship skills, Communication skills etc., will be focused). through the games/activities,                                     | K6 |
| <b>CLO-7:</b> To develop the involvement of self in various practice skills in small groups to encourage participation, sharing of the experience and aid in examining learning and applications of skills which is a classroom activity | K6 |

**Concurrent practice learning of one-day a week –**

|   |    |
|---|----|
| <b>CLO-8:</b> To plan ongoing learning of practice by exposing to reality situations which entails learning social work practice for one day or its equivalent each week of the semester to enhance intervention skills.                                      | K6 |
| <b>CLO-9:</b> To create placement for the students of Semester – I and Semester – II Semester-I shall be placed preferably in the rural communities and urban communities for their concurrent fieldwork (Depending upon the availability of the agencies may | K6 |

|  |    |
|--|----|
| be placed in agency setting also). Agency and Industry placement of students shall be only for Semester – III and Semester – IV.   |    |
| CLO-10: To create assistance to students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors (wherever applicable) and faculty supervisors | K6 |
| CLO-11:To design Practice learning to the learner by providing teaching-learning process to help the learner to move on the mastering strategies, skills and techniques to practice social work.             | K6 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>  |    |

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|              | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|--------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b>  | S     | M     |       |       |       |       |       |       |       |        |        |        |
| <b>CLO2</b>  | S     | M     | M     |       |       | M     | M     |       |       | S      |        |        |
| <b>CLO3</b>  | S     |       |       |       |       |       |       |       |       |        |        |        |
| <b>CLO4</b>  | S     | M     | M     |       |       | S     |       |       |       | S      | S      |        |
| <b>CLO5</b>  | S     | M     |       |       |       | S     | M     |       |       | S      |        |        |
| <b>CLO6</b>  | S     | S     | M     |       |       | M     |       |       |       | S      |        |        |
| <b>CLO7</b>  | S     | S     | S     | M     |       |       |       |       | S     | S      | S      | S      |
| <b>CLO8</b>  | S     | M     | M     |       |       | M     | M     |       |       | M      | M      |        |
| <b>CLO9</b>  |       | S     |       |       |       | S     | S     |       | S     |        |        |        |
| <b>CLO10</b> |       |       | S     |       |       | S     |       |       | M     |        |        |        |
| <b>CLO11</b> |       | S     | S     | S     | M     | M     | M     | M     | M     | M      | S      | M      |

. \*S-Strong; M-Medium; L-Low

|                                    |                   |   |          |          |          |          |
|------------------------------------|-------------------|---|----------|----------|----------|----------|
| <b>Course Code</b>                 | <b>PSWTC13005</b> |   | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Core</b>                        |                   | <b>Psychosocial Perspectives of Social Work</b>   | <b>3</b> | <b>1</b> | <b>-</b> | <b>4</b> |
| Pre-requisite/ Knowledge (If any): |                   | To know about psychology and dynamics of human growth, development, personality, social attitude, and psycho-social behaviour |          |          |          |          |

### Introduction

To understand basic concept of psychology and dynamics of human growth, development, personality, social attitude, and psycho-social behaviour and its relevance to Social Work.

### Course Learning Outcomes

At the end of the course students will be able to:

|   |    |
|---|----|
| <b>CLO-1:</b> Able to understand psychological concepts and its relevance to Social Work.                               | K2 |
| <b>CLO-2:</b> Able to understand the basic concepts and processes in social psychology and its relevance to Social Work | K2 |
| <b>CLO-3:</b> Able to understand determinants and processes of personality development.                                 | K2 |
| <b>CLO-4:</b> Able to understand social attitudes and psycho-social behaviour.  | K2 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>                             |    |

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|             | <b>PLO 1</b> | <b>PLO 2</b> | <b>PLO 3</b> | <b>PLO 4</b> | <b>PLO 5</b> | <b>PLO 6</b> | <b>PLO 7</b> | <b>PLO 8</b> | <b>PLO 9</b> | <b>PLO 10</b> | <b>PLO 11</b> | <b>PLO 12</b> |
|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|---------------|
| <b>CLO1</b> | S            | M            | S            | M            | S            | M            | L            | M            | M            | S             | S             | S             |
| <b>CLO2</b> | S            | M            | S            | S            |              |              |              |              |              |               |               |               |
| <b>CLO3</b> |              | S            |              |              |              | S            |              |              |              |               |               |               |
| <b>CLO4</b> | S            |              | S            |              |              |              | S            |              |              |               |               |               |

. \*S-Strong; M-Medium; L-Low

## **Detailed syllabus**

### **Unit – I Introduction:**

**Total hour of teaching: 09**

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

### **Unit – II Basic Process:**

**Total hour of teaching: 09**

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

### **Unit – III Life Span developments:**

**Total hour of teaching: 09**

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

### **Unit – IV Social Basis of Behaviour:**

**Total hour of teaching: 09**

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

### **Unit – V Personality and behavioural dysfunctions:**

**Total hour of teaching: 09**

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

## **References**

1. Hall. C.S. Lindzey G and Campbell J.B (1998). Theories of personality New York john wiley and sons (4th edition).
2. Santrock, John W (1999). Life Span Development, 7th Edition, McGraw Hill.
3. Baron, R., A. & Byrne, D. (1999). Social Psychology. New Delhi: Prentice Hall.
4. Glass, A.L.; & Holyoak, K J. (1986). Cognition. 2nd Ed. London: Prentice-Hall Book Co.
5. Seligman (2002). Life Span Development. 4th Edition.

6. Forsyth, D. (1990). Group Dynamics. (2nd Ed.). Pacific Grove; Brooks/Cole Publication.
7. Carson, R. C. Pincka, S., & Butcher, I N. (1999). Abnormal Psychology and Modern Life. 11th ed. New York: Addison Wesley Longman Inc.
8. Baltes, P B & Brim O G (1978). Life Span Development and Behaviour. NY: Academic Press
9. Newman, G. (1998). Development through life: A psychological approach, 7ed. Prentice Hall
10. Bower, Gordon H and Hilgard, Ernest R (1981). Theories of learning, 2nd edition, New Delhi prentice hall India.
11. Davis R.S (1996). Psychology of Learning and Motivation academic press.
12. Smith, H., W. (1987). Introduction to Social Psychology. New Jersey: Prentice-Hall. Inc.

**Note:**

1. The list of cases and specific references including recent articles will be announced in the class at the time of launching of the course.
2. The evaluation of students consists of both internal and external evaluation. Internal evaluation of 40 marks includes mid-term examination (20 marks) covering two units of the syllabus, an assignment (10 marks) and class Presentation (10 marks). The evaluation includes end-term examination of 60 marks covering the whole syllabus.

**Course Designed by: Dr. Srinivasa D, Assistant Professor, Dept. of Social Work, CUK**

| Course Code                        | PSWTC13005 (II)  |   | L        | T        | P        | C        |
|------------------------------------|--|---|----------|----------|----------|----------|
| <b>Core</b>                        |  | <b>Persons in Difficult Circumstances</b> | <b>2</b> | <b>1</b> | <b>-</b> | <b>3</b> |
| Pre-requisite/ Knowledge (If any): | The students will be able to examine the application of various Social Legislations such as personal laws, laws related to children and women and various laws related to social problems. |   |          |          |          |          |

## Introduction

Students would acquire the capacity in terms of knowledge, skills, attitudes and behaviour of various problems and to design, implement and lead high quality responses to protect all disadvantaged sections of society. Familiarity with related policies gives a window of opportunities to practice social work in the particular field.

## Course Learning Outcomes

At the end of the course students will be able to:

|   |    |
|---|----|
| <b>CLO-1:</b> Understand key concepts, issues in children, gender, role of women, various challenges faced by women and children.                           | K2 |
| <b>CLO-2:</b> Demonstrate familiarity with Social work methods, tools and techniques and their application in Professional Social Work Practice.            | K2 |
| <b>CLO-3:</b> Develop skills of Facilitation, Analytical Thinking, Leadership Building, Programme Planning, Evaluation and using Programme Media in groups. | K2 |
| <b>CLO-4:</b> Analyze the role of various stakeholders for upliftment of disadvantaged sections of the society.   | K2 |
| <b>CLO-5:</b> Understand policies, programmes, protection and legislations pertaining to women and children and other weaker sections of the society.       |    |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>   |    |

## Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | S     | M     | S     | M     | S     | M     | L     | M     | M     | S      | S      | S      |
| <b>CLO2</b> | S     | M     | S     | S     |       |       |       |       |       |        |        |        |
| <b>CLO3</b> |       | S     |       |       |       | S     |       |       |       |        |        |        |
| <b>CLO4</b> | S     |       | S     |       |       |       | S     |       |       |        |        |        |
| <b>CLO5</b> | M     |       |       |       |       |       |       |       |       |        |        |        |

. \*S-Strong; M-Medium; L-Low

## **Detailed syllabus**

### **Unit I. Marginalized Population in India**

**Total hour of teaching: 08**

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

### **Unit II. Women, Children and the Elderly**

**Total hour of teaching: 15**

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

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

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

Social Work interventions for women, children and elderly

### **Unit III. People with Disability**

**Total hour of teaching: 08**

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

### **Unit IV. People Living with HIV/AIDS:**

**Total hour of teaching: 07**

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

### **Unit V. Displaced People:**

**Total hour of teaching: 07**

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



## REFERENCES

1. Austin, M.J. (1997) Human services integration. The Haworth Press: New Delhi.
2. Bagchi, J., J, Guha., Sengupta, P. (1997) Loved and unloved: The give child in the family, STREE.
3. Bergeman, C.S. (1997) Aging: Generic and environmental Influences, Vol. 9, Sage Publications: New Delhi.
4. Eggy, Ominn. (1908) Understanding disability: A lifespan approach, Sage Publication: New Delhi.
5. Giardino, A.R., Christian, C.W., Giardino, E.R. (1997) A practical guide to the Evaluation of child physical abuse and neglect, Sage Publication: New Delhi.
6. Govt. of India (2001) Report of commissioner for SCs & STs.
7. Gupta, M. (1998) International Encyclopedia of women's Development, Sage Publications: New Delhi.
8. Hichael, S.M. (1998) Dalits in modern India, Sage Publications: New Delhi.
9. Menon, Geeta. (1992) "Tribal Women: Victims of the Development Process," in Walter Fernandes (ed). National Development and Tribal Deprivation. New Delhi: Indian Social Institute, pp. 208-225.
10. Papola, T.S., Sharma, A.N. (1999) Gender and employment in India. Vikas Publishing: New Delhi.

### Note:

1. The list of cases and specific references including recent articles will be announced in the class at the time of launching of the course.
2. The evaluation of students consists of both internal and external evaluation. Internal evaluation of 40 marks includes mid-term examination (20 marks) covering two units of the syllabus, an assignment (10 marks) and class Presentation (10 marks). The evaluation includes end-term examination of 60 marks covering the whole syllabus.

**Course Designed by: Dr. Srinivasa D, Assistant Professor, Dept. of Social Work, CUK**

|                                    |                         |  |          |          |          |          |
|------------------------------------|-------------------------|--|----------|----------|----------|----------|
| <b>Course Code</b>                 | <b>PSWTC13005 (III)</b> |  | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Core</b>                        |                         | <b>HUMAN RIGHTS AND SOCIAL JUSTICE</b>   | <b>2</b> | <b>1</b> | <b>-</b> | <b>3</b> |
| Pre-requisite/ Knowledge (If any): |                         | To improve the legal knowledge on Social Legislations of the learner, which will help him or her become a better practitioner. |          |          |          |          |

### Introduction

This course emphasizes for evaluating interventions and policies, as well as the advanced study of evidence-based practice. The course also looks in to the concepts and strategies of human rights and social justice in the context of social work interventions.

### Course Learning Outcomes

At the end of the course students will be able to:

|   |    |
|---|----|
| <b>CLO-1:</b> Remember the concept of Evidence Based Intervention.  | K2 |
| <b>CLO-2:</b> Understand the concept of Human Rights and Social Justice.  | K2 |
| <b>CLO-3:</b> Understand the importance of Policy making.   | K2 |
| <b>CLO-4:</b> Understand policies, programmes, protection and legislations pertaining to disadvantaged people in the community. | K2 |
| <b>CLO-5:</b> Develop the ability to understand the role and responsibility and human rights machinery.                         | K2 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>                                     |    |

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|             | <b>PLO 1</b> | <b>PLO 2</b> | <b>PLO 3</b> | <b>PLO 4</b> | <b>PLO 5</b> | <b>PLO 6</b> | <b>PLO 7</b> | <b>PLO 8</b> | <b>PLO 9</b> | <b>PLO 10</b> | <b>PLO 11</b> | <b>PLO 12</b> |
|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|---------------|
| <b>CLO1</b> | S            | M            | S            | M            | S            | M            | L            | M            | M            | S             | S             | S             |
| <b>CLO2</b> | S            | M            | S            | S            |              |              |              |              |              |               |               |               |
| <b>CLO3</b> |              | S            |              |              |              | S            |              |              |              |               |               |               |
| <b>CLO4</b> | S            |              | S            |              |              |              | S            |              |              |               |               |               |
| <b>CLO5</b> | M            |              |              |              |              |              |              |              |              |               |               |               |

. \*S-Strong; M-Medium; L-Low

## **Detailed syllabus**

### **Unit I. Concept and Historical Perspective:**

**Total hour of teaching: 09**

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

### **Unit II. Human Rights and Social Justice:**

**Total hour of teaching: 08**

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

### **Unit III. Human Rights and the Law:**

**Total hour of teaching: 09**

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

### **Unit IV. Human Rights Violation:**

**Total hour of teaching: 09**

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

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

**Total hour of teaching: 10**

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

**References:**

1. AjitBhattacharji, 1997, Social Justice and the Indian Constitution, Simla Indian Institute of Advanced Studies.
2. Basuttil J. & Blsekburn R., 1997, Human Rights for the 21st Century, London Prentic Hall.
3. Ferguson, L et al 2004, Globalization, Global Justice and Social Work, London: Routledge T&F.
4. Government of India, 1987, Encyclopaedia of Social Work in India (Vol 1-4), New Delhi: Ministry of Information & Broadcasting.
5. Jaiswal P.S. & Jaiswal N., 1996, Human Rights and the Law, New Delhi, Aplt Publishing Corporation.
6. John S, 2001, (Ed.) Struggle for Survival: A resource book on the status and rights of the Adivasi communities in India, Pune: National Centre for Advocacy Studies.
7. Pandit V, 1 2000, Fearless Minds: Advocacy Resource Book, Pune: National Centre for Advocacy Studies.
8. Pathak B., 1997, Social Justice and Development of Weaker Section, New Delhi, Inter India Publication.
9. Sanajoabar N., 1994 Human Rights: Principles, Practices and Abuse, New Delhi, Onson Publication.
10. Subramanium S., 1997, Human Rights: International Challenges, New Delhi, Manas Publication, Vol.I. &II.

**Note:**

1. The list of cases and specific references including recent articles will be announced in the class at the time of launching of the course.
2. The evaluation of students consists of both internal and external evaluation. Internal evaluation of 40 marks includes mid-term examination (20 marks) covering two units of the syllabus, an assignment (10 marks) and class Presentation (10 marks). The evaluation includes end-term examination of 60 marks covering the whole syllabus.

**Course Designed by: Dr. Srinivasa D, Assistant Professor, Dept. of Social Work, CUK**

|                                    |                                      |          |          |                  |           |          |
|------------------------------------|--------------------------------------|----------|----------|------------------|-----------|----------|
| <b>Course Code</b>                 | <b>PSWTG13301</b>                    |          | <b>L</b> | <b>T</b>         | <b>P</b>  | <b>C</b> |
| <b>Core</b>                        | <b>LIFE STYLE EDUCATION</b>          | <b>2</b> | <b>1</b> | <b>-</b>         | <b>3</b>  |          |
| Pre-requisite/ Knowledge (If any): | Basic understanding about life style |          |          | Syllabus Version | 2020-2021 |          |

### **Introduction:**

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, 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 Learning Outcomes**

After completion of this course successfully, the students will be able to:

|  |           |
|--|-----------|
| <b>CLO-1:</b> To demonstrate adequate understanding about lifestyle and its influence on the well-being of the students to enhance better choices and decision making skills | <b>K3</b> |
| <b>CLO-2:</b> To develop an awareness of life skills through different techniques to enhance the employability attributes  | <b>K6</b> |
| <b>CLO:3</b> To analyze the Relationship between Environment and health to explain life style management strategies.   | <b>K4</b> |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>  |           |

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)  
and Program Specific Outcomes (PSOs)**

|             | PLO<br>1 | PLO<br>2 | PLO<br>3 | PLO<br>4 | PLO<br>5 | PLO<br>6 | PLO<br>7 | PLO<br>8 | PLO<br>9 | PLO<br>10 | PLO<br>11 | PLO<br>12 |
|-------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| <b>CLO1</b> | S        | S        | M        |          |          |          |          |          |          |           |           |           |
| <b>CLO2</b> | S        | M        |          |          |          |          |          |          |          |           |           |           |
| <b>CLO3</b> | S        | M        | M        |          |          |          |          |          |          |           |           |           |

. \*S-Strong; M-Medium; L-Low

**Detailed syllabus**

**Unit – I: Introduction**

**Total hour of teaching: 09**

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**

**Total hour of teaching: 09**

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**

**Total hour of teaching: 09**

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

**Unit – IV: Lifestyle and Academics**

**Total hour of teaching: 09**

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**

**Total hour of teaching: 09**

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

**Assessment methods and weightages in brief:**

Internal test 20%, seminar 10%, presentations 10%, End semester 60%

**Course Designed by: Dr. Chitkala.Venkareddy, Assistant Professor, Dept. of Social Work, CUK**

| Course Code                        | PSWTG13302 |  | L        | T        | P                | C         |
|------------------------------------|------------|--|----------|----------|------------------|-----------|
| <b>Core</b>                        |            | <b>ELECTIVE COURSE: II<br/>PEACE AND CONFLICT<br/>RESOLUTION</b> | <b>2</b> | <b>1</b> | <b>-</b>         | <b>3</b>  |
| Pre-requisite/ Knowledge (If any): |            | Basic Gandhian thought   |          |          | Syllabus Version | 2020-2021 |

**Introduction**

This course will explore the genesis of social conflicts, their possible resolution, or their ultimate degeneration into crisis and war and introduce the learner to the origins, concepts, theories, perspectives and dynamics of the significant guiding visions that have evolved as an integral part of Peace and Conflict Resolution.

**Course Learning Outcomes**

After completion of this course successfully, the students will be able to:

|   |  |    |
|---|--|----|
| <b>CLO:1</b>  | Revise the concept and theories of conflict in the present scenario with inter and intra states and countries conflicts through refers case studies done by researchers. | K2 |
| <b>CLO:2</b>  | Identify the initiatives taken on conflict resolutions by the youth to bring peace.  | K4 |
| <b>CLO:3</b>  | Appraise the moves of peacemakers in the process of conflict management by applying acceptable strategies.   | K4 |
| <b>CLO:4</b>  | Express the contribution of the world leader's contribution to the universe in peace building.   | K1 |
| <b>CLO:5</b>  | Design conflict resolution and peacemaking models for the various stakeholders from cross root to globe.   | K6 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b> |  |    |



**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | L     | M     | S     | L     | M     | M     | M     | L     | M     | L      | M      | L      |
| <b>CLO2</b> |       |       |       |       |       |       |       |       |       |        |        |        |
| <b>CLO3</b> |       |       |       | M     |       |       |       |       |       |        |        |        |
| <b>CLO4</b> | S     |       |       |       |       | S     | M     |       | S     |        |        |        |
| <b>CLO5</b> |       | S     |       |       |       |       |       |       | M     |        |        |        |

. \*S-Strong; M-Medium; L-Low

**Detailed Syllabus**

**Unit I: Understanding Conflict:**

**Total hour of teaching: 09**

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

**Unit II: Youth and Conflict:**

**Total hour of teaching: 09**

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

**Unit III: Conflict management and Peaceful resolution**

**Total hour of teaching: 09**

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

**Unit IV: Peace Building****Total hour of teaching: 09**

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

**Unit V: Role of youth and development organizations  
in Peace Building****Total hour of teaching: 09**

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

**Reference**

1. Azar, Edward E., *The Management of Protracted Social Conflict: Theory and Cases* (Aldershot: Dartmouth, 1990).
2. Berrovitch, Jacob and Jeffery Z. Rubin, (eds), *Mediation in International Relations: Multiple Approaches to Conflict Management*, (New York: St. Martin's Press, 1992).
3. Brown, Michael E., et.al, eds., *Theories of War and Peace* (Cambridge, Mass: The MIT Press, 2000).
4. Burton, John, *Conflict: Resolution and Provention* (London: Macmillan, 1990).
5. Elshtain, Jean Bethke, *Women and War*, (Chicago: University of Chicago Press, 1995).
6. Enloe, Cynthia, *Maneuvers: The International Politics of Militarizing Women's Lives*, (Berkeley: University of California Press, 2000).
7. Kriesberg, Louis and Thorson, Stuart J., eds., *Timing and the De-escalation of International Conflicts* (Syracuse: Syracuse University Press, 1991).
8. Kriesberg, Louis, et.al., eds., *Intractable Conflicts and their Transformation* ((Syracuse: Syracuse University Press, 1989).
9. Lederach, John Paul, *Building Peace: Sustainable Reconciliation in Divided Societies*, (Princeton: Princeton Uni Press, 2004).
10. Lorentzen, Lois Anne and Jennifer Turpin, eds., *The Women and War Reader*, (New York: New York University Press, 1998).
11. *Management and Transformation of Conflicts* (Cambridge: Polity Press, 1999).
12. Miall, Hugh, Ramsbotham and Woodhouse, Tom, *Contemporary Conflict Resolution: The Prevention,*

13. Michael, C.R., The Structure of International Conflict, (London: Macmillan, 1981)
14. Parekh, Bhikhu, Gandhi, (London: Oxford Paperback, 2001)
15. Parekh, Bhikhu, Gandhi's Political Philosophy: A Critical Examination, (London: 1989);
16. Reardon, Betty A., Women and Peace: Feminist Visions of Global Security, (New York: State University of New York Press, 2003)
17. Vayreynen, Raimo, Dieter Senghaas and Christian Schmidt (eds.), The Quest for Peace: Cultures and States (California: Beverly Hills, 1987)
18. Wallensteen, Peter (ed.), Preventing Violent Conflicts: Past Record and Future Challenges, (Uppsala University: Sweden: Department of Peace and Conflict Resolution, 1998).
19. Zartman, I. William and Rasmussen, J. Lewis. (eds.), Peacemaking in International Conflict Methods & Techniques (Washington, DC: US Institute of Peace Press, 1997).

**Course Designed by: Dr M Sivamoorthy, Assistant Professor, Dept. of Social Work, CUK**

| Course Code                        | PSWTG13303                            |  | L        | T        | P                | C         |
|------------------------------------|---------------------------------------|--|----------|----------|------------------|-----------|
|                                    | <b>Core</b>                           | <b>ELECTIVE PAPER: iii : GREEN SOCIAL WORK</b> | <b>2</b> | <b>1</b> | <b>-</b>         | <b>3</b>  |
| Pre-requisite/ Knowledge (If any): | Basic understanding about Social work |  |          |          | Syllabus Version | 2020-2021 |

### **Introduction**

This subject is a new initiative in the social work profession. It is a holistic professional social work practice that focuses on the social organisation of relationships between people and flora and fauna in their physical habitats. The interactions between socio-economic and physical environmental crises and interpersonal behaviours undermine the well-being of human beings and planet earth.

After completion of this course successfully, the students will be able to:

|   |  |    |
|---|--|----|
| <b>CLO:1</b>  | Describe ecological theories and concepts by criticizing environmental activists' contributions and environmental education on the relationship between man and the environment. | K2 |
| <b>CLO:2</b>  | Identify the changes of human behaviour in the name of development towards environmental degradations.   | K1 |
| <b>CLO:3</b>  | Demonstrate the problems and prospects of environmental changes to the various stakeholders to conserve.   | K3 |
| <b>CLO:4</b>  | Analyse environment education and action by discussing legislation and policies to ensure individual, groups, and government participation.                                      | K4 |
| <b>CLO:5</b>  | Indicate the environmental movement by reviewing the initiatives taken by various activists on environmental protection in India.  | K4 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b> |  |    |

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | S     |       | M     |       |       |       | M     |       |       | M      |        |        |
| <b>CLO2</b> |       | S     |       |       | M     |       |       | S     |       |        |        |        |
| <b>CLO3</b> |       |       |       |       |       | S     |       |       |       |        |        |        |
| <b>CLO4</b> |       |       |       | M     |       |       | S     |       |       |        |        |        |
| <b>CLO5</b> | S     |       | S     |       |       |       |       | M     |       |        |        |        |

. \*S-Strong; M-Medium; L-Low

## **Detailed Syllabus**

### **UNIT 1:**

**Total hour of teaching: 09**

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

### **UNIT 2:**

**Total hour of teaching: 09**

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

### **UNIT 3:**

**Total hour of teaching: 09**

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

### **UNIT 4:**

**Total hour of teaching: 09**

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

### **UNIT 5:**

**Total hour of teaching: 09**

Ecological Movements (Global level, People's initiatives to save their environment- Bhudan movement, Chipko Movement, Save forests movement, Mitti Bachao Andolan, Save Ganga Movement, Anti- Coco-cola movement in Kerala, Women's Ecological Movement, Movements against big dams-Narmada and Tehri, Eco farming-natural farming efforts), Forestation programmes

and policies. Role of environmental activists: Vangari Mathai, Vandana Shiva, Medha Patkar, Sunder Lal Bahuguna and Arundhaty Roy.

## **Reference**

1. Gadgil Madhav, Ecology, Penguin Books, New Delhi.
2. Gadgil, Madhav and Ramchandra Guha, This fissured Land: An ecological History of India, Delhi, OUP, 1994.
3. Gadgil, Madhav and Ramchandra Guha, Ecology and Equity; the use and Abuse of Nature in Contemporary India, Penguin, Delhi, 1995.
4. Goldsmith, E. And Hildyard, N. (ed.) the Social and Environmental Effects of Large Dams; Vol. I-III (Overview, Case studies and Bibliography), Wadebridge Ecological Centre U.K.
5. Guha Ramchandra, The Unquiet woods, Ecological Change and Peasant Resistance in the Himalayas, Delhi: OUP, 1991.
6. Hermath S.R. Krishnan B.J., All about Convention on Biological Diversity (CBD).
7. Kothari, Ashish, Meera, People and Protected Areas;
8. Krishna, Sumi, Environmental Politics; People's lives and Developmental Choices, Delhi, Sage, 1996.
9. Mishra Anupam, Aaj bhi Khare hain Talab (in Hindi), Gandhi Peace foundation, New Delhi.
10. Mrs Maria and Shiva Vandana, eco-feminism, Delhi, 1993.
11. Dominelli, L. 2002: Anti-Oppressive Social Work Theory and Practice. London: Palgrave-Macmillan.

**Course Designed by: Dr M Sivamoorthy, Assistant Professor, Dept. of Social Work, CUK**

|                                    |  |          |          |                  |           |          |
|------------------------------------|--|----------|----------|------------------|-----------|----------|
| <b>Course Code</b>                 | <b>PSWTG13304</b>                                  |          | <b>L</b> | <b>T</b>         | <b>P</b>  | <b>C</b> |
| <b>Core</b>                        | <b>Rural Community Engagement for Volunteering</b> | <b>2</b> | <b>1</b> | <b>-</b>         | <b>3</b>  |          |
| Pre-requisite/ Knowledge (If any): | Basic understanding about local community issues   |          |          | Syllabus Version | 2020-2021 |          |

### **Introduction:**

There is an impending need to develop young enthusiastic generation in course of their education with their local community issues, more so in rural community. There is a need to apply textual knowledge and evolving contextual practices, especially in rural India so to enhance the ability of youth by demonstrating hand on practice to all students from different knowledge streams hence there is a need to create NSS volunteers to understand the rurality and accordingly act on the needs of rural community.

### **Course Learning Outcomes**

After completion of this course successfully, the students will be able to:

|   |    |
|---|----|
| <b>CLO:1</b> To understand community issues by using PRA technique promote participative operation of volunteers                                  | K2 |
| <b>CLO:2</b> To analyze rural challenges by orienting the student/ NSS volunteers to enhance the skills to solve the rural challenges.            | K4 |
| <b>CLO:3</b> To demonstrate practical and hands on experience for student/ NSS volunteers to participate in rural community engagement activities | K3 |
| <b>CLO:4</b> To prepare strategies through PRA, HRVA and Mock Drills for building resilience and community responding system                      | K6 |
| <b>CLO:5</b> To examine new models to work in the area of rural community engagement. For student/ NSS volunteers to involve in addressing needs  | K4 |
| <b>CLO:6</b> To prepare rural community engagement through Volunteers/ Students to enhance the skill in solving local community issues.           | K6 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>   |    |

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)  
and Program Specific Outcomes (PSOs)**

|             | PLO<br>1 | PLO<br>2 | PLO<br>3 | PLO<br>4 | PLO<br>5 | PLO<br>6 | PLO<br>7 | PLO<br>8 | PLO<br>9 | PLO<br>10 | PLO<br>11 | PLO<br>12 |
|-------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| <b>CLO1</b> | S        | M        | M        |          |          |          | M        |          |          |           |           |           |
| <b>CLO2</b> | S        | M        |          |          |          |          | M        |          |          | M         |           |           |
| <b>CLO3</b> | S        | S        |          |          |          |          | S        |          |          | S         |           |           |
| <b>CLO4</b> | S        | S        | S        | M        |          |          |          | S        |          | S         |           |           |
| <b>CLO5</b> | S        | S        | S        |          |          |          |          | S        |          | S         |           |           |
| <b>CLO6</b> | S        | S        |          | M        |          |          |          | M        |          | S         |           | S         |

\*S-Strong; M-Medium; L-Low

**Methodology**

It will create an environment to build the volunteerism among students. It enhances the skills to handle the challenges, and involve themselves in response system for rural community engagement. Here 2 credits theory and 1 credit for practical, the main focus will be on engaging in study and capacity building.



**Rural Community Engagement for Volunteering**  
**Common Elective Curriculum and Compulsory for NSS Volunteers**

| <b>Chapterization</b>                | <b>Content</b>  | <b>Methodology</b>  | <b>Class</b> |
|--------------------------------------|---|---|--------------|
| 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.  | Lectures,<br>Discussion,  | 15           |
| Rural Governance and Power structure | Rural Governing system: Panchayat Raj Institution and three tier system, democratic decentralization, and traditional governing system, community supportive systems. Socioecological 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.                        | Lectures,<br>Group discussions,<br>Case studies,<br>Content analysis.                             | 15           |
| 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 | PRA-Training,<br>Capacity building,<br>workshops,<br>Does and Don'ts in community,<br>Role Plays. | 10           |

|   |  |  |    |
|---|--|--|----|
|   | 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  |  |    |
| 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.) | Workshops, Trainings, Role plays, discussions and presentations  | 15 |
| 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.   | Presentation, group evaluations, presentations in community. Suggestions from students, faculties and community people. (Evaluation by Faculty and Community representative =20 marks) | 5  |

**Assessment methods and weightages in brief:**

Internal test 20%, seminar 10%, presentations 10%, End semester 60%

**Three aspects of Field Work are:**

- a. Preparing PRA based village socio economic status report,
- b. Conducting Hazard Risk Vulnerability Analysis(HRVA) based village disaster resilience analysis,
- c. Preparing a Community Based Disaster Risk Management Plan and
- d. conducting a Mock Drill for handling possible disasters in the community.

**Course Designed by: Dr. Chitkala.Venkareddy, Assistant Professor, Dept. of Social Work, CUK**

|                                    |  |          |          |                  |           |          |
|------------------------------------|--|----------|----------|------------------|-----------|----------|
| <b>Course Code</b>                 | <b>PSWTG13005</b>  |          | <b>L</b> | <b>T</b>         | <b>P</b>  | <b>C</b> |
| <b>Core</b>                        | <b>Community Mental Health</b>                           | <b>2</b> | <b>1</b> | <b>-</b>         | <b>3</b>  |          |
| Pre-requisite/ Knowledge (If any): | Basic understanding about Social Work and Social Service |          |          | Syllabus Version | 2020-2021 |          |

### **Introduction:**

This course aims at introducing the learners to a critical inquiry into the mental health issues to refer appropriate techniques to solve problems in various groups

### **Course Learning Outcomes**

After completion of this course successfully, the students will be able to:

|  |    |
|--|----|
| <b>CLO-1:</b> To explain the concept of health, mental health, community health system through various sources to enhance the skills and knowledge to practice | K2 |
| <b>CLO-2:</b> To classify various mental disorders among various groups to enhance the skill to sensitize the issues   | K2 |
| <b>CLO-3:</b> To develop capacity to identify and assess and refer to appropriate system for intervention  | K6 |
| <b>CLO-4:</b> To prepare community engagement to solve mental health issues through PRA techniques sensitization program for any group                         | K3 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>  |    |

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | S     | M     | M     |       |       |       | M     |       |       |        |        |        |
| <b>CLO2</b> | S     | M     | M     |       |       |       |       |       |       | M      |        |        |
| <b>CLO3</b> | S     | M     | M     |       |       |       | M     |       |       |        |        |        |
| <b>CLO4</b> | S     | M     | M     |       |       |       |       |       |       | S      |        | S      |

. \*S-Strong; M-Medium; L-Low

**Detailed syllabus**

**Unit I**

**Total hours of teaching: 09**

**Introduction to health and mental health**

Meaning of health and mental health; Determinants of health and mental health; Introduction to Brain and behaviour; Normality and abnormality: Meaning, definition and characteristics; Characteristics of a mentally healthy person; community mental health concepts.

**Unit II**

**Total hours of teaching: 09**

**Classification and overview of mental disorders**

Major, minor (Stress related), common mental health issues among children (MR, Developmental disorders) and adolescents, women, elderly and substance use disorders, suicide. Epilepsy

**Assessment**

Orientation to history taking and mental status examination, General mental health assessment in the community

**Unit III:**

**Total hours of teaching: 09**

**Intervention**

Medical intervention and Psycho-social interventions:

Counselling skills and techniques, Motivation Enhancement Therapy for substance use disorders, problem solving skills, Individual counselling skills, Family counselling skills, Rehabilitation services and linkages with treatment centres, Mental health education.

**Unit IV:**

**Total hours of teaching: 09**

**Community engagement for community mental health:**

Applying PRA techniques: Transact walk, history taking, seasonal mapping, Venn diagram, social mapping, wealth ranking, FGD/Brainstorming, etc. First aid training

Preparing IEC material for awareness programs, capacity building training programs, community institutions, social groups, panchayat members.

Referral services to receive treatment Traditional folk media (street play, puppetry show, kavali, yakshgana, terukutti,), local media (dollukunita), new media (social media) Preparing report and documentation: Program report writing, News report writing, articles writing, column writing, advertisement writing, letters to editors,

**Unit V:**

**Total hours of teaching: 09**

**Practical assignments on community mental health/ education:**

1. Preparing report on health system in the community-formal and informal
2. Organize sensitization program for any group: Children, adults, youths, women, Geriatric population, Addiction,
3. Case study: Geriatric problems, adolescent issues with parents, women mental health, disability, adjust mental problems, stress related problems, suicide etc.
4. Group intervention on any of the illness

**References:**

1. Ahuja, N. (2011). A short textbook of Psychiatry. Jaypee brother's publications, New Delhi.
2. Morgan T.C. (2011). Introduction to Psychology. Tata McGraw-Hill Education Private Limited, New Delhi.
3. Park, K. 2016. Preventive and social Medicine (23rd edition). Banarsidas Bhanot Publishers, New Delhi.
4. Chandrasekar C.R. NIMHANS. 2011. Mental Health Care by Primary Care Doctors.

5. Wilbur Schramm. Mass media and National Development

**Assessment methods and weightages in brief:**

Internal test 20%, seminar 10%, presentations 10%, End semester 60%

**Course Designed by: Dr. Chitkala Venkareddy, Assistant Professor, Dept. of Social Work, CUK**

**MSW Sem.- I Foundation Courses:**

**PSWTA13101: Foundation Compulsory: Introduction to Disabilities**

Theoretical and practical orientation to different types of disabilities, etiology, causes, features, identification and assessment.

**Assessment:**

Here, the students' leaning and applicability of theory into practice will be assessed based on reports for 50 marks.

**PSWTA13102: Foundation Elective: Community Based Rehabilitation**

Introduction and assessment of Community Based Rehabilitation. CBR program evaluation in the villages (adopted).

**Assessment:**

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

## M.S.W. SEMESTER II

|                                    |   |          |          |                  |           |          |
|------------------------------------|---|----------|----------|------------------|-----------|----------|
| <b>Course Code</b>                 | <b>PSWTC23006</b>                                 |          | <b>L</b> | <b>T</b>         | <b>P</b>  | <b>C</b> |
| <b>Core</b>                        | <b>SOCIOLOGICAL FOUNDATION FOR SOCIAL WORKERS</b> | <b>3</b> | <b>1</b> | <b>-</b>         | <b>4</b>  |          |
| Pre-requisite/ Knowledge (If any): | Basic understanding about sociological concepts   |          |          | Syllabus Version | 2020-2021 |          |

### **Introduction:**

This course aims at introducing the learners to a critical inquiry about various social problems and concepts and apply social work skills in working with multicultural society

### **Course Learning Outcomes**

After completion of this course successfully, the students will be able to:

|  |           |
|--|-----------|
| <b>CLO-1:</b> To explain sociological concepts through various theories effectively to engage students in a multicultural society to interact respectfully with diverse groups.                                | <b>K2</b> |
| <b>CLO-2:</b> To Analyse various social problems through community engagement to evaluate practices, policies and theories on the basis of empirical evidence by scientific approach to knowledge development. | <b>K4</b> |
| <b>CLO-3:</b> To develop Community Resilience by Skills building Capacity building modules to facilitate community in coordinated effort and act together in the interests of a common cause                   | <b>K6</b> |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 -Create</b>   |           |

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | S     | S     |       |       |       | S     |       |       |       |        |        |        |
| <b>CLO2</b> | S     |       | S     |       |       |       |       |       |       |        |        |        |
| <b>CLO3</b> | S     | M     | M     |       |       | M     |       |       |       |        |        |        |

\*S-Strong; M-Medium; L-Low

**Detailed syllabus**

**COURSE CONTENT**

**Unit – I Introduction**

**Total hour of teaching=12**

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

Primary Concepts: groups, association, Community, Institution, Customs, Folkways and Mores, Social Norms. Society: Elements of Society: Features of Indian Society.

Social change: meaning, factors, process and theories.

**Unit –II**

**Total hour of teaching=12**

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

Socialization: Meaning of Socialization, Factors of Socialization, Theories of Socialization, Cooley’s, Mead’s, and Freud’s Theory- Agencies of Socialization: Family, School, Friends, Religion and State.

**Unit –III**

**Total hour of teaching=12**

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

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



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

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

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

#### **Unit -IV**

**Total hour of teaching=12**

Social inequality, Social differentiation and social stratification.

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

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

Social Mobility: Sanskritisation-Westernisation-modernisation.

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

#### **Unit –V**

**Total hour of teaching=12**

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

Postmodern development paradigms and social issues.

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

#### **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 Urban or Rural community and prepare observation report on any one of the topic.

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

The following activities may be undertaken to build the resilience among students. These are suggestive and subject teacher may evolve his/her own ways to impart community engagement.

Practical assignments on any of the topics and group discussion.

### **Text Books**

1. Bottemore T.B. 1976. Sociology, New Delhi: Oxford University Press.
2. P. Gisbert, Fundamentals of Sociology
3. Shankar Rao C.N, 2009. Sociology of Indian Society, New Delhi: S. Chand.
4. William J Goode, Principles of Sociology

### **References:**

1. Atal, Y 1993. Understanding Indian Society, Jaipur: Har-Anand Publications.
2. Ahuja, Ram, 1993. Indian social system. New Delhi: Jawat publications.
3. Coleman, J and Donald, W, 1984. Social Problems, New York: Harper and Row Publisher.
4. Davis, K 1995. Human Society, New Delhi: Surjeet Publications.
5. Indra D S 1999. Society and Culture in India, Jaipur: Rawat Publications.
6. Madan G.R. 1994. Indian Social Problems Vol. I & II, New Delhi: Allied Publishers Ltd.
7. Mandelbaum D G 1972. Society in India Vol 1 & 2 Bombay: Popular Prakashan.
8. Shah G, 2000. Social Movement in India: Review of Literature, New Delhi: Sage.
9. Singh Y 1977. Social Stratification in India, New Delhi: Manohar Publications.
10. Vidhyabhusan & Sachdeva 1995. Introduction to Sociology, New Delhi: KitabMahal.
11. Shankar Rao C.N, 2009. Sociology of Indian Society, New Delhi: S. Chand.

**Course Designed by: Dr. Chitkala Venkareddy, Assistant Professor, Dept. of Social Work, CUK**

|                                    |                                    |          |          |                  |           |   |
|------------------------------------|------------------------------------|----------|----------|------------------|-----------|---|
| <b>Course Code</b>                 | <b>PSWTC23007</b>                  |          | L        | T                | P         | C |
| <b>Core</b>                        | <b>Social Work Research</b>        | <b>3</b> | <b>1</b> | -                | <b>4</b>  |   |
| Pre-requisite/ Knowledge (If any): | Basic understanding about Research |          |          | Syllabus Version | 2020-2021 |   |

### Introduction:

The aim of social work research is to build the social work knowledge base in order to solve practical problems in social work practice and equip learners with research skills to conduct research as service managers to improve services, evaluate, and develop new services and intervention methods strategies and techniques and also be an effective consumer of other researches and enhance practice effectiveness.

### Course Learning Outcomes

After completion of this course successfully, the students will be able to:

|  |    |
|--|----|
| <b>CLO-1:</b> Demonstrate an understanding about the basic concepts and scientific approach to human inquiry through social work research                | K2 |
| <b>CLO-2:</b> Apply the knowledge of Research process and develop abilities to prepare research design   | K4 |
| <b>CLO-3:</b> Demonstrate the process of Data collection, organization, presentation, Data analysis and report writing                                   | K5 |
| <b>CLO-4:</b> Conceptualise and formulate a simple research project, prepare and administer of simple tools of date collection and report writing skills | K6 |
| <b>CLO-5:</b> Develop skills for use of library and documentation in research work   | K3 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create   |    |

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | PLO<br>1 | PLO<br>2 | PLO<br>3 | PLO<br>4 | PLO<br>5 | PLO<br>6 | PLO<br>7 | PLO<br>8 | PLO<br>9 | PLO<br>10 | PLO<br>11 | PLO<br>12 |
|-------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| <b>CLO1</b> | S        | S        |          |          |          |          |          |          |          |           |           |           |
| <b>CLO2</b> |          |          | M        | S        |          |          |          |          |          |           |           |           |
| <b>CLO3</b> |          |          |          | S        | S        |          |          |          |          |           |           |           |
| <b>CLO4</b> |          |          |          |          |          | S        | S        | S        | S        | S         | S         | S         |
| <b>CLO5</b> | M        |          |          |          |          |          |          |          |          |           |           |           |

\*S-Strong; M-Medium; L-Low

**Detailed Syllabus**

**Unit I:**

**Total hours of teaching=12**

**Meaning and characteristics of scientific method-** Goals of research- Social work research: meaning, purpose, scope, Approaches to Social Science Research: Quantitative, Qualitative and Integrated.

**Basic elements of social research:** concepts, constructs, variables, hypothesis, theories, operational definitions.

**Theory Construction** - Meaning, Inductive and Deductive Methods.

**Philosophical base of research** – Ontological, Epistemological, Social reconstruction etc.

**Types of Social Work Research:** Intervention Research and Research in Social Work. Distinction between social research and social work research.

**UNIT-II:**

**Total hours of teaching=12**

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

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

**Hypothesis testing:** Cause and effect relationship-

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

**Sampling**-Concepts related to sampling: population, universe, sampling frame and sampling unit. Meaning of probability and non-probability sampling- Types of probability sampling; simple random sampling, stratified random sampling and cluster sampling. Types of non-probability sampling; accidental sampling, purposive sampling, quota and snowball sampling. Techniques of sample selection. Determination of Sample Size.

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

**Data collection:** Source of Data: primary and Secondary-Methods of data collection- Tools for data collection. Test Construction: Validity and reliability.

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

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

**Planning a Research Project:** Identification of a Research Problem, Reviewing the Existing Literature, Identification of Objectives of the Study, Selection of Research Design, Formulation of Hypothesis

**Ethics in Social Work Research****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. Conduct a mini project on any one of the topic.

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

The following activities may be undertaken to build the resilience among students. These are suggestive and subject teacher may evolve his/her own ways to impart community engagement. Training programs on research proposal writing, analysis etc.

## References:

1. Ahuja, Ram (2001) Research Methods, Rawat Publication Jaipur.
2. Alston, M. Bocoles, W. (Indian Edition 2003) Research for Social Workers-An Introduction to Methods, Jaipur: Rawat.
3. Baker, Therese L. (1994) Doing Social Research, Singapore: McGraw Hill.
4. Denzin, N.K., Lincoln, Y.S. (ed), 1994, Handbook of qualitative research. Sage Publications, New Delhi.
5. Goode, W.J., Hatt, P.K. (1981) Methods in Social Research, Singapore: McGraw Hill.
6. Grinell, Richard M. (Jr.) (1988) Social Work Research and Evaluation, Illinois F. E. Peacock Pub. Inc.
7. Jacob, K. K. (1965) Methods & Fields of Social Work in India, Bombay: Asia Publishing.
8. Kothari, C. R. (2004 2nd edition reprint) Research Methodology: Methods & Techniques, New Delhi, New Age International.
9. Krishnaswamy, O. R. (1993) Methodology for Research in Social Science, Himalaya, Bombay.
10. Laldas, D. K. (2000) Practice of Social Research, Jaipur: Rawat.
11. Mikkelsen, Britha (2005) Methods for Development Work and Research- A New Guide for Practitioners, New Delhi: Sage.
12. Ramchandran, P. (1968) Social Work Research and Statistics, Bombay: Allied Publishers.
13. Rubin, Allen & Babbie Earl (4th Ed. 2001) Research Methods for Social Work, USA: Wadsworth, West, Brooks/Cole and Schirmer.
14. Sarantakos, Sotirios (2005) Social Research, New York: Palgrave Macmillan.
15. Sharma, B. A. V., Prasad, R. D. & Satyanarayana, C. (2002) Research Methods in Social Sciences, New Delhi: Sterling.
16. Sharma, K. R. (2002) Research Methodology, Jaipur: National Publishing House.
17. Wilkinson, T.S. & Bhandarkar, P. L. (1984) Methodology and Techniques of Social Research, Bombay: Himalaya.

## Assessment methods and weightages in brief:

Internal test 20%, seminar 10%, presentations 10%, End semester 60%

**Course Designed by: Dr. Chitkala.Venkareddy, Assistant Professor, Dept. of Social Work, CUK**

|                                    |   |  |          |          |                  |           |
|------------------------------------|---|--|----------|----------|------------------|-----------|
| <b>Course Code</b>                 | <b>PSWTC23008</b>   |  | <b>L</b> | <b>T</b> | <b>P</b>         | <b>C</b>  |
| <b>Core</b>                        | <b>SOCIAL WELFARE ADMINISTRATION AND SOCIAL LEGISLATION</b>   |  | <b>3</b> | <b>1</b> | <b>-</b>         | <b>4</b>  |
| Pre-requisite/ Knowledge (If any): | Basic understanding about welfare schemes and legal provision |  |          |          | Syllabus Version | 2020-2021 |

### **Introduction:**

This subject surveys the history of social welfare policy, services, and the social work profession. It explores current social welfare issues in their history and the underlying rationale and values that support different approaches on primary social work services such as health care, child welfare, corrections, and services to the Persons with Disabilities and the elderly.

### **Course Learning Outcomes**

After completion of this course successfully, the students will be able to:

|   |   |   |
|---|---|---|
| <b>CLO:1</b>  | Describe the concept of welfare administration at all the levels of the social welfare system by appraising the theoretical foundation of a welfare state.      | K |
| <b>CLO:2</b>  | Identify the social policies in the different sector with a relationship to social development in India by discussing the fundamental concept of social policy. | K |
| <b>CLO:3</b>  | Explain the fundamentals of social legislation as an instrument of social control and social justice by assessing through a constitutional perspective.         | K |
| <b>CLO:4</b>  | Identify the law relating to charity, correctional setting, labour welfare and good governance by Argue laws given by the Indian constitution.                  | K |
| <b>CLO:5</b>  | Discover the social and correctional settings by the learner to experiment with functions of those settings by questioning.                                     | K |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b> |   |   |

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | PLO<br>1 | PLO<br>2 | PLO<br>3 | PLO<br>4 | PLO<br>5 | PLO<br>6 | PLO<br>7 | PLO<br>8 | PLO<br>9 | PLO<br>10 | PLO<br>11 | PLO<br>12 |
|-------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| <b>CLO1</b> | S        |          | M        |          |          | S        |          | M        |          |           |           |           |
| <b>CLO2</b> | S        |          |          |          |          |          |          |          |          |           |           |           |
| <b>CLO3</b> |          | S        |          | M        |          | M        |          |          |          |           |           |           |
| <b>CLO4</b> |          | S        |          |          |          |          |          |          |          |           |           |           |
| <b>CLO5</b> |          | M        |          | S        |          |          | S        |          |          |           |           |           |

\*S-Strong; M-Medium; L-Low

**Detailed Syllabus**

**Unit – I**

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

**Unit – II**

Social Policy and Constitution: Concept of social policy, Relationship between social policy and social development- Values and Different models underlying social policy. Sectoral Social Policies in India: Understanding Policies concerning education, health, social welfare, disabilities, disaster management, human rights, women, children, welfare of backward classes, social security, housing, youth, population and family welfare, environment, urban and rural development, tribal development and poverty alleviation, Social Planning and Social Development, Indian Planning Commission.



### **Unit – III**

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

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

Law of Inheritance and succession: Hindu Succession Act, 1956, Muhammedan law of inheritance, The Indian succession act, 1925, Act/Laws related to Women and Child- Salient features: Law of adoption: Hindu Adoption and maintenance Act, 1956, Law relating to minority and guardianship.

### **UNIT IV**

#### **Law relating to religious and charitable trusts:**

- a. Hindu law of religious and charitable endowments
- b. The Muslim law of religious and charitable endowments
- c. The Indian trusts act, 1982

#### **Law related to correctional administration:**

- a. Juvenile Justice (Care and Protection) Act, 2000,
- b. labour laws pertaining to child labours,
- c. Law related to untouchability:
  - a. The Protection of Civil Rights (PCR) Act 1955
  - b. The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities): POA Act, 1989
  - c. 73rd and 74th Amendment Act, Protection of Human Rights Act, 1993

## **UNIT V**

Domestic Violence Act, 2006, Maternity Benefit Act, 1961

Public Interest Litigation: History with special reference to India, Concept, process & problems, Writ petition, Right to information Act 2005, First Information Report, Bailable and non-bailable offences, Legal Aid System, Process of patent gaining.

Para Legal Systems: Legal Aid: concept, need for legal aid, Lokadalat, Consumers protection and Consumer courts.

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 Lok adalats, sub-registrar's office to learn societies registration procedure, visit to family court, etc.

Community Resilience (Skills building & Capacity building modules etc.) The following activities may be undertaken to build the resilience among students. These are suggestive and subject teacher may evolve his/her own ways to impart community engagement. Assignment on any of the topics for skill building.

### **References**

1. Bandyopadhyay, D. (1997) "People's Participation in Planning: Kerala Experiment", Economic and Political Weekly, Sept. 24, 2450-54.
2. Bhanti, R. (1993). Social Policy and Development in Rajasthan, Udaipur: Himanshu Publications.
3. Bulmer, M. et. al., (1989). The Goals of Social Policy. London: Unwin Hyman.
4. Chakraborty, S. (1987). Development Planning - Indian Experience, Oxford: Clarendon Press
5. Dandekar, V. M. (1994). "Role of Economic Planning in India in the 1990s & Beyond", Economic and Political Weekly, Vol. 29, No. 24, 1457-1464.
6. Desai, V. (1988). Rural Development (Vol.1) Mumbai: Himalaya Publishing House.
7. Ganapathy, R. S. and Others (1985). Public Policy and Policy Analysis in India, Delhi: Sage Publications.
8. Ghosh, A. (1992). Planning in India: The Challenge for the Nineties, New Delhi: Sage Publications.

9. Government of India Five Year Plan Documents (latest), New Delhi.
10. Rastogi, P. N. (1992). Policy Analysis and Problem-solving for Social Systems, New Delhi: Sage Publications.
11. Madison, B. Q (1980). The Meaning of Social Policy, London: Croom Helm.
12. Mukherjee, N. (1993). Participatory Rural Appraisal: Methodology and Applications, New Delhi: Concept Publishers.
13. Sachedev, D.R (2008). Social Welfare Administration in India, Allahabad, KitabMahal.
14. Weimer. D. L. and Vining, A. R. (1994). Policy Analysis: Concepts and Practice, New Jersey: Prentice-Hall.

**Course Designed by: Dr M Sivamoorthy, Assistant Professor, Dept. of Social Work, CUK**

|                                    |   |                        |          |          |                  |           |
|------------------------------------|---|------------------------|----------|----------|------------------|-----------|
| <b>Course Code</b>                 | <b>PSWFC23009</b>   |                        | <b>L</b> | <b>T</b> | <b>P</b>         | <b>C</b>  |
| <b>Core</b>                        |   | <b>FIELD WORK - II</b> | <b>-</b> | <b>3</b> | <b>2</b>         | <b>5</b>  |
| Pre-requisite/ Knowledge (If any): | Students will be able to learn by participating in community activities |                        |          |          | Syllabus Version | 2020-2021 |

### **Introduction:**

The students shall be placed in Kadaganchi, Suntanur, Basawantwadi, Gola-B and Thellur and other adopted villages and urban communities. The fieldwork action plan prepared during the Sem.-I shall continue during Sem.-II. The students shall learn the local dialect/language for fieldwork practice. The students shall prepare the fieldwork tools and materials in the local language for effective implementation.

### **Course Learning Outcomes**

After completion of this course successfully, the students will be able to

|  |    |
|--|----|
| CLO-1: Students should be exposed to and understand the community setting.   | K3 |
| CLO-2 : To comprehend government/private/aided/unaided/school programmes and projects.   | K5 |
| CLO-3: To realize the role of professional social workers in various settings  | K4 |
| CLO-4: To understand the programme media Ability to plan Social Work interventions.  | K2 |
| CLO-5: Develop skills in writing records of observation visits and engaging in meaningful discussions during group interactions. | K6 |

### **Transact walk within the community/village**

|   |    |
|---|----|
| CLO-6: To gain a better understanding of the services provided in response to people's needs, such as health agencies, education, community, institutional services, Lok Adalat, community administration, rehabilitation, and so on. | K2 |
| CLO-7: To identify the human resource, materials for conducting sensitizing programs in the community.  | K6 |

### Structured Experimentation Lab

|  |    |
|--|----|
| CLO-8: Students' participation in planning and designing action activities for themselves and for rural people, as well as practical skills for implementing interventions, evaluating, and documenting the rare practical experience.                                     | K6 |
| CLO-9: To gain a better understanding of the extent to which the government intervenes in people's lives. To comprehend how social institutions such as joint family systems, marriages, caste panchayats, and Grama panchayats work and influence people's life patterns. | K6 |

### Practical Learning of the fieldwork

|   |    |
|---|----|
| CLO-10: The students got exposure to rural way of living, group living, food habit, natural way of cultivation, livelihood, economical status, social structure, caste system, altogether it has given overall transformation from outer to inward change in unlimited experience of rural of life in the transcend of natural way of living. | K6 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>   |    |

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | S     | M     |       |       |       |       |       |       |       |        |        |        |
| <b>CLO2</b> | S     | M     | M     |       |       | M     | M     |       |       | S      |        |        |
| <b>CLO3</b> | S     |       |       |       |       |       |       |       |       |        |        |        |
| <b>CLO4</b> | S     | M     | M     |       |       | S     |       |       |       | S      | S      |        |
| <b>CLO5</b> | S     | M     |       |       |       | S     | M     |       |       | S      |        |        |
| <b>CLO6</b> | S     | S     | M     |       |       | M     |       |       |       | S      |        |        |

|              |   |   |   |   |   |   |   |   |   |   |   |   |
|--------------|---|---|---|---|---|---|---|---|---|---|---|---|
| <b>CLO7</b>  | S | S | S | M |   |   |   |   | S | S | S | S |
| <b>CLO8</b>  | S | M | M |   |   | M | M |   |   | M | M |   |
| <b>CLO9</b>  |   | S |   |   |   | S | S |   | S |   |   |   |
| <b>CLO10</b> |   |   | S |   |   | S |   |   | M |   |   |   |
| <b>CLO11</b> |   | S | S | S | M | M | M | M | M | M | S | M |

. \*S-Strong; M-Medium; L-Low

**Course Designed by: Dr. Srinivasa D, Assistant Professor, Dept. of Social Work, CUK**

|                                    |                                   |  |          |          |                  |           |
|------------------------------------|-----------------------------------|--|----------|----------|------------------|-----------|
| <b>Course Code</b>                 | <b>PSWTC23010</b>                 |  | <b>L</b> | <b>T</b> | <b>P</b>         | <b>C</b>  |
| <b>ALLIED COURSE</b>               | <b>STATISTICS FOR SOCIAL WORK</b> |  | <b>2</b> | <b>1</b> | <b>-</b>         | <b>3</b>  |
| Pre-requisite/ Knowledge (If any): | <b>Nil</b>                        |  |          |          | Syllabus Version | 2020-2021 |

### **Introduction:**

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

### **Course Learning Outcomes**

After completion of this course successfully, the students will be able to:

|   |    |
|---|----|
| CLO-1: Understand the use of basic statistics in social work research                       | K2 |
| CLO-2: Identify the basic statistical tests   | K2 |
| CLO-3: Interpret elementary statistics used in reporting of social work research            | K3 |
| CLO-4: Apply the basic statistics in social work research                                   | K3 |
| CLO-5: Analyze data using statistical software and understand its application in research   | K3 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b> |    |

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | PLO<br>1 | PLO<br>2 | PLO<br>3 | PLO<br>4 | PLO<br>5 | PLO<br>6 | PLO<br>7 | PLO<br>8 | PLO<br>9 | PLO<br>10 | PLO<br>11 | PLO<br>12 |
|-------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| <b>CLO1</b> | S        | M        | S        | M        | S        | M        | L        | M        | M        | S         | S         | S         |
| <b>CLO2</b> | S        | M        | S        | S        |          |          |          |          |          |           |           |           |
| <b>CLO3</b> |          | S        |          | S        |          | S        |          |          |          |           | S         |           |
| <b>CLO4</b> | S        |          | S        |          |          |          | S        |          |          |           |           |           |
| <b>CLO5</b> | M        |          |          |          |          |          |          |          |          |           |           | S         |

. \*S-Strong; M-Medium; L-Low

**Detailed syllabus**

**Unit I: Basics of Statistics**

**Total hour of teaching=5**

Meaning and Definition of Statistics, Types of Statistics: On the Basis of Function, On the Basis of Distribution of Data, Scope and Use of Statistics, Limitations of Statistics, Distrust and Misuse of Statistics. Level of Measurement: Nominal, Ordinal, Ratio and Interval levels.

**Unit II: Distribution of data and graphical presentation**

**Total hour of teaching=8**

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

**Unit III: Measures of central tendencies and dispersion**

**Total hour of teaching=12**

Measures of central tendency: Computing mean, median and mode, application of mean, median and mode; properties of the mean, median and mode.



Measures of variability/dispersion: need to measure variability/dispersion; range; inter- quartile range; semi inter-quartile range; mean deviation; variance and standard deviation.

**Unit IV: Non-parametric tests**

**Total hour of teaching=10**

Non-parametric tests: Meaning; Distribution; Data; Kolmogorov-Smirnov test; Kruskal-Wallis One-way Analysis of Variance; Mann - Whitney U test; Sign test; Wilcoxon Signed - Rank test;

**Unit V: Hypothesis testing**

**Total hour of teaching=10**

Hypothesis Testing, Statement of Hypothesis, Level of Significance, One-Tail Test and Two-Tail Test, Errors in Hypothesis Testing, Power of a Test.

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

Introduction to SPSS.

**TEXTBOOKS**

1. Gupta, S.P., (2004), Fundamentals of statistics, New Delhi: SP.
2. Sirkin M R, (1995), Beginning Statistics: An Introduction for Social Scientists, New Delhi: Sage Publications.

**References:**

1. Feldman, M S, (1995), Strategies for Interpreting Qualitative Data, New Delhi: Sage Publications.
2. Santosh Gupta, (1993), Research Methodology and Statistical Techniques, New Delhi: Deep Deep Publications.
3. Patterson D A, (2000), Personal Computer Applications in the Social Services, Boston: Allyn and Bacon.
4. Bohrnstedt, George W., and Knoke, David, (1988), Statistics for Social Data Analysis, (2<sup>nd</sup> Edn.), Illinois: Peacock Publishers, Inc.1988.

**Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]**

1. <https://www.youtube.com/watch?v=-vkriyFYgDU>
2. <https://www.youtube.com/watch?v=6nv9w1kwr-g>
3. <https://www.youtube.com/watch?v=MM82Ux4TuZ4>
4. <https://www.youtube.com/watch?v=t8vJBxVarRA>
5. <https://www.youtube.com/watch?v=BElyHpd4QiE>

**Assessment methods and weightage in brief:**

Internal test 20%, seminar 10%, presentations 10%, End semester 60%

**Course Designed by: Dr Lakshmana G, Assistant Professor, Dept. of Social Work, CUK**

**Paper II: INSTRUMENTS FOR SOCIAL JUSTICE**

**Objectives:**

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

**COURSE CONTENT:**

**Unit – I: The Supreme Court and High courts of India** **Total hour of teaching: 09**

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

**UNIT II: Judicial system** **Total hour of teaching: 09**

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

**UNIT III Equality and Social Justice****Total hour of teaching: 09**

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

**Unit – IV: RTI****Total hour of teaching: 09**

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

**Unit – V: Application of RTI and DIC in SW practice****Total hour of teaching: 09**

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

**REFERENCES:**

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

## **Paper: III DISASTER MANAGEMENT -**

### **Objectives:**

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

### **COURSE CONTENT**

#### **Unit – I: Introduction**

**Total hour of teaching: 09**

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

#### **Unit –II: Basic tenants of psychosocial support**

**Total hour of teaching: 09**

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

#### **Unit III: Techniques of psychosocial care:**

**Total hour of teaching: 09**

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

#### **Unit IV:**

**Total hour of teaching: 09**

De-professionalization of psychosocial care, capacity building for personnel of different Sectors, Stress among care givers

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

**Total hour of teaching: 09**

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

## References:

1. Asian Disaster Preparedness Center. (2004). Community Based Disaster Risk Management: field practitioners' handbook. Available on <http://www.adpc.net/PDR-SEA/publications/Handbk.pdf>
2. Diaz JOP., et as R.L (2004). Disaster mental health in India; Indian Red Cross Society, New Delhi.
3. Nadkarni, V.V. (1991). Developing curriculum in the area of Disaster Management. In S. Bharat and M. Desai (Eds) Research on Families with Problems in India: Issues and implications (Volume I), Bombay: Tata Institute of Social Sciences.
4. S. Parasuraman, PV Unnikrishnan (Eds), 2000. India Disaster Report: towards a policy Initiative. Oxford University Press, New Delhi.
5. Sekar, K. et al (2005). TOT Information manual-1; Psychosocial care in disaster management; Facilitation manual for trainers of trainees in natural disaster. NIMHANS, Bangalore.
6. Sen, A (1981). Poverty and famines: An essay on entitlement and deprivation, Oxford University Press, Delhi.
7. The SPHERE Project. (2005). Humanitarian Charter and Minimum Standards in Disaster Response. Available on <http://www.sphereproject.org>
8. UNDP-India. (2008). School Disaster Management Plan. Available on [www.data.undp.org](http://www.data.undp.org)
9. IFRC, Geneva World Disaster Report, 200.

## ELECTIVE COURSE

|                                    |   |                                    |          |          |                  |           |
|------------------------------------|---|------------------------------------|----------|----------|------------------|-----------|
| <b>Course Code</b>                 | <b>PSWTG23306</b>                               |                                    | <b>L</b> | <b>T</b> | <b>P</b>         | <b>C</b>  |
| <b>ELECTIVE COURSE<br/>Paper I</b> |   | <b>MENTAL HEALTH<br/>EDUCATION</b> | <b>2</b> | <b>1</b> | <b>-</b>         | <b>3</b>  |
| Pre-requisite/ Knowledge (If any): | Basic understanding of health and mental health |                                    |          |          | Syllabus Version | 2020-2021 |

### Introduction:

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

### Course Learning Outcomes

After completion of this course successfully, the students will be able to:

|   |    |
|---|----|
| <b>CLO-1:</b> Understand the concept of mental health                                       | K2 |
| <b>CLO-2:</b> Explain the determinants of mental health and consequences of mental health   | K2 |
| <b>CLO-3:</b> Understand the brain, types and behaviour                                     | K2 |
| <b>CLO-4:</b> Distinguish between normal and abnormal behaviour                             | K2 |
| <b>CLO-5:</b> Demonstrate the skills to differentiate between normal and deviant behaviour  | K3 |
| <b>CLO-6:</b> Practice student mental health skills learnt                                  | K3 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b> |    |

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | S     |       |       |       |       |       | L     | M     |       |        |        |        |
| <b>CLO2</b> | S     | M     | S     | S     |       |       |       |       |       |        |        |        |
| <b>CLO3</b> |       | S     |       |       |       | S     |       |       |       |        |        |        |
| <b>CLO4</b> | S     |       | S     |       |       |       | S     |       |       |        |        |        |
| <b>CLO5</b> | M     |       | M     | S     | M     | S     | M     |       |       |        |        |        |
| <b>CLO6</b> |       | S     |       | S     |       |       |       | M     | S     | S      | S      |        |

\*S-Strong; M-Medium; L-Low

**Detailed syllabus**

**Unit – I: Introduction to Self and environment**

**Total hour of teaching=8**

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

**Unit – II: Orientation to behaviour**

**Total hour of teaching=7**

Brain, Mind, Behavior, Cognition, Emotion, Belief, Attitude; Environment and behaviour; observation and measurement of behaviour.

**Unit – III: Deviant behaviour and mental health**

**Total hour of teaching=10**

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

**Unit – IV: Mental Health Orientation**

**Total hour of teaching=10**

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

**Unit – V: Student mental health**

**Total hour of teaching=10**

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

## Course Evaluation:

There shall be continuous assessment of the learning outcome of the course through seminars and assignments. In addition, the student's efforts will be directed for an adequate understanding of the course to equip in terms of knowledge, attitude and skills required to work as promoters of mental health education.

## References

1. Royal College of General Practitioners. Care of People with Mental Health Problems. Chapter 13 in Curriculum Statement.  
[www.rcgp-curriculum.org.uk/pdf/curr\\_13\\_Mental\\_Health\\_08aug.pdf](http://www.rcgp-curriculum.org.uk/pdf/curr_13_Mental_Health_08aug.pdf).
2. Jenkins R, McCulloch A, Friedli L, Parker C. Developing a National Mental Health Policy Maudesley Monograph 43. Hove: The Psychology Press, 2002.
3. National Institute for Mental Health England. Mental Health, New Ways of Working in Mental Health for Everyone. [www.nimhe.csip.org.uk/nww](http://www.nimhe.csip.org.uk/nww) (accessed 11 September 2008)
4. CSIP NIMHE. The 10 High Impact Changes for Mental Health Services. [www.nimhe.csip.org.uk/10highimpactchanges](http://www.nimhe.csip.org.uk/10highimpactchanges) (accessed 11 September 2008)
5. Srivastava, K., Chatterjee, K., & Bhat, P. S. 2016. Mental health awareness: The Indian scenario. Industrial psychiatry journal, 25(2), 131–134.  
[https://doi.org/10.4103/ipj.ipj\\_45\\_17](https://doi.org/10.4103/ipj.ipj_45_17)
6. West Midlands CSIP Investing In Our Future, Ageing and Mental Health: a collective responsibility to act now  
[www.westmidlands.csip.org.uk/silo/files/investing-in-our-future.pdf](http://www.westmidlands.csip.org.uk/silo/files/investing-in-our-future.pdf).
7. Welsh Association of Mental Health in Primary Care. The Welsh Declaration for Mental Health and Well-being.  
[www.rcgp.org.uk/councils\\_faculties/rcgp\\_wales/wamh\\_in\\_pc.aspx](http://www.rcgp.org.uk/councils_faculties/rcgp_wales/wamh_in_pc.aspx) (accessed 11 September 2008).

## Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

1. <https://www.youtube.com/watch?v=b6Dte96WdqM>
2. <https://www.youtube.com/watch?v=Hu4KcP4tp-g>
3. <https://www.youtube.com/watch?v=MsTsHewb0II>



4. <https://www.youtube.com/watch?v=41yfixeOcqE>
5. <https://www.youtube.com/watch?v=6GXoWixijYI>
6. <https://www.youtube.com/watch?v=UtNg5bHJqrE>
7. <https://www.youtube.com/watch?v=MPCcLBezH38>

**Assessment methods and weightage in brief:**

Internal test 20%, seminar 10%, presentations 10%, End semester 60%

**Course Designed by: Dr Lakshmana G, Assistant Professor, Dept. of Social Work, CUK**

|                                    |                   |   |          |          |                  |           |
|------------------------------------|-------------------|---|----------|----------|------------------|-----------|
| <b>Course Code</b>                 | <b>PSWTG23307</b> |   | <b>L</b> | <b>T</b> | <b>P</b>         | <b>C</b>  |
| <b>Elective Paper II</b>           |                   | <b>SOCIAL INNOVATION AND SOCIAL ENTERPRISES</b> | <b>2</b> | <b>1</b> | <b>-</b>         | <b>3</b>  |
| Pre-requisite/ Knowledge (If any): |                   | Nil   |          |          | Syllabus Version | 2020-2021 |

### **Introduction:**

This course aims at introducing the learners to social innovation and social enterprises.

### **Course Learning Outcomes**

After completion of this course successfully, the students will be able to:

|  |    |
|--|----|
| <b>CLO-1:</b> To understand different perspectives of social innovation and entrepreneurship and framework for social innovation | K2 |
| <b>CLO-2:</b> To understand the working style of organizations in promoting social innovation in the community                   | K2 |
| <b>CLO-3:</b> To orient on entrepreneurship and guidelines for undertaking entrepreneurial activities                            | K2 |
| <b>CLO-4:</b> To demystify students about the role of corporate in achieving social objectives                                   | K3 |
| <b>CLO-5:</b> Examine various successful Social ventures and motivate the learners to think in the same line                     | K4 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>                                      |    |

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | S     |       |       |       |       |       | L     | M     |       |        |        |        |
| <b>CLO2</b> | S     | M     | S     | S     |       |       |       |       |       |        |        |        |
| <b>CLO3</b> |       | S     |       |       |       | S     |       |       |       |        |        |        |
| <b>CLO4</b> | S     |       | S     |       |       |       | S     |       |       |        |        |        |
| <b>CLO5</b> | M     |       | M     | S     | M     | S     | M     |       |       |        |        |        |
|             |       | S     |       | S     |       |       |       | M     | S     | S      | S      |        |

\*S-Strong; M-Medium; L-Low

**Detailed syllabus**

**Unit I: Social innovation**

**Total hour of teaching=8**

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

**Unit II: Entrepreneurship**

**Total hour of teaching=8**

Entrepreneurship – Concepts and Theories – Evolution of Entrepreneurship in India – Market Economy and Entrepreneurship – Entrepreneurial Traits.

Micro Enterprises – Meaning, importance – salient features, types of micro-enterprises – scope and limitations – rural micro-enterprises – individual vs group enterprises – selection of enterprises – guidelines and issues

**Unit III: Social ventures**

**Total hour of teaching=8**

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

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

#### **Unit IV: Sustainable Technologies**

**Total hour of teaching=8**

Renewable energy technologies; sustainable agriculture technologies: Organic methods of sustainable farming - Non-Farm Entrepreneurial Activities – Dairy, Poultry, Vermi-composting, Spirulina – Poly house; Terrace Gardening – Need and Scope and Methods – Marketing – Avenues of Marketing Agricultural products

Communication technologies: e-services,

#### **Unit V Corporate Social Responsibility**

**Total hour of teaching=8**

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, Labour-related, Ethical and Governance – CSR and Social Development - CSR Approaches of TATA, ITC, TVS and Microsoft.

#### **References:**

1. Agrawal, A., & Khare, P. (2019). Social Entrepreneurship in India: Models and Application. In E. Bidet, & J. Defourny (Eds.), *Social Enterprise in Asia: Theory, Models and Practice* (pp. 56-78). Routledge. Routledge Studies in Social Enterprise and Social Innovation <https://doi.org/10.4324/9780429265761-4>
2. Austin, J. (2004), 'Institutional Collaboration', In Young, D. (Ed.), *Effective Economic Decision Making by Nonprofit Organizations*, National Center on Nonprofit Enterprise and The Foundation Center, 149-166.
3. Bidet, E., & Defourny, J. (Eds.). (2019). *Social Enterprise in Asia: Theory, Models and Practice* (1st Edition). Routledge. <https://doi.org/10.4324/9780429265761>
4. Bornstein, D. (2004), *How to Change the World: Social Entrepreneurs and the Power of New Ideas*, New York: Oxford University Press.
5. Colombu Plan. (1998), *Entrepreneurship Development for Technician Education*, Staff College, New Delhi: Tata Mc Graw Hill.
6. Drucker Peter. (1985), *Innovation and Entrepreneurship*, Heinemann, London

7. Filip M. Santos. (2009), A positive theory of social entrepreneurship, Social Innovation Center, France.  
Website: <http://www.insead.edu/facultyresearch/research/doc.cfm?did=41727>
8. Gupta, Ashish. (1994), Indian Entrepreneurial Culture, Surrey, UK: Wishwa Prakashan Ltd.
9. Khanka SS. (1999), Entrepreneurial Development, New Delhi: S.Chand & Co.
10. Lalitha N. "Grassroot entrepreneurship: Glimpses of SHGs", New Delhi: Document Publishers
11. Malli DD. (1999), Training for Entrepreneurship and Self Employment, New Delhi: Mittal
12. Singh, Archana. (2016), The Process of Social Value Creation: A Multiple- Case Study on Social Entrepreneurship in India, New Delhi: Springer India 2016, ISBN 978-81-322-2825-7, <https://doi.org/10.1007/978-81-322-2827-1>
13. Shukla M.B. (2003), Entrepreneurship and Small Business Management, Kitab Mahal.

**Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]**

1. [https://ssir.org/books/excerpts/entry/theories\\_of\\_social\\_innovation#](https://ssir.org/books/excerpts/entry/theories_of_social_innovation#)
2. <https://journal-jger.springeropen.com/track/pdf/10.1186/s40497-018-0087-5.pdf>
3. [https://docs.wixstatic.com/ugd/01266b\\_e0a6a0bca5bb49b0ac25e8fb113c8258.pdf](https://docs.wixstatic.com/ugd/01266b_e0a6a0bca5bb49b0ac25e8fb113c8258.pdf)
4. <https://www.intechopen.com/books/entrepreneurship-trends-and-challenges/social-entrepreneurship-case-study-in-unilever-food-solutions-trusted-hands-food-safety-online-train>
5. [https://www.youtube.com/watch?v=1bpf\\_sHebLI](https://www.youtube.com/watch?v=1bpf_sHebLI)
6. <https://www.youtube.com/watch?v=QFwO2YzAFPM>

**Assessment methods and weightage in brief:**

Internal test 20%, seminar 10%, presentations 10%, End semester 60%

**Course Designed by: Dr. Lakshmana G, Assistant Professor, Dept. of Social Work, CUK**

|                                    |   |          |          |                  |           |          |
|------------------------------------|---|----------|----------|------------------|-----------|----------|
| <b>Course Code</b>                 | <b>PSWTG23308</b>                         |          | <b>L</b> | <b>T</b>         | <b>P</b>  | <b>C</b> |
| <b>Elective paper iii</b>          | <b>PARTICIPATORY WATERSHED MANAGEMENT</b> | <b>2</b> | <b>1</b> | <b>-</b>         | <b>3</b>  |          |
| Pre-requisite/ Knowledge (If any): | Nil                                       |          |          | Syllabus Version | 2020-2021 |          |

### Introduction:

This course aims at introducing the learners to understand the importance of participatory water management.

### Course Learning Outcomes

After completion of this course successfully, the students will be able to:

|   |    |
|---|----|
| <b>CLO-1:</b> To understand the basics of Watershed Management (WM)   | K2 |
| <b>CLO-2:</b> To orient on Participatory Watershed Management and its importance in Sustainable approach to development | K2 |
| <b>CLO-3:</b> Understand the different aspects of water and land  | K2 |
| <b>CLO-4:</b> Illustrate the importance of Inter-agency cooperation for WM  | K3 |
| <b>CLO-5:</b> Analyze the successful case studies in WM   | K4 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>                             |    |

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | S     |       |       |       |       |       | L     | M     |       |        |        |        |
| <b>CLO2</b> | S     | M     | S     | S     |       |       |       |       |       |        |        |        |
| <b>CLO3</b> |       | S     |       |       |       | S     |       |       |       |        |        |        |
| <b>CLO4</b> | S     |       | S     |       |       |       | S     |       |       |        |        |        |
| <b>CLO5</b> | M     |       | M     | S     | M     | S     | M     |       |       |        |        |        |

\*S-Strong; M-Medium; L-Low

## **Detailed syllabus**

### **UNIT I: Introduction to Watershed Management (WM)**

**No. of Hours: 8**

Concepts and meaning of Watershed and its management: -Basin, sub-basin, Watershed, sub-watershed, catchment area, soil, vegetation and livelihood. Objectives of watershed Management- Food security, pollution control, drought and flood control, conservation of soil and water, employment generation, Cost & Benefit of WM, Challenges to WM

### **UNIT II: Water and Land**

**No. of Hours: 8**

Soil type, Regional Geology- Rock-type & Stratigraphy, Wasteland, Wetland, Agriculture land, Irrigation. Water Budgeting, Water level, Water level fluctuations, Quality of water, Water recharge, Need of Artificial recharge. Remote sensing & GIS for WM

### **UNIT III: Inter-agency cooperation for WM**

**No. of Hours: 7**

Government organizations and NGOs in watershed management. CSR and WM, Different stakeholders of WM. Mobilization and Strengthening of Existing Development Agencies, Sustainable development and WM.

### **UNIT IV: Participatory Watershed Management**

**No. of Hours: 7**

Concept of participatory watershed management. Participatory Rural Appraisal (PRA) & Participatory Learning & Action (PLA) for WM, Need assessment for WM, CBO and Panchayat Raj Institutions. Participatory Management Planning and Implementation

### **Unit V: Field and practical Exposure**

**No. of Hours: 30**

Remote sensing for water exploration, Water Quality Analysis. Fieldwork with Watershed. Interaction with Watershed experts, PRA, Case studies on successful WM initiatives.

### **References: -**

1. Porto Monica, Porto Rubem La Laina, & Azevedo Luiz Gabriel T, (1999), A Participatory Approach to Watershed Management: The Brazilian System, *Journal of the American Water Resources Association*, American Water Resources Association, 35 (3), 675-683.
2. Thorat, MM., (2017), Watershed Management, *Int. Res. J. of Science & Engineering*, 5 (5): 81-83 <http://www.irjse.in> ISSN: 2322-0015.

3. Tiwari, Krishna R., Bajracharya, Roshan M., & Sitaula, Bishal K., (2008), Natural Resource and Watershed Management In South Asia: A Comparative Evaluation with Special References to Nepal, *The Journal of Agriculture and Environment*, Vol:9, 72-89.
4. Wang, G., Mang, S., Cai, H. *et al.*, (2016), Integrated watershed management: evolution, development and emerging trends. *J. For. Res.* **27**, 967–994.  
<https://doi.org/10.1007/s11676-016-0293-3>

**Journals/ Magazines:**

1. Documents released by ICRISAT
2. International Journal of Water Resources Development, Taylor & Francis Online
3. Journal of Watershed Management Research
4. Journal of Environmental Management, Elsevier

**Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]**

1. [http://oar.icrisat.org/3914/1/1. Watershed\\_Management\\_Concept.pdf](http://oar.icrisat.org/3914/1/1. Watershed_Management_Concept.pdf)
2. [https://cfpub.epa.gov/watertrain/pdf/modules/watershed\\_management.pdf](https://cfpub.epa.gov/watertrain/pdf/modules/watershed_management.pdf)
3. <http://oar.icrisat.org/3678/1/161-2004.pdf>
4. [http://www.ierstahoe.com/pdf/research/watershed\\_management\\_guidebook.pdf](http://www.ierstahoe.com/pdf/research/watershed_management_guidebook.pdf)
5. <http://css.umich.edu/sites/default/files/publication/CSS95-08.pdf>

**Assessment methods and weightage in brief:**

Internal test 20%, seminar 10%, presentations 10%, End semester 60%

**Course Designed by: Dr Lakshmana G, Assistant Professor, Dept. of Social Work, CUK**



|                                    |                            |          |          |                  |           |          |
|------------------------------------|----------------------------|----------|----------|------------------|-----------|----------|
| <b>Course Code</b>                 | <b>PSWTG23309</b>          |          | <b>L</b> | <b>T</b>         | <b>P</b>  | <b>C</b> |
| <b>Elective Paper IV</b>           | <b>RURAL COMMUNICATION</b> | <b>2</b> | <b>1</b> | <b>-</b>         | <b>3</b>  |          |
| Pre-requisite/ Knowledge (If any): | Nil                        |          |          | Syllabus Version | 2020-2021 |          |

### Introduction:

This course aims at introducing the learners to rural communication.

### Course Learning Outcomes

After completion of this course successfully, the students will be able to:

|  |    |
|--|----|
| <b>CLO-1:</b> To explain the need for professional orientation to Rural Communication  | K2 |
| <b>CLO-2:</b> To describe the context of Rural Communication   | K2 |
| <b>CLO-3:</b> To develop skills to use media for rural communication   | K2 |
| <b>CLO-4:</b> To develop documentation skills for rural communities  | K2 |
| <b>CLO-5:</b> Demonstrate the skills to understand contemporary reality in its historical context  | K3 |
| <b>CLO-6:</b> Practice self as a part of own environment and explore own assumptions, ideals, values to develop sensitivity to the marginalization of vulnerable groups. | K3 |
| <b>CLO-7:</b> Relate Indigenization, different methods and models of Social Work   | K4 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>  |    |

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | S     |       |       |       |       |       |       |       |       |        |        |        |
| <b>CLO2</b> | S     |       |       |       |       |       |       |       |       |        |        |        |
| <b>CLO3</b> | S     |       |       |       |       |       |       |       |       |        |        |        |

|             |   |   |   |  |  |  |  |  |  |  |  |  |
|-------------|---|---|---|--|--|--|--|--|--|--|--|--|
| <b>CLO4</b> |   | M |   |  |  |  |  |  |  |  |  |  |
| <b>CLO5</b> | S |   |   |  |  |  |  |  |  |  |  |  |
| <b>CLO6</b> |   | M |   |  |  |  |  |  |  |  |  |  |
| <b>CLO7</b> |   |   | M |  |  |  |  |  |  |  |  |  |

\*S-Strong; M-Medium; L-Low

## Detailed syllabus

### Unit-I:

**Total hour of teaching=8**

#### **Understanding Rural Communication and Rural Community**

Rural Communication: Functions, types, characteristics and scope of Rural Communication: Intrapersonal, Interpersonal, Group, Mass Communication. Rural Communication Skills: Speaking, Listening, Reading, Writing and Documentation in Rural Communities: Barriers to effective rural communication. Rural Communities: characteristics and communication needs, Rural Reporting and Documentation

### Unit-II:

**Total hour of teaching=8**

#### **Rural Community, Communication and Traditional Media**

Participatory Rural Appraisal, Understanding Rural Communities, Rural Communities: Characteristics; Tools, Barriers to Effective Rural Communication. Folk Forms, Folk Media and Street Theatre in Rural Communication and Social Integration, Extension Communication- Agriculture, Tourism, Public Health, Health Extension communication in rural India. NGOs in Rural Communication and documentation tools in project implementation, qualifications and skills of rural communicators, Experiments in development communication and rural communication, Case Studies- Population and Environment. Communication for rural development, the role of ICT, Internet and E-governance.

**Unit-III:****Total hour of teaching=8****Scripting and Writing for Rural Print Media**

Writing for Rural Audience and on Rural Communities: Articles, Features, Columns, Letters to Editors, Writing Creatively on Rural issues. Production of Wall Newspaper using available Page designing Software (Page Maker 7.0, In Design, Corel Draw, Adobe Illustrator).

**Unit-IV:****Total hour of teaching=8****Cultural and Educative Programmes for Rural Audience**

Rural audience-oriented Script Writing, News, Interview, Discussion, Documentaries and Advertisements. Production of 5 minutes' discussion Programmes by using available Video Editing Software (U lead, Adobe Premiere, Avid, FCP)

**Unit-V:****Total hour of teaching=8****New Media for Rural Audiences**

Providing inputs to rural audiences through dynamic Websites, YouTube channels, Blogs, creating Facebook pages, Twitter, WhatsApp groups.

**References:**

1. Communication for development in the Third World - Melkote, Srinivas R. Steeves, H. Leslie
2. Theory and Practice for Empowerment – N. Jayaweera & S. Jayaweera and Anaunu Gama
3. Participatory Communication: Working for Change and Development - S.A White, K.S Nair and J. Ascroft
4. Mass Media & National Development - Wilbur Schramm
5. Basic News Writing - Melvin Mencher
6. Video Production – Vasuki Belavadi
7. Television Production. Handbook - H. Zettel

**Journals/ Magazines:**

1. Asia-Pacific Journal of Rural Development, Centre on Integrated Rural Development for Asia and the Pacific, Sage Publications
2. Journal of Rural Studies, Elsevier

3. The Journal of Rural Health, National Rural Health Association (NRHA), Wiley Online Library.

**Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]**

1. <http://www.fao.org/nr/com/gtzworkshop/a0892e00.pdf>
2. <http://www.fao.org/3/y5794e/Y5794E06.htm>
3. [https://nios.ac.in/media/documents/srsec335new/335\\_Mass\\_Communication\\_Eng/335\\_Mass\\_Communication\\_Eng\\_L26A.pdf](https://nios.ac.in/media/documents/srsec335new/335_Mass_Communication_Eng/335_Mass_Communication_Eng_L26A.pdf)
4. <http://hdl.handle.net/10603/155264>
5. [http://www.rakshakfoundation.org/wp-content/uploads/2015/01/2013\\_C158.pdf](http://www.rakshakfoundation.org/wp-content/uploads/2015/01/2013_C158.pdf)
6. <http://egyankosh.ac.in/bitstream/123456789/32871/1/Unit-3.pdf>
7. <https://www.jetir.org/papers/JETIRAB06055.pdf>

**Assessment methods and weightage in brief:**

Internal test 20%, seminar 10%, presentations 10%, End semester 60%

**Course Designed by: Dr Lakshmana G, Assistant Professor, Dept. of Social Work, CUK**

## **MSW Sem.- II: Foundation Courses:**

### **PSWTA23103: Foundation Compulsory: Rehabilitation of Social Work:**

Students are given theoretical and practical inputs with regard to the identification, assessment and rehabilitation of different types of disabilities/PWDs.

#### **Assessment:**

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

### **Foundation Elective: PSWTA23104: i) Social Policy, Social Movement and Social Justice / PSWTA23105: ii) Participatory Watershed Management**

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

#### **Peer Discourse and Peer Assessment Mode**

#### **Social Policy, Social Movement and Social Justice Course:**

Theoretical and application oriented discourses, assignments and presentations on the various themes that are designed by the Department from time to time will be carried as part of the paper.

#### **Participatory Watershed Management Course: Inter-departmental Course**

This course is an interdisciplinary and interdepartmental in nature and functioning. **Department of Social Work and Department of Geology** jointly offer the course on Training cum Practice Mode for the MSW students. This course has the **Socio-Techno Model** as its basis. Watershed concepts, approaches, techniques, technologies will form the technological components. Community participation and resources mobilization will form the social components. Reports, discourses and presentations will be the basis of assessment for 50 marks.

#### **Assessment:**

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

## M.S.W. SEMESTER III

|                                    |  |          |          |                  |           |
|------------------------------------|--|----------|----------|------------------|-----------|
| <b>Course Code</b>                 | <b>PSWTC33012</b>  | <b>L</b> | <b>T</b> | <b>P</b>         | <b>C</b>  |
| <b>Core</b>                        | <b>SOCIAL BUSINESS AND SOCIAL ENTREPRENEURSHIP FOR SOCIAL CHANGE</b> | <b>3</b> | <b>1</b> | <b>-</b>         | <b>4</b>  |
| Pre-requisite/ Knowledge (If any): | Basic understanding about social business and entrepreneurship       |          |          | Syllabus Version | 2020-2021 |

### Introduction:

This course aims at introducing the learners to social business and social entrepreneurship. Social entrepreneurship involves the creativity, imagination and innovation often associated with entrepreneurship.

### Course Learning Outcomes

After completion of this course successfully, the students will be able to:

|   |    |
|---|----|
| CLO-1: Describe the concepts, opportunities and challenges of social entrepreneurship.  | K2 |
| CLO-2: To demonstrate the role of social entrepreneurship in creating innovative responses to critical social needs (e.g., hunger, poverty, global warming, etc). | K4 |
| CLO-3: To engage in a collaborative learning process to develop a better understanding of the context and domain of social entrepreneurship.                      | K2 |
| CLO-4: Prepare and evaluate the social business plan.   | K5 |
| CLO-5: Demonstrate the skills to understand contemporary reality and opportunities in social entrepreneurship.  | K3 |
| CLO-6: Practice social innovation.  | K3 |
| CLO-7: Relate the theories, corporation social responsibility in day to day life  | K4 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>   |    |

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|             | <b>PLO 1</b> | <b>PLO 2</b> | <b>PLO 3</b> | <b>PLO 4</b> | <b>PLO 5</b> | <b>PLO 6</b> | <b>PLO 7</b> | <b>PLO 8</b> | <b>PLO 9</b> | <b>PLO 10</b> | <b>PLO 11</b> | <b>PLO 12</b> |
|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|---------------|
| <b>CLO1</b> | S            | M            | S            | M            | S            | M            | L            | M            | M            | S             | S             | S             |
| <b>CLO2</b> | S            | M            | S            | S            |              |              |              |              |              |               |               |               |
| <b>CLO3</b> |              | S            |              |              |              | S            |              |              |              | S             |               |               |
| <b>CLO4</b> | S            |              | S            |              |              |              | S            |              |              |               |               | S             |
| <b>CLO5</b> | M            |              |              |              |              |              |              |              |              |               |               | S             |
| <b>CLO6</b> |              | S            |              | S            |              |              |              |              |              |               |               |               |
| <b>CLO7</b> | S            | S            | S            | M            | M            | S            | S            | S            |              |               |               |               |

. \*S-Strong; M-Medium; L-Low

### **Detailed syllabus**

#### **UNIT - I: Social Innovation and Social Venture**

**Total hour of teaching=10**

Concept of Social Innovation, Process of social innovation; Theories of social innovation; Impact of social innovation; Disruptive Innovations for Social Change, Measuring Social Effectiveness. Social venture: meaning, concept and process; Small business economics, Assessing Social Ventures Opportunities, Social Venture Strategy and Plan;

#### **UNIT – II : Social Entrepreneurship**

**Total hour of teaching=12**

Meaning of Social Entrepreneurship, social enterprises, social ventures, social business; Theories of social entrepreneurship, Models of social entrepreneurship, Topology of Social Entrepreneurship, Creating Social Value: meaning, concept, process and assessing social value; Social value and social wealth; Venture Models: Micro-finance, micro-franchise, micro-consignment; Social Impact of Social Entrepreneurship;

#### **UNIT – III : Social Business**

**Total hour of teaching=12**

History, Meaning, Concept, Theory and Process of Social Business; Contribution of Muhammad Yunus to Social Business; Redefining economics for poor (Yunus); Social business ventures: Yunus Center in India and Bangladesh; Social Business ventures in other countries; Social Impact of Social Business Ventures: meaning, concept, process, tools for assessment;

#### **UNIT – IV Social Business Plan**

**Total hour of teaching=14**

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

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

#### **UNIT V: Corporate Social Responsibility:**

**Total hour of teaching=12**

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

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

#### **REFERENCES:**

1. Filip M. Santos, 2009, A positive theory of social entrepreneurship, Social Innovation Center, France. Website: <http://www.insead.edu/facultyresearch/research/doc.cfm?did=41727>
2. James and Charles, 2007, Innovative approaches to reducing global poverty, the case of Edunm. [http://www.academia.edu/1137883/List of References for academic projects on Social Entrepreneurship by Hamza El Fasiki](http://www.academia.edu/1137883/List_of_References_for_academic_projects_on_Social_Entrepreneurship_by_Hamza_El_Fasiki)
3. Alvord, S., Brown, D., and Letts, C. (2004), 'Social Entrepreneurship and Societal Transformation: An Exploratory Study', Journal of Applied Behavioral Science, 40.3, 260-83.
4. Austin, J. (2004), 'Institutional Collaboration', in Young, D. (ed.) Effective Economic Decision Making by Nonprofit Organizations, National Center on Nonprofit Enterprise and The Foundation Center, 149-166.
5. Bornstein, D. (2004), How to Change the World: Social Entrepreneurs and the Power of New Ideas, New York: Oxford University Press.
6. Bennis, W., and Thomas, R. (2002), Geeks & Geezers, Cambridge, MA: Harvard Business School Press.
7. Bernstein, E. (2005), 'Giving Back', The Wall Street Journal, May 13, p.W2
8. Bloom, G., and Scher, L. (Spring 2003), Public Policy 192 - Social Entrepreneurship: Mobilizing Private Resources for the Common Good & Public Policy 193-Social Entrepreneurship.
9. Collaboratory (SE Lab) Syllabus, Stanford University, Public Policy Program and Program on Urban Studies, School of Humanities & Sciences.
10. Bloom, G., Leonard, H., Moore, M., and Winship, C. (Spring 2005), Social Entrepreneurship Collaboratory (SE Lab): Syllabus, Harvard University, Hauser Center for Nonprofit Organizations, John F. Kennedy School of Government.
11. Bloom, G., and Nicolson, M. (2003), Vision Contract, Stanford University: Social Entrepreneurship Collaboratory (SE Lab).
12. Bowen, W. (1994), 'When a Business Leader Joins a Nonprofit Board', Harvard Business Review, September/October, pp.38-43.



13. Bradach, J. (2003), 'Going to Scale', Stanford Social Innovation Review, Spring, pp.19-25.
14. Bradford, A. (ed.) (2003), Generation Y for the Global Village, Washington D.C.: International Peace Press.
15. Brooks, Z. (2002), An Introduction to Business Planning for Nonprofits, The Bridgespan Group, available at: [www.bridgespangroup.org](http://www.bridgespangroup.org)
16. Muhammad Yunus, Social business.
17. Muhammad Yunus, Redesigning economics for the poor of the rich countries.

**Course Designed by: Dr Lakshmana G, Assistant Professor, Dept. of Social Work, CUK**

|                                    |  |          |          |                  |           |          |
|------------------------------------|--|----------|----------|------------------|-----------|----------|
| <b>Course Code</b>                 | <b>PSWTC33013</b>  |          | <b>L</b> | <b>T</b>         | <b>P</b>  | <b>C</b> |
| <b>Core</b>                        | <b>THEORY AND PRACTICE OF COUNSELING</b>                                 | <b>3</b> | <b>1</b> | <b>-</b>         | <b>4</b>  |          |
| Pre-requisite/ Knowledge (If any): | Basic theoretical knowledge about social case work and social group work |          |          | Syllabus Version | 2020-2021 |          |

### Introduction:

This course aims at enhancing the capacity of the social work trainees in the field of counseling.

### Course Learning Outcomes

After completion of this course successfully, the students will be able to:

|   |    |
|---|----|
| <b>CLO-1:</b> Describe the concept of counseling and discussion on counseling in retrospect and prospect                | K1 |
| <b>CLO-2:</b> Recognize and sensitize students to the principles, theories, types, methods and techniques of counseling | K2 |
| <b>CLO-3:</b> Identify and acquire skills for practice of counseling in different settings                              | K2 |
| <b>CLO-4:</b> Understanding the theoretical foundation of counselling   | K2 |
| <b>CLO-5:</b> Prepare the students' for assessment and therapeutic relationship   | K3 |
| <b>CLO-6:</b> To analyze the necessity of Professional Social Worker in counseling field                                | K4 |
| <b>CLO-7:</b> Relate the scope of social work in the field of counseling in dealing with various problems               | K5 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>                             |    |

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|             | <b>PLO 1</b> | <b>PLO 2</b> | <b>PLO 3</b> | <b>PLO 4</b> | <b>PLO 5</b> | <b>PLO 6</b> | <b>PLO 7</b> | <b>PLO 8</b> | <b>PLO 9</b> | <b>PLO 10</b> | <b>PLO 11</b> | <b>PLO 12</b> |
|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|---------------|
| <b>CLO1</b> | S            | M            | M            | S            | S            | M            | L            | M            | M            | S             | S             | S             |
| <b>CLO2</b> | S            | M            | S            | S            |              |              |              |              |              |               |               |               |
| <b>CLO3</b> |              | S            |              |              |              |              |              |              | S            |               |               |               |
| <b>CLO4</b> | S            |              |              | S            |              |              | S            |              |              |               |               |               |
| <b>CLO5</b> | M            |              |              |              |              |              |              |              |              |               |               |               |
| <b>CLO6</b> |              | S            | S            |              |              |              |              |              |              |               |               |               |
| <b>CLO7</b> | S            | S            | M            |              | M            |              | S            | S            | S            |               |               |               |

\*S-Strong; M-Medium; L-Low

## **Detailed syllabus**

### **UNIT I: Introduction and overview**

**Total hour of teaching=10**

Counseling: Meaning and definition, Characteristics, Goals, Elements and areas of counseling. Types of Counselling. Present status of counseling. The terms: Guidance, counseling, psychotherapy, psychiatry. The counselor: qualities, skills, attitudes, values, ethical issues, burnout. Issues faced by beginning therapists. Characteristics of Clients: Voluntary and Non-Voluntary Clients.

### **UNIT II: Theoretical Foundations of Counselling**

**Total hour of teaching=20**

Theoretical Foundations: Psycho analytical theory, Humanistic and existential theory, Client-centered theory, Gestalt therapy, Behavior therapy, Cognitive behavior therapy, Transactional analysis, Egan's approach, Eclectic approach, Marital and family therapy

### **UNIT III: Counselling Relationship, Process and Techniques**

**Total hour of teaching=10**

Counselling Relationship: Regard, Respect, Authenticity, Empathy and Genuineness - Counselling Process: Initiating Counselling, Attending Skills: Non-Verbal, interacting with Clients, Termination, Follow-up - Transference and Counter-Transference - Counselling Techniques: Listening, Responding, Goal setting, Exploration, Summarization and Action.

### **UNIT IV: Counseling in Groups and assessment in counseling**

**Total hour of teaching=10**

Group counseling: Meaning, definition and goals of group counseling. Types of groups: T- Groups, Encounter Groups, Support Groups, Psycho Educational Groups and Psycho Therapy Groups. Group counseling skills: Group formation skills, Group counseling skills, Process of group counseling.

The purpose of assessment in counseling. Assessment principles. Frame works for assessment from various counseling theories. Critique of assessment.

### **UNIT V: Practice of counseling in different setting**

**Total hour of teaching=10**

Family: pre-marital and marital counseling. Sex education. Industry: Personal problems, interpersonal problems, alcoholism, chronic absenteeism, accident proneness, retirement. Life situation: stress management, crisis management. De-addiction centers. Schools and colleges:

learning disability, peer group interaction, career guidance. Counseling for HIV/AIDS victims. Child guidance clinic. Family Counseling Center: Structure, Functions and Management. Role of Professional Social Worker in counseling field.

### **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, etc.

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- Clole.
5. Narayana Rao. (2008). Counselling Psychology, Second Edition, Tata McGraw Hill, New Delhi. India.
6. Narayana Rao. (2003). Counselling and Guidance, Tata McGraw Hill, New Delhi. India.

### **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.
13. Lakshmi pathi Raju, M (Ed.) 1999. Family Counselling: Perspectives and Practices, Tirupati, Sri Padmavati Mahila Visvavidyalayam.
14. Lewis, E. Patterson and Elizabeth, R. Welfel 2000. The Counseling Process, Stamford, Brooks / Cole Thomson Learning.
15. Meichenbaum, D. (1977). Cognitive Behaviour Modification: An integrative approach. New York: Plenum
16. Narayana, Rao S. 1981. Counselling Psychology, New Delhi: Tata Mc Graw –Hill Publishing Company Ltd.
17. Robert, G. Madden 1998. Legal Issues in Social Work Counselling and Mental Health, Sage Publications India Pvt., Ltd.
18. Speigler, M. D., & Guevremont, D. C. (1998). Contemporary Behaviour Therapy. Albany: Brooks/Cole.

**Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]**

1. [https://www.uleth.ca/dspace/bitstream/handle/10133/1167/The%20Elements%20of%20Effective%20Counselling\\_NATCON.pdf?sequence=1](https://www.uleth.ca/dspace/bitstream/handle/10133/1167/The%20Elements%20of%20Effective%20Counselling_NATCON.pdf?sequence=1)
2. [http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/2569/8/08\\_chapter%203.pdf](http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/2569/8/08_chapter%203.pdf)
3. [http://www.sagepub.in/upm-data/23240\\_Chapter\\_5.pdf](http://www.sagepub.in/upm-data/23240_Chapter_5.pdf)
4. [http://www.ccpaaccp.ca/\\_documents/NotebookEthics/What%20is%20Counseling%20A%20Search%20for%20a%20Definition.pdf](http://www.ccpaaccp.ca/_documents/NotebookEthics/What%20is%20Counseling%20A%20Search%20for%20a%20Definition.pdf)

**Assessment methods and weightages in brief:**

Internal test 20%, seminar 10%, presentations 10%, End semester 60%

**Course Designed by: Dr. Lakshmana G, Assistant Professor, Dept. of Social Work, CUK**

## SPECIALIZATION (A): SOCIAL DEVELOPMENT

|                                    |  |                                     |          |          |                  |           |
|------------------------------------|--|-------------------------------------|----------|----------|------------------|-----------|
| <b>Course Code</b>                 | <b>PSWTD33201</b>  |                                     | <b>L</b> | <b>T</b> | <b>P</b>         | <b>C</b>  |
|                                    |  | <b>RURAL AND TRIBAL DEVELOPMENT</b> | <b>3</b> | <b>1</b> | <b>-</b>         | <b>4</b>  |
| Pre-requisite/ Knowledge (If any): | Fundamental knowledge on the characteristics of rural & tribal community |                                     |          |          | Syllabus Version | 2020-2021 |

### 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. On completion of the course, the student will be able to understand about Rural and Tribal Community Development process

### Course Learning Outcomes

After completion of this course successfully, the students will be able to:

|   |   |    |
|---|---|----|
| <b>CLO:1</b>  | Discusses the fundamental concepts and components of rural and tribal communities development by expressing the own community of the learner to have a better understanding of the organizations which are working for the development of the people. | K2 |
| <b>CLO:2</b>  | Identify the theories and models developed by the pioneers in rural development to make a community socially, economically and politically autonomous through refers by the learners  | K3 |
| <b>CLO:3</b>  | Interpret and discuss the various plans and programmes implemented by India's state and union government towards the welfare of peoples through the various development agencies.   | K6 |
| <b>CLO:4</b>  | Discover the quality of the life of tribes by applying various scientific methods like a case study, FGD and in-depth interviews, etc.... through the participatory way to make them mainstream.  | K4 |
| <b>CLO:5</b>  | Locate various approaches on community resilience building to operate different social work intervention towards rehabilitating the people at risk  | K6 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b> |   |    |

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|      | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| CLO1 | S     |       |       | M     |       |       |       |       |       |        |        |        |
| CLO2 | S     |       |       |       | M     |       |       |       |       |        |        |        |
| CLO3 | S     |       |       |       |       |       | S     |       |       |        |        |        |
| CLO4 |       | M     | M     |       |       |       |       |       |       |        |        |        |
| CLO5 | S     |       |       |       | M     |       |       |       | M     |        |        |        |

\*S-Strong; M-Medium; L-Low

**Detailed Syllabus**

**UNIT 1: Rural Organization**

**Total hour of teaching:12**

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 2: Rural Development**

**Total hour of teaching:12**

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 3: Rural development programmes**

**Total hour of teaching:12**

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 4: Tribes in India**

**Total hour of teaching:12**

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 5: Community Resilience Building (CRB)**

**Total hour of teaching:12**

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.
10. Bumke, Peter J. (Eds) 1992 New Delhi; Sterling Publishers Pvt. Ltd.
11. Bose, Nirmal Kumar. 1971. Tribal Life in India. National Book Trust India, New Delhi.
12. Desai, A. R. (Ed.) 1978. Rural Sociology in India. Bombay: Popular Prakashan.
13. Debey, S. N. and Murdia, R. 1977 Land Alienation and Restoration in Tribal Communities, Bombay: Himalaya Publications.
14. 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.
15. Epstein Scarlet, J. 1973 South India: Yesterday, Today and Tomorrow; Mysore Villages Revisited. London and Basingstoke: Macmillan Press.

16. Mahajan, V. S, (Ed.) 1993 Employment through Rural Development – Towards Sustainability, New Delhi: Deep & Deep Publications.
17. Mahanti, Neeti. 1994. Tribal Issues - A Non-Conventional Approach. New Delhi: Inter-India Publications.
18. Nair, T. K. and Training Social Workers for Rural. Anbarasan, R. S. (Eds.) 1981 ASSWI.
19. Patel, M. L. 1994 Tribal Development without Tears. New Delhi: Inter-India Publications.
20. Ramaiah, P. 1988. Issues in Tribal Development. Allahabad: Chugh Publications.

**Course Designed by: Dr M Sivamoorthy, Assistant Professor, Dept. of Social Work, CUK**

|                                    |                                  |                          |          |          |                  |           |
|------------------------------------|----------------------------------|--------------------------|----------|----------|------------------|-----------|
| <b>Course Code</b>                 | <b>PSWTD33202</b>                |                          | <b>L</b> | <b>T</b> | <b>P</b>         | <b>C</b>  |
|                                    |                                  | <b>URBAN DEVELOPMENT</b> | <b>3</b> | <b>1</b> | <b>-</b>         | <b>4</b>  |
| Pre-requisite/ Knowledge (If any): | To know the urban characteristic |                          |          |          | Syllabus Version | 2020-2021 |

### **Introduction:**

The course examines the causes and effects of rapid urbanization in developing countries. This course aims at understanding various issues related to the urban community and the policies and programmes implemented for urban community development.

### **Course Learning Outcomes**

After completion of this course successfully, the students will be able to:

|   |   |    |
|---|---|----|
| <b>CLO:1</b>  | Discover the factors associated with urbanization and its consequences and acquire knowledge of various concepts and approaches to urban community development.   | K2 |
| <b>CLO:2</b>  | Develop a conceptual clarity on urban community and its different development approaches with an ideological base given by development workers to enhance urban living.   | K3 |
| <b>CLO:3</b>  | Identify the urban social problems with theoretical and constitutional perspectives to assess the quality of life of various weaker sections in the urban community to improve their life.                        | K3 |
| <b>CLO:4</b>  | Examine the different urban development policy and program by understanding the theoretical background and its applications to plan for innovative program and approach to composing a developed urban community. | K4 |
| <b>CLO:5</b>  | Apply the different tools and technique to assess the vulnerabilities and opportunities of the urban community by the learner through field visits.   | K3 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b> |   |    |

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | PLO<br>1 | PLO<br>2 | PLO<br>3 | PLO<br>4 | PLO<br>5 | PLO<br>6 | PLO<br>7 | PLO<br>8 | PLO<br>9 | PLO<br>10 | PLO<br>11 | PLO<br>12 |
|-------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| <b>CLO1</b> | S        |          |          |          | M        |          |          |          |          |           |           |           |
| <b>CLO2</b> | S        |          |          |          | M        |          | M        |          |          |           |           |           |
| <b>CLO3</b> | S        |          |          | M        |          |          |          |          |          |           |           |           |
| <b>CLO4</b> |          |          | M        | S        |          |          | M        |          |          |           |           |           |
| <b>CLO5</b> |          | M        |          |          | S        |          |          | M        |          |           |           |           |

\*S-Strong; M-Medium; L-Low

**Detailed Syllabus**

**Unit I: Urbanization**

**Total hour of teaching:12**

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**

**Total hour of teaching:12**

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 needs approach, 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****Total hour of teaching:12**

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****Total hour of teaching:12**

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****Total hour of teaching:12**

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.

**Reference**

1. Aziz, Abdul. 1984 Urtyban 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. Culling worth, J. B. 1973 Problems of Urban Society, Vol. I, The Social Framework of Planning, London, George Allen and Unwin Ltd.
6. Diddee, Jaymala and Urbanization - Trends, perspectives RangaswamyVomla (Eds.) 1993 and Challenges, Jaipur, Rawat Publications.
7. D' Souza, Victor S. 1987 Urban Development in India, In Encyclopedia of Social Work in India Vol.III, New Delhi, Ministry of Welfare, Government of India.
8. Gangrade, K. D. 1971 Community Organisation in India, Bombay, Popular Prakashan.
9. House, Peter. 1973 The Urban Environmental System, London, Sage Publications.
10. Institute of Economic Growth India's Urbanization 1901 – 2001, Part Two, Concepts, Definitions and Sources of Data, Second Edition, No. 10
11. Karamer, R. M.' and Readings in Community Organization Specht, H. 1983 Practice, Englewood Cliffs: Prentice Hall.
12. Kundu, Amitabh 1987 Urban Community Development, In. Encyclopedia of Social Work in India, Vol. III, New Delhi, Ministry of Welfare, Government of India.
13. Maurya, S. D. (Ed) 1989 Urbanisation and Environmental Problems, Allahabad, Chugh Publications.
14. PrakasaRao, V. L. S. 1983 Urbanisation in India - Spatial Dimensions, New Delhi, Concept Publishing Company.
15. Ramachandran, R. 1989 Urbanisation and Urban Systems in India, Bombay, Delhi Oxford University Press.
16. Rani Singh Sundra. 1979 Urban Planning in India, New Delhi Ashish Publishing House.
17. Rao, M. S. A. Bhat, A Reader in Urban Sociology, Chandrashekar and Kadekar New Delhi, Orient Longman. Laxmi Narayan. 1991
18. 18. Ross, Murray G. 1955 Community Organisation: Theory. New York, Principles and Practice, Harper and Row.
19. Srivastava, A. K. 1989 Urbanization: Concept and Growth, New Delhi, H. K. Publishers and Distributors.
20. Turner, Roy (Ed.) 1962 India's Urban Future, Bombay, Oxford University Press.
21. Verma, S. S. Urbanization and Regional Development in India, Allahabad, Chugh Publications.

**Course Designed by: Dr M Sivamoorthy, Assistant Professor, Dept. of Social Work, CUK**

|                                    |   |                           |          |          |                  |           |
|------------------------------------|---|---------------------------|----------|----------|------------------|-----------|
| <b>Course Code</b>                 | <b>PSWTD33203</b>                               |                           | <b>L</b> | <b>T</b> | <b>P</b>         | <b>C</b>  |
|                                    |   | <b>SOCIAL DEVELOPMENT</b> | <b>3</b> | <b>1</b> | <b>-</b>         | <b>4</b>  |
| Pre-requisite/ Knowledge (If any): | To know the fundamentals of development concept |                           |          |          | Syllabus Version | 2020-2021 |

### **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.

### **Course Learning Outcomes**

After completion of this course successfully, the students will be able to:

|   |  |    |
|---|--|----|
| <b>CLO:1</b>  | Obtain clear knowledge about different theories of social development & various Human development index. The learners will come to know the various international body working for development | K2 |
| <b>CLO:2</b>  | Exceled with various sectors of development from a human development perspective   | K2 |
| <b>CLO:3</b>  | Develop skills to help the needy to obtain benefit from various developments schemes by the states and union government by understanding the methods and strategies for community development  | K3 |
| <b>CLO:4</b>  | Able to analyse critically on different development initiatives by the government in gender perspectives   | K4 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b> |  |    |



**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | S     |       |       |       |       | S     |       |       | M     |        |        |        |
| <b>CLO2</b> |       |       | S     |       |       |       |       | M     |       |        |        |        |
| <b>CLO3</b> | S     |       |       |       | M     |       |       |       | S     |        |        |        |
| <b>CLO4</b> | M     |       |       | S     |       |       | M     |       |       |        |        |        |

\*S-Strong; M-Medium; L-Low

**Detailed Syllabus**

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

**Total hour of teaching:12**

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.

**Total hour of teaching:12**

**UNIT -2: 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.

**Total hour of teaching:12**

### **UNIT-3: 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;

**Total hour of teaching:12**

### **UNIT-4: 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;

**Total hour of teaching:12**

**Unit-5: 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.  
Pillai, G. M (Ed.) (1999) Challenges of Agriculture in the 21st Century, Pune: Maharashtra Council of Agricultural Education and Research.
5. Verma, S.B., Sankaran, P.N., Shrivastwa, R.K. (2006) Rural Based Development Strategies, New Delhi: Deep & Deep Publications Pvt. Ltd.
6. Verma, S.B., Shah, G.P. Pathak, S.C. (2006) Rural Credit & Co-operative Development, New Delhi: Deep & Deep Publications Pvt. Ltd.
7. Lakshman, T. K. and Narayan, B. K. (Ed)(1987) Rural Development in India – A multi-dimensional Analysis, Bombay : Himalaya Publishing House.
8. Sundaram, Satya (1997): Rural Development, Mumbai: Himalaya Publication.
9. Rana, Kranti (2001) People’s Participation and Voluntary Action- Dimensions, Roles and Strategies, New Delhi: Kanishka Publishers.

**Course Designed by: Dr M Sivamoorthy, Assistant Professor, Dept. of Social Work, CUK**

**PSWFD33204: Field Work**

**PSWRD33205: Research Dissertation (Individual/Joint/Group) (Social Development)**

## SPECIALISATION B– Human Resource Management

|                                    |                    |   |          |          |                  |           |
|------------------------------------|--------------------|---|----------|----------|------------------|-----------|
| <b>Course Code</b>                 | <b>PSWTD33206:</b> |   | L        | T        | P                | C         |
| <b>Core</b>                        |                    | <b>Human Resource Management</b>  | <b>3</b> | <b>1</b> | <b>-</b>         | <b>4</b>  |
| Pre-requisite/ Knowledge (If any): |                    | Basic understanding about Human Resource Management at industrial setting |          |          | Syllabus Version | 2020-2021 |

### Introduction:

The intension of this paper is to prepare young graduates for management and administrative positions in various industrial, businesses, governmental/non-governmental organizations and service sector organizations.

### Course Learning Outcomes

After completion of this course successfully, the students will be able to:

|  |    |
|--|----|
| <b>CLO-1:</b> Describe the managerial skills in different functional areas of management with practical focus on HRM.  | K2 |
| <b>CLO-2:</b> Explain the competence to evolve the problem-solving approaches by applying conceptual and Behavioural skills.                                     | K2 |
| <b>CLO-3:</b> Understand interpersonal skills/ competence and leadership qualities to work in a group with team building approach.                               | K2 |
| <b>CLO-4:</b> identify the sound theoretical base in various concepts and theories to enable the student to develop a broad perspective of the management field. | K2 |
| <b>CLO-5:</b> Demonstrate the strategic approach to Human Resources from the traditional functional approach.  | K3 |
| <b>CLO-6:</b> Practically understand the relationship of HR strategy with overall corporate strategy.  | K3 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>  |    |

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | S     | M     | S     | M     | S     | M     | L     | M     | M     | S      | S      | S      |
| <b>CLO2</b> | S     | M     | S     | S     |       |       |       |       |       |        |        |        |
| <b>CLO3</b> |       | S     |       |       |       | S     |       |       |       |        |        |        |
| <b>CLO4</b> | S     |       | S     |       |       |       | S     |       |       |        |        |        |
| <b>CLO5</b> | M     |       |       |       |       |       |       |       |       |        |        |        |
| <b>CLO6</b> |       | S     |       | S     |       |       |       |       |       |        |        |        |
| <b>CLO7</b> | S     | S     | S     | M     | M     | S     | S     | S     |       |        |        |        |

\*S-Strong; M-Medium; L-Low

**Detailed syllabus**

**Total hour of teaching:12**

**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.

**Total hour of teaching:12**

**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.

**Total hour of teaching:12**

**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.

**Total hour of teaching:12**

**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.

**Total hour of teaching:12**

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

**Practice assignments:**

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

**Note:**

3. The list of cases and specific references including recent articles will be announced in the class at the time of launching of the course.
4. The evaluation of students consists of both internal and external evaluation. Internal evaluation of 40 marks includes mid-term examination (20 marks) covering two units of the syllabus, an assignment (10 marks) and class Presentation (10 marks). The evaluation includes end-term examination of 60 marks covering the whole syllabus.

**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.

**Course Designed by: Dr. Srinivasa D, Assistant Professor, Dept. of Social Work, CUK**



|                                   |                   |  |          |          |                  |           |
|-----------------------------------|-------------------|--|----------|----------|------------------|-----------|
| <b>Course Code</b>                | <b>PSWTD33207</b> |  | <b>L</b> | <b>T</b> | <b>P</b>         | <b>C</b>  |
| <b>Core</b>                       |                   | <b>Human Resource Development</b>  | <b>3</b> | <b>1</b> | <b>-</b>         | <b>4</b>  |
| Pre-requisite/ Knowledge (If any) |                   | How to develop the Human Resource in industrial firm for utilization of their skills, knowledge and ability for growth of the organisation |          |          | Syllabus Version | 2020-2021 |

## Introduction

The purpose of this course is to provide practical exposure and knowledge in Behavioural science to develop skills not only to understand and analyses problems but also to develop a problem-solving approach to issues.

## Course Learning Outcomes

After completing the course, the student shall be able to:

|  |    |
|--|----|
| <b>CLO-1:</b> Understand the evolution of HRD  | K2 |
| <b>CLO-2:</b> Discuss various HR practices used in the business world.   | K2 |
| <b>CLO-3:</b> Apply various HR practices.  | K2 |
| <b>CLO-4:</b> Understand interpersonal skills/ competence and leadership qualities to work in a group with team building approach.   | K2 |
| <b>CLO-5:</b> appreciate quality of working life , explore work environment with respect to conflict and stress and evaluate the effectiveness of HR practices adopted in the organizations. | K3 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>  |    |

## Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|             | <b>PLO 1</b> | <b>PLO 2</b> | <b>PLO 3</b> | <b>PLO 4</b> | <b>PLO 5</b> | <b>PLO 6</b> | <b>PLO 7</b> | <b>PLO 8</b> | <b>PLO 9</b> | <b>PLO 10</b> | <b>PLO 11</b> | <b>PLO 12</b> |
|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|---------------|
| <b>CLO1</b> | S            | M            | S            | M            | S            | M            | L            | M            | M            | S             | S             | S             |
| <b>CLO2</b> | S            | M            | S            | S            |              |              |              |              |              |               |               |               |
| <b>CLO3</b> |              | S            |              |              |              | S            |              |              |              |               |               |               |
| <b>CLO4</b> | S            |              | S            |              |              |              | S            |              |              |               |               |               |
| <b>CLO5</b> | M            |              |              |              |              |              |              |              |              |               |               |               |
| <b>CLO6</b> |              | S            |              | S            |              |              |              |              |              |               |               |               |
| <b>CLO7</b> | S            | S            | S            | M            | M            | S            | S            | S            |              |               |               |               |

\*S-Strong; M-Medium; L-Low

## **Detailed Syllabus**

**Total hour of teaching:12**

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

**Total hour of teaching:12**

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

**Total hour of teaching:12**

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

**Total hour of teaching:12**

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

**Total hour of teaching:12**

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

### **Practice Assignments**

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

### **Text books:**

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

### **Note:**

5. The list of cases and specific references including recent articles will be announced in the class at the time of launching of the course.
6. The evaluation of students consists of both internal and external evaluation. Internal evaluation of 40 marks includes mid-term examination (20 marks) covering two units of the syllabus, an assignment (10 marks) and class Presentation (10 marks). The evaluation includes end-term examination of 60 marks covering the whole syllabus.

**Course Designed by: Dr. Srinivasa D, Assistant Professor, Dept. of Social Work, CUK**

|                                    |  |          |          |                  |           |          |
|------------------------------------|--|----------|----------|------------------|-----------|----------|
| <b>Course Code</b>                 | <b>PSWTD33208</b>  |          | <b>L</b> | <b>T</b>         | <b>P</b>  | <b>C</b> |
| <b>Core</b>                        | <b>Organizational Behavior and Organizational Development</b>  | <b>3</b> | <b>1</b> | <b>-</b>         | <b>4</b>  |          |
| Pre-requisite/ Knowledge (If any): | To learn about the organizational change and using the knowledge and techniques of Behavioural science |          |          | Syllabus Version | 2020-2021 |          |

### **Introduction:**

The course aims to provide an understanding of human behavior at work so that the learner may acquire the skills required to analyze problems and develop a problem solving approach.

### **Course Learning Outcomes**

At the end of the course students will be able to:

|  |    |
|--|----|
| <b>CLO-1:</b> Analyze the behaviour of individuals and groups in organizations understand the implications of organizational behaviour on the process of management. | K2 |
| <b>CLO-2:</b> Understanding about the organizational behaviour, organizational dynamics.   | K2 |
| <b>CLO-3:</b> Create interpersonal skills and leadership qualities to work in a group dynamics with team building approach.  | K2 |
| <b>CLO-4:</b> Develop the skills and ability to explore the conceptual, theoretical and practical perspectives on change management.                                 | K2 |
| <b>CLO-5:</b> Proficient to devise effective intervention strategies and function as an internal HR consultant to an organization in transition.                     | K3 |
| <b>CLO-6:</b> Acquire the ability to understand the dynamics and appreciate the difficulties of change as applied to organizational culture and human behaviour.     |    |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>  |    |

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | S     | M     | S     | M     | S     | M     | L     | M     | M     | S      | S      | S      |
| <b>CLO2</b> | S     | M     | S     | S     |       |       |       |       |       |        |        |        |
| <b>CLO3</b> |       | S     |       |       |       | S     |       |       |       |        |        |        |
| <b>CLO4</b> | S     |       | S     |       |       |       | S     |       |       |        |        |        |
| <b>CLO5</b> | M     |       |       |       |       |       |       |       |       |        |        |        |
| <b>CLO6</b> |       | S     |       | S     |       |       |       |       |       |        |        |        |
| <b>CLO7</b> | S     | S     | S     | M     | M     | S     | S     | S     |       |        |        |        |

\*S-Strong; M-Medium; L-Low

**Detailed syllabus**

**Total hour of teaching:12**

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

**Total hour of teaching:12**

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

**Total hour of teaching:12**

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

**Total hour of teaching:12**

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

**Total hour of teaching:12**

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

**Practice assignments - Application of Organizational tools:**

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

**Text Books:**

1. Aswathappa K, 2008: Organisational Behaviour- Text, Cases and Games, Mumbai, Himalaya Publication House.
2. Donald, Hislop, 2007: Knowledge Management in Organisation- A Critical Introduction, Oxford University Press.
3. Khanka, SS,2008: Organisational Behaviour, New Delhi, S Chand and Co., Ltd.
4. Meenakshi N, 2009 Approach, NIILM Center for Management Studies, New Delhi.

5. Luthans Fred, 2005 Organisational Behaviour, New York, Mc. Grew Hill International Edition.
6. Subba Rao, P, 2004: Organisational Behaviour, Mumbai, Himalaya Publications House.

**Note:**

7. The list of cases and specific references including recent articles will be announced in the class at the time of launching of the course.
8. The evaluation of students consists of both internal and external evaluation. Internal evaluation of 40 marks includes mid-term examination (20 marks) covering two units of the syllabus, an assignment (10 marks) and class Presentation (10 marks). The evaluation includes end-term examination of 60 marks covering the whole syllabus.

**Course Designed by: Dr. Srinivasa D, Assistant Professor, Dept. of Social Work, CUK**

**PSWFD33209: Field Work**

**PSWRD33210: Research Dissertation (Individual/Joint/Group) (Human Resource Management)**

## Specialisation –C Medical and Psychiatric Social Work

|                                    |                   |  |          |          |                  |           |
|------------------------------------|-------------------|--|----------|----------|------------------|-----------|
| <b>Course Code</b>                 | <b>PSWTD33211</b> |  | <b>L</b> | <b>T</b> | <b>P</b>         | <b>C</b>  |
| <b>Core</b>                        |                   | <b>PUBLIC HEALTH</b>                         | <b>3</b> | <b>1</b> | <b>-</b>         | <b>4</b>  |
| Pre-requisite/ Knowledge (If any): |                   | Basic understanding about health and illness |          |          | Syllabus Version | 2020-2021 |

### **Introduction:**

This course aims at introducing the learners to a critical inquiry about various diseases and treatment methods through Social work practice, policies and programmes

### **Course Learning Outcomes**

After completion of this course successfully, the students will be able to:

|   |    |
|---|----|
| <b>CLO-1:</b> To Explain health and illness through various Community Engagement activities and acquire the ability to prevent through knowledge and skills                   | K2 |
| <b>CLO-2:</b> To understand the signs and symptoms, etiology, of various diseases and develop the ability to recognise various treatment of health problems                   | K2 |
| <b>CLO-3:</b> To compare various life cycle stages and its challenges through various sources and critically sense the ability to counselling                                 | K5 |
| <b>CLO-4:</b> To evaluate various changes and impact on Geriatric age group through community engagement to enhance the practice with elderly population                      | K5 |
| <b>CLO-5:</b> Critically evaluate practices, policies and programmes on the basis of empirical evidence, synthesize data from a variety of sources and draw valid conclusions | K5 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 -Create</b>  |    |



**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | S     |       |       |       |       | S     | M     |       |       | S      |        |        |
| <b>CLO2</b> | S     |       |       |       |       |       |       |       |       |        |        |        |
| <b>CLO3</b> | S     | S     | S     |       |       | M     |       |       |       |        |        |        |
| <b>CLO4</b> | S     | S     | M     |       |       |       |       | M     |       |        |        |        |
| <b>CLO5</b> |       |       |       |       |       |       |       | S     |       | M      |        |        |
| <b>CLO6</b> |       |       |       |       |       |       |       |       |       |        |        |        |
| <b>CLO7</b> |       |       |       |       |       |       |       |       |       |        |        |        |

\*S-Strong; M-Medium; L-Low

**Detailed syllabus**

**UNIT I**

**Total hour of teaching:07**

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

**UNIT II**

**Total hour of teaching:12**

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, M, Iron, Calcium and Iodine.

Maternal and child malnutrition, impact on growth, pregnancy outcome, reproductive health, Infant mortality rate, Maternal Mortality rate.

### **Unit III**

**Total hour of teaching:12**

#### **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.

### **Unit IV**

**Total hour of teaching:08**

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. Life skills, development and management at various stages.

### **Unit V**

**Total hour of teaching:09**

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 VI-****Total hour of teaching:08**

Public Health: Meaning, Concept, And Demography of Health, Indicators of Health- Public Health System: Structure and Functions; Public Health Programs; National Health Policy of India: Directorate General of Health Services, Indian Council of Medical Research (ICMR).Legal aspects of health: Relevance and scope of medico-legal information for social workers -Forensic medicine - Procedures in medico-legal practices: Courts of enquiry, witness, evidence, oral examinations, certificates, professional secrecy - Dying declaration - Medico-legal offences: Assault, harassment, accident, homicide, suicide, sexual offences.

**UNIT – VII: Gender and Geriatric Social Work:****Total hour of teaching:07**

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

**Pandemic and Social work**

Public health interventions in pandemics and epidemics

Introduction to Infection Prevention and Control

Manage disease outbreaks and health emergencies

strengthening access to tools, resources and expertise across WHO interventions.

Strengthening public healthcare systems during pandemic

**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**

1. Park, K. 2002. Park's Textbook of Preventive and Social Medicine, Jabalpur, Banarsidas Bhanot.

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-Term Care Facilities, U. S. Dept. of Health, Education and Welfare, Public Health Service, Maryland: National Institute of Mental Health.
3. Butrym, Zofia and Horder, John. 1983. Health, Doctors and Social Workers, London: Routledge and Kegan Paul.
4. Clark, D. W. and Mac Mahon, 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, Butterworth's.
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: Butter worths.
12. Park, K. 2002. Park's Textbook of Preventive and Social Medicine, Jabalpur, Banarsidas Bhanot.
13. Rusk, Howard A. 1977. Rehabilitation Medicine, Saint Louis: Mosby Company.

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

**Assessment methods and weightages in brief:**

Internal test 20%, seminar 10%, presentations 10%, End semester 60%

**Course Designed by: Dr. Chitkala Assistant Professor, Dept. of Social Work, CUK**

| Course Code                        | PSWTD33212 | L  | T        | P                | C         |
|------------------------------------|------------|--|----------|------------------|-----------|
| <b>Core</b>                        |            | <b>3</b>                                   | <b>1</b> | <b>-</b>         | <b>4</b>  |
| Pre-requisite/ Knowledge (If any): |            | Basic Understanding on Abnormal psychology |          | Syllabus Version | 2020-2021 |

**Introduction:**

This course aims at introducing the learners to a symptomatology and psychiatric disorders.

**Course Learning Outcomes**

After completion of this course successfully, the students will be able to:

|   |    |
|---|----|
| <b>CLO-1:</b> Understand the concepts 'mental health' and 'mental illness'.                                 | K2 |
| <b>CLO-2:</b> Identify the signs and symptoms, etiology, diagnosis and treatment of mental health problems. | K2 |
| <b>CLO-3:</b> Summarize the magnitude of Mental Health problems   | K2 |
| <b>CLO-4:</b> Demonstrate the skills in Case History taking and assessment                                  | K3 |
| <b>CLO-5:</b> Distinguish various mental disorders  | K4 |
| <b>CLO-6:</b> Assess Mental Status Examination  | K5 |
| <b>CLO-7:</b> Categorize various types of mental disorders  | K6 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>                 |    |

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|      | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| CLO1 | S     |       |       |       |       | M     |       |       |       |        |        |        |
| CLO2 |       | M     |       |       |       |       |       |       |       |        |        |        |
| CLO3 |       |       | L     |       |       |       |       |       |       |        |        |        |
| CLO4 |       |       |       | S     |       |       |       |       |       |        |        | S      |
| CLO5 |       |       |       |       | M     |       |       |       |       |        |        |        |
| CLO6 |       |       |       |       |       | S     |       | M     |       |        |        | S      |
| CLO7 |       |       | M     |       |       |       |       |       |       |        | L      | S      |

\*S-Strong; M-Medium; L-Low

## Detailed syllabus

### UNIT I: Introduction to Psychiatry

**Total hour of teaching=12**

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. The magnitude of mental health problems in India - Changing trends in mental health. Determinants of personality - understanding normal and abnormal behaviour. Diagnosis and classification of mental disorders: ICD 10 and DSM V.

**Total hour of teaching=12**

### UNIT II: Assessment, signs and Symptoms of Disorders

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, the experience of self, consciousness and motor disorders.

### Unit III: Organic and psychotic disorders

**Total hour of teaching=12**

Organic mental disorders: Delirium- Dementia.

Psychoactive substance use disorders: Alcohol, Cannabis, Inhalant use disorders and Digital disorders. Schizophrenia and its types, other psychotic disorders. Mood Disorders - Anxiety spectrum disorders.

**Total hour of teaching=12**

#### **Unit IV: Somatoform and personality disorders**

Somatoform Disorders -Dissociative disorder

Human sexuality - Normal Sexuality, abnormal sexuality and sexual Dysfunction,

Gender Identity Disorders - Personality of disorders - Sleep disorders - Suicide-Eating disorders

#### **Unit V: Childhood Psychiatric disorders**

**Total hour of teaching=12**

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:**

Students are expected to get engaged to learn practical things in the following areas. These are suggestive, and the subject teacher may evolve his/her own ways to impart community engagement  
Visiting 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.)**

The following activities may be undertaken to build resilience among students. These are suggestive in nature, and the subject teacher may evolve his/her own ways to impart community engagement.

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

#### **TEXTBOOKS**

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. Philadelphia, Wolters Kluwer.

#### **References:**

1. Ahuja, Niraj. 1995. A Short Textbook of Psychiatry, 3<sup>rd</sup> Edition, New Delhi, Jaypee Brothers.

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



## **JOURNALS:**

1. Indian Journal of Psychiatry
2. Indian Journal of Social Psychiatry
3. Indian Journal of Social Psychology
4. National Journal of Professional Social Work
5. Indian Journal of Psychiatric Social Work
6. Social Work Practice in the addictions

## **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]**

1. <https://dghs.gov.in/WriteReadData/userfiles/file/Training%20Manual%20SW%20.pdf>
2. <https://nptel.ac.in/courses/109/104/109104096/#>
3. <https://www.who.int/classifications/icd/icdonlineversions/en/>
4. <https://www.nhp.gov.in/disease-a-z>
5. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=32>
6. [https://www.who.int/mental\\_health/en/](https://www.who.int/mental_health/en/)

## **Assessment methods and weightage in brief:**

Internal test 20%, seminar 10%, presentations 10%, End semester 60%

**Course Designed by: Dr Lakshmana G, Assistant Professor, Dept. of Social Work, CUK**

|                                    |   |          |          |                  |           |          |
|------------------------------------|---|----------|----------|------------------|-----------|----------|
| <b>Course Code</b>                 | <b>PSWTD33213</b>   |          | <b>L</b> | <b>T</b>         | <b>P</b>  | <b>C</b> |
| <b>Core</b>                        | <b>INTERVENTION IN PSYCHIATRIC SETTING</b>  | <b>3</b> | <b>1</b> | <b>-</b>         | <b>4</b>  |          |
| Pre-requisite/ Knowledge (If any): | Foundation on symptomatology and psychiatric disorders and methods of social work |          |          | Syllabus Version | 2020-2021 |          |

### **Introduction:**

This course aims at preparing the learners to plan and implement interventions in psychiatric settings.

### **Course Learning Outcomes**

After completion of this course successfully, the students will be able to:

|   |    |
|---|----|
| <b>CLO-1:</b> Distinguish between normality and abnormality   | K2 |
| <b>CLO-2:</b> Demonstrate the knowledge to become a team member in the field of psychiatry                  | K2 |
| <b>CLO-3:</b> Understand the rationale, goals and strategies to work in the field of psychiatry             | K2 |
| <b>CLO-4:</b> Demonstrate the skills to work in the community mental health setup and policies and programs | K3 |
| <b>CLO-5:</b> Evaluate various government efforts in reaching the community                                 | K5 |
| <b>CLO-6:</b> Experience the therapeutic process and work as a psychiatric social worker                    | K5 |
| <b>CLO-7:</b> Practice Social Work methods in various psychiatric settings                                  | K6 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>                 |    |

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | S     | M     | S     | M     | S     | M     | L     | M     | M     | S      | S      | S      |
| <b>CLO2</b> | S     | M     | S     | S     |       |       |       |       |       |        |        | S      |
| <b>CLO3</b> |       | S     |       |       |       | S     |       |       |       |        |        |        |
| <b>CLO4</b> | S     |       | S     |       |       |       | S     |       |       |        |        |        |
| <b>CLO5</b> | M     |       |       |       |       |       |       |       |       |        |        | S      |
| <b>CLO6</b> |       | S     |       | S     |       |       |       |       |       |        |        | S      |
| <b>CLO7</b> | S     | S     | S     | M     | M     | S     | S     | S     |       |        |        |        |

\*S-Strong; M-Medium; L-Low

**Detailed syllabus**

**Total hour of teaching=12**

**UNIT I: Psychiatric Social Work: An Introduction**

Psychiatric Social work - Meaning, Definition, History, Nature and Scope – Problem formulation - various approaches to social diagnosis. Concept of mental health: approaches to mental health Treatment Methods in Psychiatry a) Pharmacological treatment b) Psychosocial treatment. Psychosocial intervention - Teamwork and Multidisciplinary approach. Orientation to the application of social work methods and other related techniques used in psychiatry - The Mental Hospital as a social system: Partial hospitalization - Therapeutic community.

**Total hour of teaching=12**

**UNIT II: Therapeutic models in Psychiatric social work**

Therapeutic models in Psychiatric social work: various theoretical approaches in individual treatment and processes of individual treatment techniques (Crisis Intervention, Psychosocial intervention, Strength-Based Social Work, CBT, Empowerment model, Evidence-Based Social Work, Integrated approaches). Principles and practice of group treatment. The practice of Family therapy in a psychiatric setting.

**Total hour of teaching=12**

**UNIT III: Social work intervention in various hospital settings**

Geriatric psychiatry, child and adult psychiatry, de-addiction, family psychiatry unit, Child Guidance Clinics, rehabilitation, neurology, neurosurgery, emergency services and community mental health centres, Correctional institutions, industries. The concept of expressed emotions and social support - Importance of home visit and visit to the place of work.

**Total hour of teaching=12**

**UNIT-IV: Community Mental Health**

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

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

Community Psychiatry: Role of the Psychiatric Social Worker in Community Mental Health Programmes. Role of family in the treatment of mentally ill - preparing the family and community for the patient's return, follow up.

**Total hour of teaching=12**

**UNIT V: Policy level interventions in the field of mental health**

Rehabilitation Social Work - Psychosocial interventions in disaster-prone areas - Psychosocial interventions in war-affected and the violence-prone regions.

Care of mentally ill: Establishing rehabilitation centre, Daycare centres, De-addiction centres, Child Guidance Clinic.

National mental health act 1987, Mental health care act 2017, National Mental Health Policy. Mental Health Program, School Mental Health Programme, National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act 2000, Rehabilitation Council of India Act 1999, Rights of persons with disability act 2017.

### **Community Engagement:**

Students are expected to get engaged to learn practical things in the following areas. These are suggestive, and the subject teacher may evolve his/her own ways to impart community engagement.

Assessment in the hospital, community, placement agency, etc

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

The following activities may be undertaken to build resilience among students. These are suggestive in nature, and the subject teacher may evolve his/her own ways to impart community engagement.

Assignment on any of the topics for skill-building. For example, problems of the elderly, assessment of family problems, etc.

### **TEXTBOOKS**

1. Francis J. Turner. 1974 (1<sup>st</sup> Edition). 2011 (5<sup>th</sup> Edition). *Social Work Treatment: Interlocking Theoretical Approaches*.
2. Nicholas, P.M & Schwartz C.R. 2006. *Family Therapy – Concepts and methods* (7<sup>th</sup> Edition), Allyn and Bacon, Boston: Pearson Education, Inc. Press, Inc
3. Verma, Ratna. 1991. *Psychiatric Social Work in India*, New Delhi: Sage Publications.
4. Corey, G. 2008. *Theory and Practice of Counselling and Psychotherapy* (8<sup>th</sup> Edition), Canada: Brookes/Cole.
5. Joseph Walsh. 2010. *Direct Social Work practice- Theoretical perspectives*, Cengage Learning.
6. Francis P Abraham. 2015. *Social Work in Mental Health: Contexts and Theories for Practice*, SAGE Publications Ltd.

### **References**

1. Axelson, J.A. 1998. *Counselling and development in multicultural society*. Pacific Group: Brooks
2. Corey, G. 2000. (Ed.) *Theory and Practice of Counselling and Psychotherapy* (6<sup>th</sup> Edition)
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 counselling. 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, New Delhi: Sage Publications.
11. Daver, Bhargavi. 2001. Mental Health from a Gender Perspective, New Delhi: Sage Publications
12. Dhanda, Amita. 1999. Legal Order and Mental Disorder, New Delhi: Sage Publications
13. Kapur, Malavika. 1997. Mental Health in Indian Schools, New Delhi: Sage Publications
14. Verma, Ratna. 1991. Psychiatric Social Work in India, New Delhi: Sage Publications
15. World Health Organization. 1986. Prevention of Mental, Neurological and Psychosocial problems
16. WHO. 1991. Innovative Approaches in Mental Health Care, Psychosocial Interventions and Co-management, Geneva

#### **JOURNALS/ MAGAZINES:**

1. The Indian Journal of Social Work, TISS, Mumbai (Maharashtra).
2. Perspectives in Social Work, College of Social Work, Nirmal Niketan, Mumbai, (Maharashtra).
3. National Journal of Professional Social Work, ISPSW, Bangalore
4. Indian Journal of Psychiatric Social Work, Chandigarh

#### **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]**

1. [https://nhm.gov.in/images/pdf/National\\_Health\\_Mental\\_Policy.pdf](https://nhm.gov.in/images/pdf/National_Health_Mental_Policy.pdf)
2. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=32>

3. <https://nimhans.ac.in/psychiatric-social-work-2/>
4. <https://nimhans.ac.in/psychiatric-social-work-2/>
5. <https://dghs.gov.in/WriteReadData/userfiles/file/Training%20Manual%20SW%20.pdf>

**Assessment methods and weightage in brief:**

Internal test 20%, seminar 10%, presentations 10%, End semester 60%

**Course Designed by: Dr Lakshmana G, Assistant Professor, Dept. of Social Work, CUK**

**PSWFD33214: Field Work**

**PSWRD33215: Research Dissertation (Individual/Joint/Group) (Medical And Psychiatric Social Work)**

**M.S.W. SEMESTER - IV**  
**COMMON PAPER**

| Course Code                        | PSWTC43014 |   | L        | T        | P                | C         |
|------------------------------------|------------|---|----------|----------|------------------|-----------|
| <b>Core</b>                        |            | <b>PROJECT PLANNING AND MANAGEMENT</b>                              | <b>3</b> | <b>1</b> | <b>-</b>         | <b>4</b>  |
| Pre-requisite/ Knowledge (If any): |            | Fundamental indulgent about Planning & Identifying the project area |          |          | Syllabus Version | 2020-2021 |

**Introduction**

This course will make the learner develop an innovative idea to propose and prepare a scientific project for an organization

**Course Learning Outcomes**

After completion of this course successfully, the students will be able to:

|   |   |    |
|---|---|----|
| CLO:1   | Discuss the various stages of project planning and management by referring to theories and models developed by experts to propose the ideas to build a project.                               | K2 |
| CLO:2   | Identify the tools and techniques utilized by the researcher or project fellows and project implementing authorities in the various field to develop the organization's programmes.           | K2 |
| CLO:3   | Examine the evaluation techniques and models designed and utilized by the researcher organizations and project implementing leaders in multiple areas to implement the projects successfully. | K3 |
| CLO:4   | Illustrate the concept of Corporate Social Responsibility by referring to various applications and theoretical input given by experts from numerous mainstream companies and industries.      | K3 |
| CLO:5   | Generate the fund for the organizations through applying multiple strategies and techniques by the learner.   | K4 |
| CLO:6   | Identify with employ a work breakdown structure to develop an organizational network that accurately reflects duration and sequencing of project activities.                                  | K4 |
| <b>K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create</b> |   |    |



**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|      | PLO<br>1 | PLO<br>2 | PLO<br>3 | PLO<br>4 | PLO<br>5 | PLO<br>6 | PLO<br>7 | PLO<br>8 | PLO<br>9 | PLO<br>10 | PLO<br>11 | PLO<br>12 |
|------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| CLO1 | S        |          | S        |          |          |          | M        |          | S        |           | M         |           |
| CLO2 |          | M        | M        |          | S        |          | M        |          |          |           |           |           |
| CLO3 | S        |          |          | S        |          | M        |          |          |          |           |           |           |
| CLO4 | S        |          |          |          |          |          |          | S        |          | M         |           |           |
| CLO5 |          | M        | S        |          | M        |          |          |          |          |           |           |           |
| CLO6 |          |          |          |          |          |          |          | M        |          | M         | M         |           |

\*S-Strong; M-Medium; L-Low

**Detailed Syllabus**

**Unit I**

**Total hour of teaching=12**

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**

**Total hour of teaching=12**

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**

**Total hour of teaching=12**

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**

**Total hour of teaching=12**

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 top ten companies.

#### **Unit V**

**Total hour of teaching=12**

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.

**Course Designed by: Dr M Sivamoorthy, Assistant Professor, Dept. of Social Work, CUK**

**SPECIALISATION PAPERS**  
**SPECIALIZATION – A-SOCIAL DEVELOPMENT**

|                                    |                   |  |          |          |                  |           |
|------------------------------------|-------------------|--|----------|----------|------------------|-----------|
| <b>Course Code</b>                 | <b>PSWTD43201</b> |  | L        | T        | P                | C         |
| <b>Core</b>                        |                   | <b>SUSTAINABLE DEVELOPMENT: TECHNOLOGIES, ENTREPRENEURSHIP AND LIVELIHOODS</b> | <b>3</b> | <b>1</b> | <b>-</b>         | <b>4</b>  |
| Pre-requisite/ Knowledge (If any): |                   | Fundamental indulgent about sustainable development                            |          |          | Syllabus Version | 2020-2021 |

**Introduction:**

This course will enable the students to expand their knowledge on sustainability across various organizations, industries and practices, including business, consulting, environmental, and social and governance and energy sectors. It helps the learner enhance their knowledge of design and innovation for sustainability even to start an innovative business for future generations.

**Course Learning Outcomes**

After completion of this course successfully, the students will be able to:

|   |   |    |
|---|---|----|
| <b>CLO:1</b>  | Explain the process of watershed management and sustainable development with different concepts, approaches, strategies and theories given by the various experts and professionals to apply in the field by the learner. | K2 |
| <b>CLO:2</b>  | Identify the recent and innovative sustainable technologies discovered by experts and technologist to use in the area to conserve energy for the future society.  | K4 |
| <b>CLO:3</b>  | Explain the process of entrepreneurship development program (EDP) in detail to the learner to train the various target people in the community.   | K6 |
| <b>CLO:4</b>  | Predict sustainable agriculture and marketing strategies by discussing with those who are practiced in the field by the learner take the knowledge to the various needy people in the community.                          | K3 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b> |   |    |

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|      | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| CLO1 | S     |       |       | M     |       |       |       |       |       |        |        |        |
| CLO2 | S     |       | M     |       |       |       | M     |       |       |        |        |        |
| CLO3 |       | S     |       |       | M     |       |       |       |       |        |        |        |
| CLO4 |       | S     |       | M     |       |       | M     |       |       |        |        |        |

\*S-Strong; M-Medium; L-Low

**Detailed Syllabus**

**Total hour of teaching=12**

**Unit I Sustainable Development and Watershed Management**

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

**Unit II Sustainable technologies**

**Total hour of teaching=12**

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

### **Unit III Entrepreneurship Development Program (EDP)**

**Total hour of teaching=12**

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

### **Unit IV Sustainable Agriculture**

**Total hour of teaching=12**

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

#### **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.

**Course Designed by: Dr M Sivamoorthy, Assistant Professor, Dept. of Social Work, CUK**

| Course Code                        | PSWTD43202   | L        | T        | P                | C         |
|------------------------------------|--|----------|----------|------------------|-----------|
| <b>Core</b>                        | <b>LOCAL SELF GOVERNMENT<br/>RURAL, TRIBAL AND URBAN</b>   | <b>3</b> | <b>1</b> | <b>-</b>         | <b>4</b>  |
| Pre-requisite/ Knowledge (If any): | Observe how the local body functioning at grassroots level & discussions with local body members |          |          | Syllabus Version | 2020-2021 |

### **Introduction:**

The curriculum enables the social work trainees to analyse the dynamics of decentralized governance and to equip them with the requisite skills and the importance of social work practice with local self-government in rural and urban settings.

### **Course Learning Outcomes**

After completion of this course successfully, the students will be able to:

|   |   |    |
|---|---|----|
| <b>CLO:1</b>  | Criticize the powers and functions of local governance with a theoretical foundation to judge the evolution of Panchayat Raj Institution and its amendment in India towards power decentralization at all levels of the administration. | K2 |
| <b>CLO:2</b>  | Describe decentralized planning by criticizing various social development and security schemes to ensure the people's socio-economic and political sustainability.  | K4 |
| <b>CLO:3</b>  | Identify inclusive development and good governance by assessing the social legislation towards empowerment of marginalized sections.  | K4 |
| <b>CLO:4</b>  | Explain the local urban self-governance with theoretical foundation as salient features of the 74th amendment in urban settings.  | K5 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b> |   |    |



**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|      | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| CLO1 | S     |       | M     |       |       |       |       |       |       | M      |        |        |
| CLO2 | S     | S     |       |       | M     |       |       |       |       |        |        |        |
| CLO3 | S     |       |       |       |       |       | M     |       | M     |        |        |        |
| CLO4 |       | S     |       |       | S     |       |       |       |       |        | M      |        |

\*S-Strong; M-Medium; L-Low

**Detailed Syllabus**

**UNIT 1: Local Governance**

**Total hour of teaching=12**

Democracy and Governance: Concept of Democracy and Decentralization; Evolution of PRIs and Salient features of 73<sup>rd</sup> Amendment; Participatory Democracy (powers and functions of Gram Sabha, Social Capital, Civil Society); Decentralized Governance and Devolution (Activity Mapping). Panchayat Management: Powers and functions of Panchayat Raj Institutions (PRIs); Panchayat administration (maintenance of records); Duties and responsibilities of elected representatives and officers of PRIs; Statutory committees of PRIs;

**Financial Management:** Financial resources of PRIs; Gram Panchayat Budget; Gram panchayat accounting; Auditing of Gram Panchayat Accounts;

**E- Governance:** Digital India; Governance; Panchayat enterprise suit; ICT Application in rural development;

**UNIT 2: Decentralized Local Planning:**

**Total hour of teaching=12**

**Participatory planning:** Gram panchayat development plan; District planning committee and integrated district plan; Participatory Rural Appraisal (PRA) Techniques; Social accountability and community mobilization; Leadership Development and Management: Leadership and its styles; Skills for effective leadership; training and leadership development; Organizational behavior and human resource management;

**Sectoral Schemes –I:** Sustainable development goals; Flagship schemes and Centrally sponsored programmes; Employment, Livelihood and Skill development programmes (MGNREG, NRLM, DDUGKY, PMKVY); Infrastructure development programmes (PMGSY, Electrification, Water and Sanitation);

**Sectoral Schemes – II:** Social development programmes (Education, Health, Women and Children development); Social security schemes; Community Based Disaster Management; Management of Natural Resources;

**UNIT 3 Inclusive Development and Governance – I** **Total hour of teaching=12**

Gender in Local Governance: Basic concepts of gender and related legislation; Voice, Agency and Leadership of Women; Women in Local Governance; Gender responsive planning and budgeting of Gram panchayat level; Inclusion and Empowerment of Marginalized Sections: Social inclusion; Empowerment of marginalized sections (SC/ST/OBC/Transgender); Empowerment of persons with disabilities; Empowerment of Elderly and Children

**UNIT 4 Inclusive Developments and Governance – II** **Total hour of teaching=12**

Governance in 5<sup>th</sup> Schedule Areas: Salient features of Panchayats Extension to scheduled areas (PESA), Act 1996; Tribal self-governance and role of Gram Sabha; Governance of Natural Resources in 5<sup>th</sup> Scheduled Areas; Prevention of Tribal Land Alienation; Governance in 6<sup>th</sup> Schedule Areas: Scheduled Vs States in India; Constitutional provisions for 6<sup>th</sup> Schedule Areas; Composition, power and functions of autonomous district councils; Power and functions of village councils;

**UNIT 5 Urban governance** **Total hour of teaching=12**

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

**Reference:**

1. Agarwal Babitha. 2009. Urbanization of Rural Areas. Rajdhani. New Delhi.
2. Arora K. Ramesh. 2009. Panchayati Raj Participation and Decentralization. Rawat publications. Jaipur.
3. Bidyut Mohanty. 1993. Urbanization in Developing Countries, Concept Publishing Company. New Delhi.
4. Bondyoy Padhyay. D. 2003. Empowering Panchayats Handbook for Master Trainers Using Participatory Approach. Concept Publications. New Delhi.
5. Jacob. Z. 2008. Urban Community Development. Rawat publications. Jaipur.
6. Khanna. B.S. 1994. Panchayat Raj in India. Deep & Deep publications. New Delhi.
7. Kshisagar,R.K.. 1994. Dalit Movement in India and its Leaders. MD Publications. New Delhi.
8. Mehta G.S. 2008. Participation of Women in the Panchayati Raj System. Kanishka Publish.

**Course Designed by: Dr M Sivamoorthy, Assistant Professor, Dept. of Social Work, CUK**

**PSWRD43203: Field Work**

**PSWFD43204: Research Dissertation (Individual/Joint/Group)**

**SPECIALISATION – HUMAN RESOURCE MANAGEMENT**

|                                    |                   |  |          |          |          |                  |           |
|------------------------------------|-------------------|--|----------|----------|----------|------------------|-----------|
| <b>Course Code</b>                 | <b>PSWTD43205</b> |  | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b>         |           |
| <b>Core</b>                        |                   | <b>Industrial Relations and Labour Welfare</b>   |          | <b>3</b> | <b>1</b> | <b>-</b>         | <b>4</b>  |
| Pre-requisite/ Knowledge (If any): |                   | Industrial relations are to gain insight into the dynamics of employees' relations with the management |          |          |          | Syllabus Version | 2020-2021 |

**Introduction:**

To sensitize and expose the students to critical tasks, functions and issues of industrial relations and to gain insight into the dynamics of employees' relations with the management

**Course Learning Outcomes**

At the end of the course students will be able to:

|   |    |
|---|----|
| <b>CLO-1:</b> Understand about the problems of unorganized labour and laws applicable to them.  | K2 |
| <b>CLO-2:</b> Knowledge about the international organizations working for labour and human rights.  | K2 |
| <b>CLO-3:</b> Appraise the process of resolving industrial disputes in industrial organizations and compare the industrial relations scenario of different countries. | K2 |
| <b>CLO-4:</b> Knowledge about vulnerable groups of workers and legal provisions related to them.  | K2 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>   |    |

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)  
and Program Specific Outcomes (PSOs)**

|             | PLO<br>1 | PLO<br>2 | PLO<br>3 | PLO<br>4 | PLO<br>5 | PLO<br>6 | PLO<br>7 | PLO<br>8 | PLO<br>9 | PLO<br>10 | PLO<br>11 | PLO<br>12 |
|-------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| <b>CLO1</b> | S        | M        | S        | M        | S        | M        | L        | M        | M        | S         | S         | S         |
| <b>CLO2</b> | S        | M        | S        | S        |          |          |          |          |          |           |           |           |
| <b>CLO3</b> |          | S        |          |          |          | S        |          |          |          |           |           |           |
| <b>CLO4</b> | S        |          | S        |          |          |          | S        |          |          |           |           |           |
| <b>CLO5</b> | M        |          |          |          |          |          |          |          |          |           |           |           |
| <b>CLO6</b> |          | S        |          | S        |          |          |          |          |          |           |           |           |
| <b>CLO7</b> | S        | S        | S        | M        | M        | S        | S        | S        |          |           |           |           |

\*S-Strong; M-Medium; L-Low

**Detailed syllabus**

**Total hour of teaching:12**

**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.

**Total hour of teaching:12**

**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.

**Total hour of teaching:12**

**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.

**Total hour of teaching:12**

**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.

**Total hour of teaching:12**

**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 unorganised labourers in Gulbarga District
- ❖ Assess the schemes of unorganised labourers

**Text books:**

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

9. The list of cases and specific references including recent articles will be announced in the class at the time of launching of the course.
10. The evaluation of students consists of both internal and external evaluation. Internal evaluation of 40 marks includes mid-term examination (20 marks) covering two units of the syllabus, an assignment (10 marks) and class Presentation (10 marks). The evaluation includes end-term examination of 60 marks covering the whole syllabus.

**Course Designed by: Dr Srinivasa D, Assistant Professor, Dept. of Social Work, CUK**

|                                    |                   |                           |          |          |                  |           |
|------------------------------------|-------------------|---------------------------|----------|----------|------------------|-----------|
| <b>Course Code</b>                 | <b>PSWTD43206</b> |                           | <b>L</b> | <b>T</b> | <b>P</b>         | <b>C</b>  |
| <b>Core</b>                        |                   | <b>Labour Legislation</b> | <b>3</b> | <b>1</b> | <b>-</b>         | <b>4</b>  |
| Pre-requisite/ Knowledge (If any): |                   |                           |          |          | Syllabus Version | 2020-2021 |

### Introduction:

To provide an understanding, application and interpretation of the various labour laws and their implications for industrial relations and other labour issues.

### Course Learning Outcomes

After completing the course, students would be able to:

|  |    |
|--|----|
| <b>CLO-1:</b> Understand about the problems of unorganized labour and laws applicable to them.           | K2 |
| <b>CLO-2:</b> Understanding about the vulnerable groups of workers and legal provisions related to them. | K2 |
| <b>CLO-3:</b> Know about the international organizations working for labour and human rights.            | K2 |
| <b>CLO-4:</b> Understand about the problems of wage legislation, social security legislation and human   | K2 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>              |    |

### Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

|             | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| <b>CLO1</b> | S     | M     | S     | M     | S     | M     | L     | M     | M     | S      | S      | S      |
| <b>CLO2</b> | S     | M     | S     | S     |       |       |       |       |       |        |        |        |
| <b>CLO3</b> |       | S     |       |       |       | S     |       |       |       |        |        |        |
| <b>CLO4</b> | S     |       | S     |       |       |       | S     |       |       |        |        |        |
| <b>CLO5</b> | M     |       |       |       |       |       |       |       |       |        |        |        |
| <b>CLO6</b> |       | S     |       | S     |       |       |       |       |       |        |        |        |
| <b>CLO7</b> | S     | S     | S     | M     | M     | S     | S     | S     |       |        |        |        |

\*S-Strong; M-Medium; L-Low



## **Detailed Syllabus**

**Total hour of teaching:12**

**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.

**Total hour of teaching:12**

**Unit II:** Legislations on Labour Welfare:

The Factories Act, 1948.

The Plantations Labour Act, 1951.

The Mines Act, 1952.

**Total hour of teaching:12**

**Unit III:** Legislations on Wages and related aspects:

The Payment of Wages Act, 1936.

The Minimum Wages Act, 1948.

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

The Payment of Bonus Act, 1965.

**Total hour of teaching:12**

**Unit IV:** Legislations on Social Security:

The Employees Compensation Act, 1923.

The Employees State Insurance Act, 1948.

The Employees Provident Fund and Miscellaneous Provisions Act, 1952.

The Maternity Benefit Act, 1961.

The Payment of Gratuity Act, 1972.

**Total hour of teaching:12**

**Unit V:** Legislations on Industrial Relations:

The Trade Unions Act, 1926.

The Industrial Employment (Standing Orders) Act, 1946.

The Industrial Disputes Act, 1947.

**Others:**

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

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.

**Note:**

11. The list of cases and specific references including recent articles will be announced in the class at the time of launching of the course.
12. The evaluation of students consists of both internal and external evaluation. Internal evaluation of 40 marks includes mid-term examination (20 marks) covering two units of the syllabus, an assignment (10 marks) and class Presentation (10 marks). The evaluation includes end-term examination of 60 marks covering the whole syllabus.

**Course Designed by: Dr Srinivasa D, Assistant Professor, Dept. of Social Work, CUK**

**PSWRD43207: Field Work**

**PSWFD43208: Research Dissertation (Individual/Joint/Group)**

### SPECIALIZATION – MEDICAL AND PSYCHIATRIC SOCIAL WORK

|                                    |                   |  |          |          |                  |           |
|------------------------------------|-------------------|--|----------|----------|------------------|-----------|
| <b>Course Code</b>                 | <b>PSWTD43209</b> |  | <b>L</b> | <b>T</b> | <b>P</b>         | <b>C</b>  |
| <b>Core</b>                        |                   | <b>SOCIAL WORK IN MEDICAL SETTING</b>                  | <b>3</b> | <b>1</b> | <b>-</b>         | <b>4</b>  |
| Pre-requisite/ Knowledge (If any): |                   | Basic understanding about Medical social work practice |          |          | Syllabus Version | 2020-2021 |

#### **Introduction:**

This course aims at introducing the learners to enhance the understanding of Medical and health social work practice to promote health programs

#### **Course Learning Outcomes**

After completion of this course successfully, the students will be able to:

|   |    |
|---|----|
| <b>CLO-1:</b> To demonstrate the knowledge of Medical and health social work through different approaches to enhance the practice of social work in different areas | K3 |
| <b>CLO-2:</b> To analyse health services through various strategies Institutional and other approaches to create a health promotion program.                        | K5 |
| <b>CLO-3:</b> To analyse various strategies of Community Based Rehabilitation- Building through the use of existing resources to promote health                     | K5 |
| <b>CLO-4:</b> To examine various health agencies to acquire knowledge and skill in the practice of medical Social work  | K4 |
| <b>CLO-5:</b> To plan community engagement assessment in the hospital, community, placement agency to enhance skill building and capacity modules                   | K6 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyse; K5 - Evaluate; K6 - Create</b>   |    |

#### **Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)**

|             | <b>PLO 1</b> | <b>PLO 2</b> | <b>PLO 3</b> | <b>PLO 4</b> | <b>PLO 5</b> | <b>PLO 6</b> | <b>PLO 7</b> | <b>PLO 8</b> | <b>PLO 9</b> | <b>PLO 10</b> | <b>PLO 11</b> | <b>PLO 12</b> |
|-------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|---------------|
| <b>CLO1</b> | S            | M            | M            |              |              |              |              |              |              |               |               |               |
| <b>CLO2</b> | S            | S            | M            |              |              |              |              | M            |              |               |               |               |
| <b>CLO3</b> | S            | M            |              |              |              |              |              |              |              |               |               |               |
| <b>CLO4</b> | S            |              |              |              |              |              |              |              |              |               |               |               |
| <b>CLO5</b> | S            | S            | S            |              |              |              | M            |              |              |               |               |               |

\*S-Strong; M-Medium; L-Low

#### **Detailed Syllabus**

## **UNIT I**

**Total hour of teaching:12**

Medical Social Work: Meaning, Definition, Nature and Scope - Historical background in India and Abroad - Understanding the patient as a person; Illness behaviour 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.

Role of social workers in pandemic and its aftermath

Medical social work practice during pandemic

Strengthening Hospital systems during pandemic

Challenges of front-line healthcare workers during pandemic

## **UNIT II**

**Total hour of teaching:12**

Health social work: selected areas of practice-older adults –disability- Nephrology-Oncology- Cardiac care- Organ transplant –rehabilitation-emergency Room-Rural hospital-paediatric unit chronic disease: Diabetes, Heart Disease, and HIV/AIDS,

End of life care, Pain management and palliative care- Alternative, complementary and integrative medicine in a conventional setting.

## **UNIT III**

**Total hour of teaching:12**

Health behaviour: Psychosocial theories

Behaviour 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 and 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**

**Total hour of teaching:12**

CBR: Meaning, scope, basic principles and strategies of Community Based Rehabilitation-

Building and use of existing resources.

Community organizing/building and health promotion programming: The process of community organizing, health promotion programming, creating a health promotion program.

Concept of care: Systems in Health Care, Family Physician, OPDs and Dispensaries, Hospitals, Day Care and Special Schools, Institutional Care, Self help and support

Health Insurance Schemes

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

## **UNIT V**

**Total hour of teaching:12**

International health agencies - World Health Organization (WHO), UNICEF, UNDP, FAO, ILO, World Bank. Non-governmental and other Agencies - Ford Foundation, CARE, International Red Cross, Indian Red Cross.

Major Drug companies.

Project proposal writing and evaluation.

Budget Allocations and Budget Analysis

### **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 Assessment in the hospital, community, placement agency, etc.

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

The following activities may be undertaken to build the resilience among students. These are suggestive and subject teacher may evolve his/her own ways to impart community engagement.

Practical assignments on any of the topics

## **TEXT BOOKS**

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

## **References:**

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

14. Sphry, L., Carlson, J. & Diane Jose. 2003. Becoming an effective therapist, New York: Allyn & Bacon.
15. Zastrow Charles. 1985. The practice of social work, Illinois: Dorsey Press

### **Websites**

1. [www.who.org](http://www.who.org) World Health Reports (1995-22050)
2. [www.tnhealth.org](http://www.tnhealth.org) Annual Report
3. mohfw.nic.in Annual Report
4. [www.nfhsindia.org](http://www.nfhsindia.org) National Family Health Survey, India
5. vhai.org State of India's health report, Report of independent commission on health in India and other reports

### **Assessment methods and weightages in brief:**

Internal test 20%, seminar 10%, presentations 10%, End semester 60%

**Course Designed by: Dr. Chitkala Venkareddy, Assistant Professor, Dept. of Social Work, CUK**

|                                    |                   |  |          |          |                     |               |
|------------------------------------|-------------------|--|----------|----------|---------------------|---------------|
| <b>Course Code</b>                 | <b>PSWTD43210</b> |  | <b>L</b> | <b>T</b> | <b>P</b>            | <b>C</b>      |
| <b>Core</b>                        |                   | <b>SOCIAL WORK<br/>INTERVENTION WITH<br/>FAMILY AND CHILDREN</b> | <b>3</b> | <b>1</b> | <b>-</b>            | <b>4</b>      |
| Pre-requisite/ Knowledge (If any): |                   | Sociology for social work  |          |          | Syllabus<br>Version | 2020-<br>2021 |

**Introduction:**

This course aims to prepare social work trainees to effectively use social work intervention with family and children and work in the child protection sector.

**Course Learning Outcomes**

After completion of this course successfully, the students will be able to:

|  |    |
|--|----|
| <b>CLO-1:</b> Describe the family dynamics and theories related to family                          | K2 |
| <b>CLO-2:</b> Explain the family and marital adjustment  | K2 |
| <b>CLO-3:</b> Demonstrate the expertise in family assessment                                       | K3 |
| <b>CLO-4:</b> Analyze the governmental efforts in maintaining family well-being                    | K4 |
| <b>CLO-5:</b> Relate different methods and models of Social Work                                   | K5 |
| <b>CLO-6:</b> Evaluate the interventions implemented while working with children and families      | K5 |
| <b>CLO-7:</b> Prepare social work intervention in dealing with children in difficult circumstances | K6 |
| <b>K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create</b>        |    |

**Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)  
and Program Specific Outcomes (PSOs)**

|             | <b>PLO<br/>1</b> | <b>PLO<br/>2</b> | <b>PLO<br/>3</b> | <b>PLO<br/>4</b> | <b>PLO<br/>5</b> | <b>PLO<br/>6</b> | <b>PLO<br/>7</b> | <b>PLO<br/>8</b> | <b>PLO<br/>9</b> | <b>PLO<br/>10</b> | <b>PLO<br/>11</b> | <b>PLO<br/>12</b> |
|-------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|-------------------|
| <b>CLO1</b> | S                |                  |                  |                  |                  |                  |                  |                  |                  |                   |                   |                   |
| <b>CLO2</b> | S                |                  |                  |                  |                  |                  |                  |                  |                  |                   |                   |                   |
| <b>CLO3</b> | S                |                  |                  |                  |                  |                  |                  |                  |                  |                   |                   |                   |
| <b>CLO4</b> |                  | M                |                  |                  |                  |                  |                  |                  |                  |                   |                   |                   |
| <b>CLO5</b> | S                |                  |                  |                  |                  |                  |                  |                  |                  |                   |                   |                   |
| <b>CLO6</b> | S                |                  |                  |                  |                  |                  |                  |                  |                  |                   |                   |                   |
| <b>CLO7</b> |                  | M                |                  |                  |                  |                  |                  |                  |                  |                   |                   |                   |

\*S-Strong; M-Medium; L-Low



## **Detailed syllabus**

### **UNIT I: Family and its assessment**

**Total hour of teaching=12**

Family as a social institution - Concept of family - Types of family - Functions of family - Family Life Cycle (Evelyn Duwall and Eric Ericsson) and tasks of family life cycle - Theories related to family - Family dynamics and its assessment- Use of tools of family environment, family interaction, etc. for assessment.

Concept of Marriage - Review of changing situations in marriages and marital relationship.

Quality of Life and Family - concept of quality of life - Indicators of quality of life.

### **UNIT II: Family development**

**Total hour of teaching=12**

Determinants of family adjustment; Determinants of marital adjustment; Determinants of sexual adjustment; Concept, analysis, consequences and remedies of Sexuality, masculinity, sexual dysfunction, infertility.

Family Life Education– Concept, philosophy, goals and practice of FLE. Sexual interventions: need assessment and interventions; Art of love; Triangular theory of love. Family support programmes- Family Court- Family Theories and approaches (Systems theory, structural theory, communication theory- Pre-Marital and marital counselling- Child guidance.

### **UNIT III: Children in difficult circumstances**

**Total hour of teaching=12**

Children in various difficult circumstances; causes and impact. Child Development Services: Constitutional safeguards, National policy for the children, National Policy on Education, National Plan of Action for Children, National Charter for Children 2004, UN Convention on child rights. Sarva Shiksha Abhiyan (SSA)-ICDS.

School Social Work: Concept, assessment, intervention and evaluation- Parental guidance and counselling; Community guidance and counselling.

#### **UNIT IV: Youth demography and problems**

**Total hour of teaching=12**

Youth: Concept, demography, approaches and theories. Youth as sub-Culture-Problems, needs and challenges of youth.

Youth: Education, Engagement, Student welfare services. Agencies of youth development: Khadi and Village Industries; District Industry Center; Corporation; Zilla Panchayat; DRDA; Dept. of youth affairs and sports.

Youth development: Current youth policies and programs.

Entrepreneurship and Employment: Ministry of Skill Development; National Skill Development Corporation: Sector Skill Councils.

#### **Unit V: Social Work Intervention with families and children Total hour of teaching=12**

Family-centered social work – problem-solving approach. Life enrichment programmes – developmental approach. Programmes for family empowerment and protection of human rights. Efforts of government in strengthening families – Policy, Legislation and programmes (Brief review). Micro-credit, component plan, Schemes for families, Public Distribution System.

Elderly: Concept of old age, the vulnerability of elderly, problems of elderly and Social Work interventions with elderly.

Rehabilitation Social Work - meaning, concept and process; Rehabilitation of women, children, elderly and disabled; Rehabilitation in disasters, war-affected, violence etc.; Disaster Social Work - Psycho-social interventions in disaster for people difficult circumstances

#### **Community Engagement:**

Students are expected to get engaged to learn practical things in the following areas. These are suggestive, and the subject teacher may evolve his/her own ways to impart community engagement.

Assessment in the hospital, community, placement agency, Aganwadi, etc.

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

The following activities may be undertaken to build resilience among students. These are suggestive, and the subject teacher may evolve his/her own ways to impart community engagement.

Practical assignments on any of the topics

### **References:**

1. Mary Patricia Van Hook. Social Work Practice with Families, A Resiliency-Based Approach, 2nd Edition, University of Central Florida, Lyceum Books INC.
2. Holland Sally. 2011. Child & Family Assessment in Social Work Practice, 2<sup>nd</sup> Edition, SAGE Publication India Pvt Ltd, New Delhi.
3. Devi Laxmi.1998. Encyclopedia of Child and Family Welfare Vol.1 – 6, Child Development: An Introduction, 1<sup>st</sup> Edition, Anmol Publication, New Delhi.
4. Minuchin Salvador. 2012. Families and Family Therapy, 2<sup>nd</sup> Edition, Routledge, New York.
5. Sperry Len Ed. 2012. Family Assessment- Contemporary and Cutting Edge Strategies, 2<sup>nd</sup> Edition, Routledge, New York.
6. Uberoi Patricia. 2010. Family Kinship and Marriage in India, Oxford University Press, New Delhi.
7. Ruch Gilliam. 2009. Post Qualifying Child Care Social Work, Sage Publications, Los Angeles.
8. Bukatko Danuta & Daehler Marvin W. 2012. Child Development: Thematic approach, 6th Edition, Wadsworth Cengage Learning Publ., UK.
9. Ingleby Ewan. 2008. Applied Psychology for Social Work, Learning Matters Ltd., UK,
10. Singh R S. 2013. Applied Social Work, Theories and Methods, Centrum Press, New Delhi.
11. Davies Martin. 2008. Blackwell Companion to Social Work, 3rd Edition, Blackwell Publishers Ltd, UK.
12. Government of India. Juvenile Justice (Care and Protection of Children) Amendment Act. The Gazette of India. Ministry of Law, Justice and Company Affairs, [http://www.helpline.law.com/docs/The-juvenile-Justice-\(care-and-protection\)-Amendment-Act](http://www.helpline.law.com/docs/The-juvenile-Justice-(care-and-protection)-Amendment-Act)

13. Govindappa L. 2020. Trafficking of Children: Social Work Strategies in Prevention and Reintegration. In: Momen M.N., Baikady R., Sheng Li C., Basavaraj M. (eds) Building Sustainable Communities. Palgrave Macmillan, Singapore. Print ISBN: 978-981-15-2392-2. Online ISBN: 978-981-15-2393-9. [https://doi.org/10.1007/978-981-15-2393-9\\_29](https://doi.org/10.1007/978-981-15-2393-9_29).

**Journals/ Magazines:**

1. The Indian Journal of Social Work, TISS, Mumbai (Maharashtra).
2. The Journal of Marriage and Family
3. Journal of Marriage and Family

**Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]**

1. <https://www.youtube.com/watch?v=1zmI3NZTsgY>
2. <https://www.youtube.com/watch?v=fQqXrKtlXKQ>
3. <https://www.youtube.com/watch?v=yCV2adfrl8g>
4. <https://www.youtube.com/watch?v=myJHWF-eK6Q>

**Assessment methods and weightage in brief:**

Internal test 20%, seminar 10%, presentations 10%, End semester 60%

**Course Designed by: Dr Lakshmana G, Assistant Professor, Dept. of Social Work, CUK**

**PSWRD43211: Field Work**

**PSWFD43212: Research Dissertation (Individual/Joint/Group)**

**PSWRD43203/PSWRD43207/PSWRD43211/ (For all Specializations) (Applied):**

**DISSERTATION (Individual/Joint/Group)**

**COMMON GUIDELINES:**

**Title:** It should be clear, abstract and should not exceed 13 to 15 words (It should not be in a sentence form).

**Introduction:** It should cover theoretical background of the subject, present status of the subject matter as reflected in current literature and magnitude of the formulated research problem.

**Review of literature:** Refer standard national journals and surf internet to accumulate the studies related to theme of the study. Present the studies in a concise manner. Minimum of ten plus studies is to be referred for this chapter.

**Significance of study:** Based on reviews explain the importance and need of study.

**Methodology:**

Explain the rationale and context for the present study theme. Objectives: State clearly the objectives of the study (4 to 6 objectives) Ex.: To study the socio-economic background of the respondents.

**Hypotheses:** Formulate hypotheses of the study (2 to 5 hypotheses).

Alternative or null hypothesis should be formulated on the following conditions

- ❖ Indicate relationship or no relationship between two quantitative variables
- ❖ Indicate significant or not significant difference between two groups on a quantitative variable
- ❖ Indicate association or no association between two qualitative variables
- ❖ Ex: There is significant relationship between height and weight of the respondents. OR
- ❖ There is no significant relationship between height and weight of the respondents
- ❖ There is significant difference in the socio-economic status of M.S.W. and M.B.A. faculty students. OR
- ❖ There is no significant difference in the socio-economic status of M.S.W. and M.B.A. faculty students.
- ❖ Ex: There is significant association between the level of parental education and the level of respondents' education. OR

- ❖ There is no significant association between the level of parental education and the level of respondents' education.

**Research studies and types of hypotheses:**

| <b>Research study</b> | <b>Hypotheses</b>  |
|-----------------------|--|
| Survey study          | 1. <b>Attributive hypothesis:</b> Presence or absence of variables and their values.<br>Ex: Social work colleges in Gulbarga have or do not have adequate library facilities<br>2. <b>Relational hypothesis:</b> Indicate positive, negative and inverse relationship between two variables<br>Ex. Height and weight are related |
| Association study     | 1. <b>Directional differential hypothesis:</b> Indicate direction or difference between two groups.<br>Ex: Boys are taller than girls<br>2. <b>Non-directional differential hypothesis:</b> Do not indicate any direction in difference between the groups.<br>Ex: Boys and girls differ in their heights                        |
| Experimental study    | 3. <b>Causal hypothesis:</b><br>Ex: Farmers' indebtedness increases suicide rate   |

**Operational definitions:** Explain the meaning of each of the concepts and terminologies used in the study. Define the concept in the context of the present study.

**Approach of the study:** Define the social work approach followed for the present study

**Research design:** Explain whether the study is descriptive, diagnostic, exploratory, and experimental or intervention.

**Scope of the study:** Geographic area the study covered and conceptual understanding of the study be explained very clearly.

**Universe and Sample:** Universe and sample of the study be explained very systematically. The sample size should be normally proportionate to the universe of study. Explain the procedure of sample selection.

**Methods of data collection:** Interview method, observation method, focused group discussion (FGD) method.

**Tools of data collection:** Interview schedule, questionnaire, psychological or educational scales, FGD format.

**Variable design:** State the variable design in accordance with the objectives and hypotheses of the study. Define the types of variables of the study.

Nominal variables: sex, gender, rural-urban, religion, caste etc.

Categorical variables: Socio-economic status, level of intelligence, poverty level (BPL & APL).

Ordinal variables: Rank, development index, Numerical variables: Height, weight, nutritional status.

Construct variable design: Relationship, difference or association between variables according to the study.

**Statistical analysis:** Explain the statistical tests used to fulfill the objectives and hypotheses of the study. Univariate analysis (ratio, percentage, standard deviation) and Bivariate analysis (Chi Square, correlation and t – test) need to be carried out to fulfill the objectives and hypotheses of the study. Parametric tests like t – test and correlation test may be used for a sample more than 30. For the sample less than 30, non-parametric tests like rank correlation test, Mann Whitney U Test, Wilcoxon Matched Pairs Test, Kolmogorov –Smirnov Test may be used.

**Data interpretation:** The tables generated from the data needs explanation of the figures in the table. What exactly the figures indicate or explain needs to be clearly written. It is a process to present the quantified and tabulated data in a qualitative form.

**Conclusion, inferences and interventions:** The major findings of the study need to be explained clearly. Inferences may be drawn based on the findings of the study and correspondingly interventions may be proposed.

**References:** References may be in a standard style. Follow the examples. Ex: Author, year, title of book or article, Place: Publisher.

1. Book reference: Murali Desai, 2002, Ideologies of social work, Jaipur: Rawat Publications.
2. Journal reference: Gupta, S. P., 2008, Planning and liberalization, Economic and Political Weekly, Vol. XXVII, No. 43, Oct. 23, pp. 2349-2355.
3. Internet reference: [www.parenting.com](http://www.parenting.com)

### Chapter Scheme:

| Chapter | Chapter title                           | Chapter content  |
|---------|---|--|
| I       | Introduction                            | Give theoretical background of the theme of the study.<br>Concepts related to the theme of the study shall be explained with clarity.<br>Magnitude and extent of the research problems shall be explained. |
| II      | Review of Literature                    | State the abstract form of the research studies.<br>The research studies extracted from the journals, books and internet shall be written precisely.   |
| III     | Methodology                             | Rationale and context of the theme of the study shall be explained.<br>Complete research design has to be stated with precision.   |
| IV      | Data presentation and interpretation    | Tables has to be presented in the tabular form with univariate and bivariate analysis. The presented tables need to be interpreted.  |
| V       | Conclusion, inferences and intervention | Major findings of the study shall be explained.<br>Based on the findings of study inferences may be drawn and correspondingly interventions may be proposed.   |

### Appendix

- ❖ References
- ❖ Interview schedule/ Questionnaire / Psychological scale

**Guideline:** Research project report topics and data collection work may be partially linked to concurrent fieldwork practice of M.S.W. Part-I and Part – II (second year) to strengthen the research practice in fieldwork.

**Report Size:** Minimum 50 pages and maximum of 75 pages, times new roman letter, font size: 12, Space: 1.5

**PSWFD43204/ PSWFD43208 / PSWFD43212 (For all Specializations): FIELDWORK**