Bagalkot University,

(A State Public University of Govt. of Karanataka)

Jamkhandi

COURSE STRUCTURE AND SYLLABUS

As per the Choice Based Credit System
(CBCS)
for

MASTER OF SOCIAL WORK (M.S.W)

w.e.f
Adopted from RCU Belagavi applicable from the Academic Year 2024-25

COURSE STRUCTURE

SEMESTER – III

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	Marks			Credits
						IA	Exam	Total	
1.	MSW 3.1	HC (T)	Social Legislation and Social Policies	4	3	20	80	100	4
2.	MSW 3.2	HC (T)	Social Work Research and Statistics	4	3	20	80	100	4
Specialization - A: Human Resource Development (HRD)									
3.	MSW 3.3 A	HC (T)	Human Resources Management and Occupational Social Work	4	3	20	80	100	4
4.	MSW 3.4 A	HC (T)	Labour Legislation and Employee Relations Management	4	3	20	80	100	4
5.	MSW 3.5 A	HC (P)	Social Work Practicum - IIIA (Exposure Visits and Concurrent Field Work)	1 per student*	Viva-Voce	20	80	100	4
Specialization - B: Community Development (CD)									
3.	MSW 3.3 B	HC (T)	Rural Governance and Development	4	3	20	80	100	4
4.	MSW 3.4 B	HC (T)	Urban Governance and Development	4	3	20	80	100	4
5.	MSW 3.5 B	HC (P)	Social Work Practicum - III B (Exposure Visits and Concurrent Field Work)	1 per student*	Viva-Voce	20	80	100	4
Specialization - C: Medical and Psychiatric Social Work (MPSW)									
3.	MSW 3.3 C	HC (T)	Health Administration and Community Health	4	3	20	80	100	4
4.	MSW 3.4 C	HC (T)	Mental Health and Counseling	4	3	20	80	100	4
5.	MSW 3.5 C	HC (P)	Social Work Practicum - III C (Exposure Visits and Concurrent Field Work)	1 per student*	Viva-Voce	20	80	100	4
Open Elective Course (OEC)									
6.	MSW 3.6	OEC (T)	Social Innovation and Entrepreneurship	4		20	80	100	4
Total								600	24

T: Theory, P: Practical, HC: Hard Core, OEC: Open Elective Course.

* *The UGC Model Curriculum for Social Work Education* (2001, p. 14) states that **"… each learner should get about forty-five to sixty minutes of individual instruction"** (enclosed as "Annexure 1") for Social Work Practicum. Thus, it may be noted that the instructional hours for "Social Work Practicum" for each of the Faculty vary depending on the number of students allocated to them. Hence, for a batch of eight students, for example, the Faculty is expected to provide eight hours of individual and group instructions as has been laid down in the syllabus. Further, since Papers pertaining to "Social Work Practicum" are of Practical nature, **two instructional hours are treated as equal to one hour of theory class**. Thus, for example, the workload for the faculty guiding a

batch of eight students for Social Work Practicum can be treated as 4 hours per week (i.e. 8 Hrs/2 = 4 Hrs). **N**eedless to say that the workload for each of the Faculty increases proportionately with the increase in the number of students allocated under his/her guidance for Social Work Practicum in keeping with the guidelines given in *The UGC Model Curriculum for Social Work Education* (2001, p. 14) as specified above (i.e. forty-five to sixty minutes of instruction for each student).

SEMESTER – IV

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week	Duration of Exam (hrs)	IA	Exam	Total	Credits
1.	MSW 4.1	HC (T)	Disaster Management and Rehabilitative Services	4	3	20	80	100	4
2.	MSW 4.2	HC (T)	Project Management and Social Entrepreneurship	4	3	20	80	100	4
Specialization - A: Human Resource Development (HRD)									
3.	MSW 4.3 A	HC (T)	Human Resource Development and Employee Wellness	4	3	20	80	100	4
4.	MSW 4.4 A	HC (T)	Corporate Social Responsibility	4	3	20	80	100	4
5.	MSW 4.5 A	HC (P)	Social Work Practicum - IV A (Concurrent Field Work and Block Placement)	1 per student*	Viva-Voce	20	80	100	4
6.	MSW 4.6 A	HC (P)	Research Project – A	1 per student*	Viva-Voce	20	80	100	4
Specialization - B: Community Development (CD)									
3.	MSW 4.3 B	HC (T)	Tribal Development and Ecological Social Work	4	3	20	80	100	4
4.	MSW 4.4 B	HC (T)	Development of Children and Differently-Abled	4	3	20	80	100	4
5.	MSW 4.5 B	HC (P)	Social Work Practicum - IV B (Concurrent Field Work and Block Placement)	1 per student*	Viva-Voce	20	80	100	4
6.	MSW 4.6 B	HC (P)	Research Project – B	1 per student*	Viva-Voce	20	80	100	4
Specialization - C: Medical and Psychiatric Social Work (MPSW)									
3.	MSW 4.3 C	HC (T)	Medical and Psychiatric Social Work	4	3	20	80	100	4
4.	MSW 4.4 C	HC (T)	Social Defense and Gerontological Social Work	4	3	20	80	100	4
5.	MSW 4.5 C	HC (P)	Social Work Practicum - IV C (Concurrent Field Work and Block Placement)	1 per student*	Viva-Voce	20	80	100	4
6.	MSW 4.6 C	HC (P)	Research Project – C	1 per student*	Viva-Voce	20	80	100	4
Total								**600**	**24**

T: Theory, P: Practical, HC: Hard Core.

* *The UGC Model Curriculum for Social Work Education* (2001, p. 14) states that **"… each learner should get about forty-five to sixty minutes of individual instruction"** (enclosed as "Annexure 1") for Social Work Practicum. Thus, it may be noted that the instructional hours for "Social Work Practicum" for each of the Faculty vary depending on the number of students allocated to them. Hence, for a batch of eight students, for example, the Faculty is expected to provide eight hours of individual and group instructions as has been laid down in the syllabus. Further, since Papers pertaining to "Social Work Practicum" are of Practical nature, **two instructional hours are treated as equal to one hour of theory class**. Thus, for example, the workload for the faculty guiding a batch of eight students for Social Work Practicum can be treated as 4 hours per week (i.e. 8 Hrs/2 = 4 Hrs). Needless to say that the workload for each of the Faculty increases proportionately with the increase in the number of students allocated under his/her guidance for Social Work Practicum in keeping with the guidelines given in *The UGC Model Curriculum for Social Work Education* (2001, p. 14) as specified above (i.e. forty-five to sixty minutes of instruction for each student).

SEMESTER – III

Paper Code: MSW 3.1
Paper Type: Hard Core (Theory)
Paper Title: Social Policy and Legal System in India

Introduction:
The course introduces the learner as how policy is a link between Constitutional Principles, Development Plans, Legislative and Executive Actions. The analysis of these processes is to enable utilization of the knowledge to improve social work practice.
Further, it provides a critical and analytical framework to understand key concepts, development processes and current issues, pertaining to different parts of the world, with specific reference to India. This course is expected to provide the social work students with a context for micro-level interventions.

Objectives

• To acquire a basic understanding of legal system and the Indian constitution with special emphasis on the Fundamental rights and the Directive principles of the state.
• To understand the various provisions and features of the different personal laws and social legislations.
• To enable the students to contextualise contemporary human rights
• To motivate the students in a proactive thinking process with a human rights perspective
•   Gain knowledge on Social Policy, Social Planning, Social Development and Social Legislations

UNIT I: Social Policy, Planning and Development
Social Policy: Definition, Concept, Nature, Principle, Need and Evolution, Constitutional base and Implications; Sources and Instrument of Social policy. Values and Different models underlying social policy.

Social Policy relating to Women, Children, Youth, Aged, Education, Health and Family Welfare. Role of Social Workers in promoting of Social Policies.

Relationship between Social Policy, Social Planning and Social Development. Role of NITI Ayog.

UNIT II: Law and Society
Concept, meaning and scope of law and society, Social legislation-a socio- historical analysis and as an agent of social change, concept and provision for social justice in Indian constitution; Criminal Justice System in India: Police: Structure, powers and functions and their role in maintaining peace and order in the society. Prosecution: Meaning, structure, its role in criminal justice, trial participation. Judiciary: Supreme Court, High Court - Constitution of Supreme Court and High Court: Powers and functions. Sub-ordinate Courts - District Sessions Court, Magistrate Courts, and other subordinate courts.

UNIT III: Personal Laws
Personal Laws related to Marriage, Divorce, Succession, Adoption and Minor's guardianship of Hindus, Mohammedan and Christians; Special Marriage Act, Indian Divorce Act, Indian Succession Act. Family Court Act 1984.

UNIT IV: Legislation Pertaining to Women, Children and Environment
Probation of Offenders Act – 1956, Consumer Protection Act 1986, Environment Protection Act 1986, Right to Information Act – 2005, MNREGAct – 2005, Persons with Disabilities Act 1995, Juvenile Justice (Care and Protection) Act 2000, ii), Child Labour (Prohibition and Regulation) Act 1986, Dowry Prohibition Act 1984, Domestic Violence (Prohibition) Act 2005, Right to Education Act.

UNIT V: Various Commissions and Legal Services

Human Rights Perspective, UND HR and Commission, Women's Commission, Minority Commission-constitution and functions, Public Interest Litigation, Legal Aid, Lok Adalat, Role and functions of Social worker, Constitutional Remedies -Habeas Corpus, Mandamus, Prohibitions, Quo Warranto, Certioraris-Organs of Administration Legislative, Executive and Judiciary Process of framing legislations in the Assembly and Parliament. Role of social worker in the legal services.

References:

1. Gangrade, K.D. Social Legislations in India. Delhi: Concept Publishing Company, 1978.
2. Baxi, U., The State and Human Rights Movements in India, Sage, New Delhi, 1998
3. Manohar S, The Indian Judiciary and Human Rights, Butterworths, New Delhi, 2000
4. Parasuraman S.K.R, G & Fernadez B, Institutional Context: Socio Cultural., Books for Change, Bangalore 2003
5. Singh S. D, Socioeconomic disparities and violation of Human Rights in India: Problems and Perspectives, Deep and Deep, New Delhi, 2001
6. Government of India: The Constitution of India.
7. Bare Acts.
8. Bandyopadhyay, D. (1997) "People's Participation in Planning: Kerala Experiment", Economic and Political Weekly, Sept. 24, 2450-54.
9. Bhanti, R. (1993). Social Policy and Development in Rajasthan, Udaipur: Himanshu Publications.
10. Bulmer, M. et. aI., (1989). The Goals of Social Policy. London: Unwin Hyman.
11. Chakraborty,S. (1987). Development Planning - Indian Experience, Oxford: Claredon Press.
12. Dandekar, V. M. (1994). "Role of Economic Planning in India in the 1990s & Beyond", Economic and Political Weekly, Vol. 29, No. 24, 1457-1464.
13. Desai, V. (1988). Rural Development (Vol.1) Mumbai: Himalaya Publishing House.
14. Ganapathy, R. S. and Others (1985). Public Policy and Policy Analysis in India, Delhi: Sage Publications.
15. Ghosh, A. (1992). Planning in India: The Challenge for the Nineties, New Delhi: Sage Publications.
16. Government of India Five Year Plan Documents (latest), New Delhi.

Recommended Journals / Periodicals:
1. Alternatives
2. Development and Change
3. Economic and Political Weekly

Paper Code: MSW 3.2
Paper Type: Hard Core (Theory)
Paper Title: Social Work Research and Statistics

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

Objectives:
1. Develop an understanding of scientific approach to human inquiry in comparison to the native or common-sense approach in various aspects, and its process.
2. Understand major research strategies, meaning, scope and importance of social work research.
3. Develop an ability to see the linkages between practice, research, theory and their role in enriching one another.
4. Develop ability to conceptualize, formulate and conduct simple research projects/exercises (This would include a broad range of basic research skills such as conceptualization of a research strategy and problem; writing a research proposal; developing tools for col1ecting data; use of sampling, strategies; data collection, processing, presentation, analysis and interpretation; and writing research report etc).
5. Make informed assessment and judicious use of research studies and findings.
6. Develop skills for use of library and documentation services for research.

Course Content
UNIT I
Science: Meaning, Scientific approach in comparison to the native or common-sense approach.
Scientific Method: Application of scientific method for the study of social phenomena.
Research: Definition and objectives.
Social Science Research: Definition, objectives and process.
Social Work Research: Definition, objectives and scope.
Ethical issues in social work research.
Identification and Formulation of Social Research: Criteria for the selection of research problem; Difference between concepts, constructs, and variables.
Meaning and significance of operational definitions.

UNIT II
Review of related literature.
Hypothesis: Meaning, importance, types, uses and requirements.
Designs of Social Work Research: Definition and importance; Types of Research Designs: exploratory, descriptive, experimental, evaluative design, participatory research, action research and intervention research.
Difference between Quantitative and Qualitative Research – Need for Mixed Methods approach in Social Work Research.
Sampling: Purpose of sampling – Concepts related to sampling: Population/universe, sample, sampling frame, sampling and sampling unit – Meaning and types of probability and non-probability sampling – Techniques and procedures in sample selection.

UNIT III
Methods and Tools of Collection (Survey Method): Interview, questionnaire, observation – Guidelines in framing of questions.
Data Processing: Editing data, classification, quantification, coding key, master chart, manual and mechanical tabulation of data; diagrammatic and graphic presentation.
Analysis and Interpretation of data.

Research Reporting: contents of research report: foot-note, references, bibliography, writing of t book review.

UNIT IV
Statistics for Social Work Research: Definition, functions and limitations of Statistics.
Level of Measurement: Nominal, Ordinal, Ratio and Interval levels.
The idea of quantification; Grouping of data- Frequency, Choosing class intervals; limits of class intervals; Frequency and cumulative frequency distribution.
Types of frequency distribution: Symmetrical and Asymmetrical/Skewed distribution.
Measures of Central Tendency: Mean, Median and Mode – Measures of Dispersion: Quartile Deviation, Standard Deviation, Mean Deviation.

UNIT V
Hypothesis Testing, Statement of Hypothesis, Level of Significance, One-Tail Test and Two-Tail Test, Errors in Hypothesis Testing, Power of a Test.
Parametric and non-parametric tests; Meaning and types of correlation: Pearson product moment correlation, rank order correlation; tests of significance: t-test, one-way ANOVA, Chi-square test.
Use of Computers in Statistical analysis: MS-Excel & SPSS.

Recommended Readings:
1. Ahuja, Ram (2001) Research Methods, Jaipur: Rawat.
2. Alston, M. Bocoles, W. (IndianEdition2003). Research for SocialWorkers-AnIntroduction to Methods, Jaipur: Rawat.
3. Baker, Therese L. (1994) Doing Social Research, Singapore: McGrawHill.
4. Goode, W.J., Hatt, P.K. (1981) Methods in Social Research, Singapore: McGrawHill.
5. Grinell,RichardM.(Jr.)(1988). Social Work Research and Evaluation, Illinois F.E. Peacock Pub. Inc.
6. Gupta, Santosh. 1993. Research Methodology and Statistical Techniques, New Delhi: Deep Deep Publications.
7. Jacob, K.K. (1965) Methods & Fields of Social Work inIndia, Bombay: Asia Publishing.
8. Kothari, C.R.(20042ndeditionreprint)ResearchMethodology:Methods&Techniques, New Delhi, New AgeInternational
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&BabbieEarl(4thEd.2001)ResearchMethodsforSocialWork,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)ResearchMethodsinSocial Sciences, New Delhi: Sterling
16. Sharma, K. R. (2002) Research Methodology, Jaipur: National Publishing House.
17. Wilkinson,T.S.&Bhandarkar,P.L.(1984)MethodologyandTechniquesofSocial Research, Bombay: Himalaya
18. Young, Pauline (Asian students edition 1960) Scientific Social Surveys and Research, Japan: Asia Publishing House.

General References:

1. Andrews, Richard (South Asia edition 2005): Research Questions, London: Continuum
2. Bailey, Kenneth D. (1978) Methods of Social Research, New York: McneilPub.
3. Black, JamesA&Champion,DeanJ.(1976)MethodsandIssuesinSocialResearch, New York : JohnWiley
4. Chaudhary, C. M. (1991) Research Methodology, Jaipur: RBSAPublishers
5. Costello, Patrick (S. Asia Edition 2005) Action Research, London:Continuum
6. Gillham, Bill (2000) Case Study Research Methods, London:Continuum
7. Gillham, Bill (2000) The Research Interview, London:Continuum
8. Gregory, Ian (South Asia edition 2005) Ethics in Research, London: Continuum
9. Kidder, Louise H. (1981) Research Methods in Social Relations, New York: CBS College into Holt Rinelart&Winston
10. Lin, Nan (1976) Foundations of Social Research, Singapore: McGrawHill
11. Nachmias D. &Nachmais C. (1981) Research Methods in Social Sciences, New York l: St. MartinsPress
12. Polansky, N. A. (Ed) (1960) Social Work Research, USA: Univ. of Chicago.

Specialization - A: Human Resource Development (HRD)

Paper Code: MSW3.3 A
Paper Type: Hard Core (Theory)
Paper Title: Human Resources Management and Occupational Social Work

Introduction:
The main objective of this course is to prepare young graduates for management and administrative positions in various industrial, business, governmental/non-governmental organisations and service sector organisations.

Objectives:
1. Develop managerial skills in different functional areas of management with practical focus on HRM and Occupational Social Work.
2. Develop the competence to evolve the problem-solving approaches by applying conceptual and behavioural skills.
3. Develop interpersonal skills/ competence and leadership qualities to work in a group with teambuilding approach.
4. Develop sound theoretical base in various concepts and theories to enable the student to develop a broad perspective of the management field.
5. Distinguish the strategic approach to Human Resources from the traditional functional approach.
6. Understand the relationship of HR strategy with overall corporate strategy.

Course Content
UNIT I
Management and Administration:
- Meaning, definitions and nature of Management.
- Difference of Management and Administration.
- Managerial roles.
- Levels of Management.
- Essential Certifications: International organization for Standardization certificates like ISO 9000 – ISO 14000. Conformite Europeenne (CE), ISI. Benefits and Certification process.

Human Resources Management (HRM):
- Concept, objectives, functions, importance and philosophy of HRM.
- Distinction between Personnel Management and Human Resource Management.
- Historical Development of HRM in India and Western countries from Personnel to Human Resource Management.

UNIT II
- Role of HRM in organizational management – HR as a strategic business partner.
- Personnel Policies: Meaning and significance.
- The organisational and HR Department structure and hierarchy - Line and staff relations.
- Qualities of an effective HR Manager.
- Human Resource Planning**:** Meaning and definition, importance of HRP, factors affecting HRP, the planning process.
- Job analysis: Job description, Job specification, Job evaluation.

UNIT III
- Recruitment of Human Resources**:** sources, methods and techniques.
- Placement - Induction program.
- Selection process and techniques: Selection, Induction/Orientation, Placement, Probation and Confirmation.

- Employee retention strategies - importance and methods. Latest trends in procurement and retention.
- Time Office functions, Compensation, Statutory Compliance, Employee Welfare, Grievance Handling, Employee Engagement and Employee retention.
- Performance Appraisal: Performance Management System, Bell Curve, feedback system, immediate feedback system.
- Training, education and development of talent.
- Understanding Competencies: Types of Competencies, Competency Mapping, Observing, Recording, Classifying & Evaluating competencies.

UNIT IV
- Career Progression & Succession Planning, Vendor Management / General Administrations, Liaisoning, Public Relations.
- Human Resource Information System (HRIS) .
- HRM action areas: Total Employee Involvement (TEI), Quality Circles (7 QC tools), KAIZEN, 5s (Sort, Set in order, Shine, Standardize, Sustain), POKE-YOKE Model, Knowledge Management.
- Retention Strategies. Audit system in Industry (HR & EHS). ISO, TS (Technical Specification).
- HR Outsourcing.
- Benchmarking.
- Employee Exit Formalities, Budget and Auditing.

UNIT V
- Compensation/Remunerations Management: Meaning and definitions of Wage and Salary – remuneration plans and policies - fixation principles and procedures - factors influencing compensation.
- Incentive schemes:Fringe benefits - perks etc., the latest trends in compensation management.
- Recent Trends in HRM (Artificial Intelligence, Machine Learning, Ind. 4points).
- Occupational social work: Meaning, scope and nature.
- Employee Assistance Programmes: evolution, nature, scope, philosophy, models, services, current trends and scope in India – role of social workers in the workplace.

References:
1. Akabas, S.H. (1995). Occupational social work. In R. Edwards (Ed.), *Encyclopedia of Social Work*, 19th edition, Silver Spring, MD: NASW.
2. Akabas, S.H., & Kurzman, P.A. (1993). (Eds.), *Work and well being: The occupational social work advantage*. Washington DC: NASW.
3. Akabas, S.H., Kurzman, P.A., &Kolben, N.S. (1979). (Eds.), *Labour and industrial settings: Sites for social work practice*. New York: Columbia University, Hunter College & Council on social work education.
4. Agarwal, R. D. (Ed.) 1973 Dynamics of Personnel Management in India, New Delhi: Tata McGraw-Hill Publishing Company.
5. Bhargava, P. P. 1990 Issues in Personnel Management, Jaipur: Printwell Publishers.
6. Chalofsky, Neal E and Effective Human Resource Management, Reinhart, Carlene. 1988 London: Jossey Bass.
7. ChatteIjee, Bhaskar 1999 The Executive Guide to Human Resource Management,New Delhi, Excel Books.
8. Desai, K. G. 1969 Human Problems in Indian Industries, Bombay, Sindhu.
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10. Fisher, Cynthia; Schoenfeldt Human Resource Management, Third Lyle F. and Shaw, James, G. 1997 Edition., Boston, Houghton Mifflin Company.
11. Gary Desslar 1997 Human Resource Management, 7th Edition, New Delhi: Prentice Hall of India Pvt. Ltd.
12. Mamoria, C.B. 1989 Personnel Management, Bombay: Himalaya Publishing House.

13. McKenna, Eugene and The Essence of Human Resource Beech, Nic 1997 Management, New Delhi, Prentice –Hall of India Pvt. Ltd.

14. Moorthy, .M. V. 1992 Human Resource Management: Psycho- Sociological Social Work Approach, Bangalore, R & M Associates.

15. Pareek, Udai and Designing and Managing Human Rao, T. V. 1982 Resources, New Delhi, Oxford & IBH.

16. Rudrabasavaraj, M. N. 1984 Human Factors in Administration, Bombay: Himalaya Publishing House.

17. Rudrabasavaraj, M. N. 1986 Cases in Human Resource Management, Bombay: Himalaya Publishing House.

18. Subba Rao, P. 1996 Essentials of Human Resource Management and Industrial Relations, Himalaya Publishing House.

19. Nalini. R. (2011). Social work and the workplace. New Delhi: Concept Publications

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Human Resource Management Review
The International Journal of Human Resource Management
Journal of HRM, Faculty of Management, Comenius University in Bratislava, Slovakia.
ISSN: 24537683
3gvideo (2014), Wage and Salary Administration, Available at:
https://www.youtube.com/watch?v=YUChWrvvit4
Allen Mursau (2013), Current Liabilities Accounting (Payroll Deductions, Employee Vs
Employer Payables & Expense), Available at https://www.youtube.com/watch?v=Lcll-Cx3qoY
Gregg Learning (2017), HR Basics: Training and Development, Available at
https://www.youtube.com/watch?v=CLr-xaQEnkE
Insight Training Solutions (2014), Training Methodology, Available at
https://www.youtube.com/watch?v=NZiaLtG7xDE
Learn By Watch (2013), Recruitment and its importance, process and sources (English),
Available at https://www.youtube.com/watch?v=PvK7XnEoy9U
Lyre Artiaga (2015), Compare and contrast HRD and HRM, Available at
https://www.youtube.com/watch?v=KXBYvrtc1T0
MrExcelpayroll, Using Excel to Process Payroll DYI, Available at
https://www.youtube.com/watch?v=GOD2m4ferxI
Sandy Joy Javier (2016), Training (HRM), Available at
https://www.youtube.com/watch?v=dyMckGTRZD0
ShashiAggarwal (2017), NATURE AND SCOPE OF HRM, Available at
https://www.youtube.com/watch?v=QbfKFVlWBYo
SS Video Walden (2017), What Is The Meaning Of HR
Scorecard?,https://www.youtube.com/watch?v=kxM9jFFpzbA
V-LRN Videos (2015), Wages and Salary Administration-Session-2, Available at
https://www.youtube.com/watch?v=TYp76flwTwU
iRadio OUM (2013), Introduction to Human Resource Management - Topic 1, Available at
https://soundcloud.com/iradio_oum_icast/bbpb-2103-human-resourcemanagement-episode-1
www.slideshare.com and www.citehr.com (a free membership website, used by the HR practitioners, educators and trainees to gain insights about the current trends. The portal also a platform the discussion, deliberation and clarifying the misconceptions regarding various HR practice related matters)
www.academia.in website provides the students with the full research based articles which may be useful for their studies in various subjects as well as for their knowledge enahcement.

Paper Code: MSW3.4 A
Paper Type: Hard Core (Theory)
Paper Title: Labour Legislation and Employee Relations Management

Objectives
1. To help students learn the basic facts concerning Labour Law.
2. To assist the students to acquire attitudes that is apt in the practice of Labour Law.
3. To enable them to realize the need to have suitable skills for the practice of Labour Law.

Unit-1:
Human Factor at workplace: Industrialization in India. Organized and Unorganized sector in India.
Introduction to Employee Relations: Concept - philosophy and principles – Scope. Collective Bargaining - Workers Participation in Management.

Unit-2:
Introduction to Trade Unions: Historical background – types – size – affiliations - various unions. The contemporary issues and challenges of Trade Unions. Industrial Communication -Domestic Enquiry and ways of dealing with Industrial Indiscipline.

Unit-3:
Introduction to Labour legislations: Need – objectives – principles - Constitutional provisions and contribution of Directive Principles of State Policy. Classification of labour laws:
legislation related working conditions:
- The Factories Act, 1948
- The Karnataka shops and commercial Establishment Act, 1961
- The Contract Labour (Abolition & Regulation) Act, 1971
- The Sexual Harassment of Women at Workplace (Prevention and Redressal) Act, 2013

Unit-4: Salient features of wage Legislations and Industrial Relations legislations:
Wage related legislations:
- The Payment of Wages Act – 1936
- The Minimum Wages Act – 1948
- The Payment of Bonus Act – 1965
- The Equal Remuneration Act, 1976

Industrial Relations Legislations
- The Industrial Employment (Standing Orders) Act, 1946
- The Industrial Disputes Act, 1947
- The Trade Union Act, 1926

Unit-5: Salient features of Social Security Legislations:
Social Security: Meaning - need and importance. Historical development in India. Various Social Security laws.
- The Employees' Compensation Act, 1923
- The Employees State Insurance Act - 1948
- The Provident Fund Act – 1952
- The Maternity Benefit Act -1961
- The Payment of Gratuity Act – 1972

Statutory Compliance: Meaning – need-importance-advantages- risk of non-compliance.
Various statutory compliances under laws relating to working conditions - industrial relations - Social Security - wage and bonus.

References:

Avtar Singh &HarpreetKaur (2017), Introduction to Labour and Industrial Laws, Lexis Nexis

Bhagoliwal, T.N., (1967), Economics of Labour and Social Welfare, SahityaBhavan, Agra.

G M Kothari (2000), A Study of Industrial Law, Lexis Nexis

Government of India, Department of Labour& Employment, (1969), Report of the Committee on Labour Welfare, Manger of Publication, Delhi.

Gupta, S.N. (1982), Labour& Industrial Law, Collins Publications,

Puri, S.K., (1984), Introduction to Labour Law & Industrial Law, Agricultural Institute, Allahabad.

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Saxena, R.C, (2006) Labour Problems and Social Welfare, K.Nath& Co. Educational Publishers, Meerut

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Ahuja .K.K., (1990) Industrial Relations Theory & Practice, Kalyani Publishers, Ludhiana

Mamoria. C.B, (2000) Dynamics of Industrial Relations, Himalaya Publishers, Mumbai

Monappa ,Arun , (2005 Industrial Relations, Tata McGraw Hill Book, New Delhi.

Bare Acts:

The Factories Act, 1948

The Karnataka shops and commercial Establishment Act, 1961

The Contract Labour (Abolition & Regulation) Act, 1971

The Payment of Wages Act – 1936

The Minimum Wages Act – 1948

The Payment of Bonus Act - 1965

The Industrial Employment (Standing Orders) Act, 1946

The Industrial Disputes Act, 1947

The Trade Union Act, 1926

Digital Resources:

International Labour Review : http://bit.ly/2DZfYas

International Journal of LabourResearch : http://bit.ly/2EyMhtT

Labor Studies Journal, The Sage Publication :

Journal of Labour Economics, Sole :

Important Websites

Ministry of Labour Employment https://labour.gov.in

Labour Law News https://biblehr.com/

Practical Journal of Labour Law https://www.labourlawreporter.com/

Chief Labour Commissioner http://clc.gov.in

Department of Labour (Govt. of Kar) http://labour.kar.nic.in/

Department of Labour, (Govt. of Kar) http://www.ekarmika.com

CS ShantanuPethe (CA CS CMA Coach) (2015), Minimum Wages Act 1948 (Full Lectures), Available at https://www.youtube.com/watch?v=0Ld78M3hfjo&list=PLMiiHACpr Hh3AfvcbGoZSdFPLLciLcsCf

CS ShantanuPethe (CA CS CMA Coach) (2016), Maternity Benefit Act 1961, Available at https://www.youtube.com/watch?v=_MO2280N8bo

Easy Tips and Tricks India (2017), ESIC Calculation 2017 18, Available at https://www.youtube.com/watch?v=hNLof8z5VBc

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www.citehr.com (a free membership portal, used by the HR practitioners, educators and trainees to gain insights about the current trends. The portal also a platform the discussion, deliberation and clarifying the misconceptions regarding various HR practice related matters)

Paper Code: MSW3.5 A
Paper Type: Hard Core (Practical)
Paper Title: Social Work Practicum-III A (Concurrent Field Work and Exposure Visits)

Concurrent Field Work

Concurrent practice learning of two-days a week is an ongoing learning opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in HRM specialization related agencies. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with the organisations. The organization shall continue for practice of field work in next semester too. Minimum required concurrent fieldwork visits in this semester would be twenty days, beginning soon after the completion of exposure visits.

Exposure Visits

Exposure visits of 3-4 days duration shall be made to provide an opportunity to study and appreciate innovative practices in the area of HRM. This would help the students to get an exposure to the area of their specialization and also develop a vision for their future practice. The report of exposure visit shall be part of concurrent field work.

References:
Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
Mathew, G. *Supervision in Social Work*. Mumbai: TISS.
Roy, S. 2012. *Fieldwork in Social Work*. Jaipur: Rawat Publications.
Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.

Specialization - B: Community Development (CD)

Paper Code: MSW 3.3 B
Paper Type: Hard Core (Theory)
Paper Title: Rural Governance and Development

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

Objectives:
1. To gain knowledge about rural realities and problems in rural communities.
2. To gain knowledge about theories and approaches of community development and experiments about rural community development.
3. To understand the local self-administration of rural development and various development agencies working for rural development.
4. To learn about community development programmes in India and polices.
5. To acquire skills of social work intervention with rural communities.

Course Content
UNIT I
Rural Community Meaning, Characteristics: Types of Villages: Scope of studying the rural community and its relation to social work: Rural community Problems: Poverty, Illiteracy, financial exclusions, Unemployment, Problems related to agriculture, health and problems related to energy and water. Significance of 73rd Amendment to Indian Constitution.

UNIT II
Community Development Concepts, Definition, Objectives, Principles, Theories of Community Development: System theory, Micro-Macro community development theory - Methods and approaches of community development- Role of community development worker: Application of social work methods in rural development - Early experiments of rural development - Sriniketan, Morthandam, Gurgaon, rural reconstruction, Firka development, Nilokheri and Etawoh pilot project and Ghandhian approaches to rural development.

UNIT III
Community development programmes across various sector in India: ICDS, MGNREGS, Accelerated Rural Water Supply Programme (ARWSP) National Livelihood Mission, IRDP, Pradhan Mantri Gramodaya Yojana, PMGSY, NSAP, DIKSHA, NRHM, etc. - Role of Voluntary agencies in Rural Development and others.
Micro-Credit and Micro-Finance: Micro credit – Concept, features – Why Micro finance – Theory of Asymmetric Information – SHG Bank linkage scheme – Eligibility criteria – Grading of SHGs – Linkage Models – Micro finance models - Micro insurance – definition, need, types, problems, strategies – types of micro insurance products – micro insurance scheme operative in India

UNIT IV
Rural community Administration: Administrative structure and functions for Rural Development – Central and State level, Planning Commission, Rural development in five-year plans and other welfare Ministries and Departments. Rural local bodies and power structure - Administrative pattern of community development and Panchayat raj system at local, block and district level, Functions of Panchayat Raj: Civic amenities, social welfare activities and Development work. National and state level agencies supporting Rural Development: Council for Advancement of Peoples Action and Rural Technology (CAPART), National Institute for Rural Development (NIRD), National Bank for Agriculture and Rural Development (NABARD) Regional Rural Bank (RRB), Rural Co-operatives.

UNIT V

Contemporary Approaches/Strategies in Community development: Livelihood Approach: Indigenous community development approach – Bottom-up approach and grassroots approach - Community participation and Stakeholder analysis – Gender and Vulnerable groups – power analysis - participation Matrix - Role of social workers in the development of rural communities.

References:

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. Bhalla, Alok and Bumke, Peter J. (Eds) 1992	Images of Rural India in the 2nd Century, New Delhi; Sterling Publishers Pvt. Ltd.
3. Bharadwaj, A. N. 1979	Problems of Scheduled Castes and Scheduled Tribes in India, New Delhi: Light and Life Publishers.
4. Brahmananda, P. R., Narayan, B. K. and Kalappa, A. (Eds.) 1987	Dimensions of Rural Development in India, Bombay: Himalaya Publishing House.
5. Desai, A. R. (Ed.) 1978	Rural Sociology in India, Bombay: Popular Prakashan,
6. Desai, A. R (Ed.) 1981	Peasant Struggles in India, New Delhi: Oxford University Press.
7. Debroy, & Kaushik. (2005).	*Emerging Rural Development ThroughPanchayats*. Academics Foundation.
8. Epstein Scarlet J 1973	South India: Yesterday, Today and Tomorrow; Mysore Villages Revisited, London and Basingstoke: Macmillan Press
9. Katar Singh. 1999	Rural Development: Principles, Policies and Management, Sage Publications, New Delhi.
10. Mahajan, V. S, (Ed.) 1993	Employment through Rural Development - Towards Sustainability, New Delhi: Deep & Deep Publications.
11. Nair, T. K. and Anbarasan, R. S. (Eds.) 1981	Training Social Workers for Rural Development, ASSWI.
12. Panwalkar, V. G. 1987	Social Work in Rural Settings, In.Encyclopedia ofSocial Work in India, Vol. Ill, New Delhi: Ministry of Welfare, Government of India.
13. Robinson, J. W., & Green, G. P.	*Introduction to Community Development: Theory, Practice, and Service-Learning*: SAGE Publications.
14. Sharma, R. (2005).	*Grass-Root Governance: Changes and Challenges inRural India*: Rawat Publications,Jaipur.
15. Singh, K. 2009	Rural Development: Principles, Policies and Management, New Delhi: Sage Publications.
16. Sodhi, J. S. 1990	Poverty Alleviation of Rural Development, New Delhi: Criterion Publications.
17. Swaminathan, M. S. 1982	Science and Integrated Rural. Development, New Delhi: Concept Publishing company.

Journals:
1. Journal of Rural Development, NIRD Hyderabad.
2. Journal of Rural Studies, Elsevier's Geography, Planning and Development portal, ISSN: 0743-0167.
3. Journal of Rural Development.
4. Asian Journal of Rural Development, ISSN: 1996-336x

Digital Resources:
The Audiopedia (2017), What is COMMUNITY DEVELOPMENT? What does COMMUNITY DEVELOPMENT mean?
Available at https://www.youtube.com/watch?v=m5FN8P-sg7w

Paper Code: MSW 3.4 B
Paper Type: Hard Core (Theory)
Paper Title: Urban Governance and Development

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

Objectives:
1. Develop an understanding of factors associated with urbanisation and its consequences.
2. Develop an understanding of policies and programmes of urban development.
3. Acquire knowledge of various approaches to urban community development.

Course Content

UNIT I
Urbanization: Concept and theories - Industrialisation and urbanization and impact on rural society.
Urban Community: Meaning, Characteristics, classification of City, Sub-Urbs, Satellite Towns, hinterlands and Rural Urban contrast.
Urban Problems: Drug addiction, Sex workers, Juvenile Delinquency, Urban Poverty, Urban Employment, Urban Settlement & Housing, Urban pollution, street living, pavement dwelling and street vendors, problems with unorganized sector, waste management and transport.

UNIT II
Urban Slums: Issues and Services: Socio-Psychological Issues of Slum Dwellers, Effect of Industrialization and Globalization on Slum, Origin and development of slum clearance board: Functions & Administration structure, Policy, Programme& Laws Relating to Slum.
Environmental conditions of urban India - Causes and types of urban pollution - Waste management measures.

UNIT III
Urban Community Development: Definition, Objectives and Historical Development, Principles, Process and methods - Urban Development indicators.
Significance of 74th Amendment to the Constitution to Urban Governance.
Urban Administration: National, state and local levels; Structure and functions of urban local bodies and its administration – Agencies; Metropolitans, Corporations, Municipality, Town Panchayats; Townships and Cantonments board.

UNIT IV
Urban Development Policy and Programmes: Town planning and other legislation related to urban development - Major Urban Development Authorities in Karnataka.

Water and sanitation programmes.
Urban Community Development policies and Programmes: Ministry of urban affairs, five-year Plans, Origin, structures, Acts, policies and programmes of Housing Board-Housing and Urban Development Corporation (HUDCO), Scheme of Shelters for the Urban Homeless, and JNNURM.

UNIT V
Problems in Implementation of Urban Community Development Programmes – Role of Community Development Worker: Application of Social Work method in Urban Development.
Involvement of corporate sector in urban development.
Contribution of voluntary agencies in urban community development.
Social work with urban communities - Recent developments and future prospects.

References:

1. Aziz, Adbul. 1984 — Urban Poor and Urban Informal Sector, New Delhi, Ashish Publishing House.

2. Bharadwaj, R. K. 1962 — Urban Development in India, New Delhi, National Book Trust.

3. Bhargava, Gopal (Ed.) 1981 — Urban Problems and Policy Perspectives, New Delhi, Abhinav Publications.

4. Bose, Ashish 1973 — Studies in India's Urbanization (1901 to 1971), New Delhi, Tata McGraw-Hill.

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

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

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

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

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

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

11. Karamer, R. M.' and Specht, H. 1983 — Readings in Community Organisation 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. Prakasa Rao, 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, Chandrashekar and Kadekar Laxmi Narayan. 1991 — A Reader in Urban Sociology, New Delhi, Orient Longman.

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.

Paper Code: MSW 3.5 B
Paper Type: Hard Core (Practical)
Paper Title: Social Work Practicum-III B (Concurrent Field Work and Exposure Visits)

Concurrent Field Work

Concurrent practice learning of two-days a week is an ongoing learning opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners of Urban and Rural Community Development should be placed in the open communities (villages, tribal hamlets, slums, etc.) through the local Panchayats or Municipal Corporations. The faculty supervisors should assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Further, faculty supervisors should facilitate students to adopt intervention field work in collaboration with the local self government bodies. The community shall continue for practice of field work in next semester too. Minimum required concurrent fieldwork visits in this semester would be twenty days, beginning soon after the completion of exposure visits.

Exposure Visits

Exposure visits of 3-4 days duration shall be made to provide an opportunity to study and appreciate innovative practices in the area of Urban and Rural Community Development. This would help the students to get an exposure to the area of their specialization and also develop a vision for their future practice. The report of exposure visit shall be part of concurrent field work.

References:

Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
Mathew, G. *Supervision in Social Work*. Mumbai: TISS.
Roy, S. 2012*. Fieldwork in Social Work*. Jaipur: Rawat Publications.
Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*.
        New Delhi: UGC.

Specialization - C: Medical and Psychiatric Social Work (MPSW)

Paper Code: MSW 3.3 C
Paper Type: Hard Core (Theory)
Paper Title: Health Administration and Community Health

Introduction:
The paper aims to provide the learners with sufficient orientation towards management aspects of healthcare in institutional and semi/non-institutional set-up so that they may provide efficient organizational leadership as medico-psychiatric social workers.

Objectives:
1. Gain understanding regarding essential aspects of healthcare in institutional, semi-institutional and non-institutional set-up.
2. Learn about various aspects of management of healthcare in institutional, semi-institutional and non-institutional set-up.
3. Understand to design and implement projects for administration of effective healthcare.
4. Understand different types of illnesses and need for community participation in healthcare.

Course Content:

Unit I
Concept of Health, Dimensions of health- Physical, social, mental and spiritual. Determinants of health.
Concept of healthcare- Classification of healthcare institutions [General, special, public, private, trust, teaching-cum-research hospitals, Corporate/Multispecialty hospitals].
Concept, scope and significance of Preventive and Social Medicine.
Types of wards – out-patient services, in-patient services, emergency services in hospital.

Unit II
Healthcare Administration:
Management of Healthcare Institutions – Nature, scope and principles.
Human Resource Management of Healthcare Institutions: Human Resource Policies,
Human Resource Planning Process, Job Analysis, Job Description, Job Specification; Recruitment and Selection; Induction, Training and Development; Performance Management.

Unit III
Concept and significance of Community Health.
Concept of Disease, Types of disease: Communicable Diseases- Leprosy, Tuberculosis, Sexually Transmitted Disease (STDs), HIV/AIDS, Infectious hazards like Sars, Ebola, H1N1, Yellow fever, COVID-19.
Non-communicable Disease: Cancer, Heart Disease, Hypertension, Diabetes, and Neurological problems.

Unit IV
Promotion of Health – Levels of prevention- Primary, Secondary and Tertiary.
Hygiene – personal and Environmental
Concept of Nutrition: Nutrition deficiency diseases, Nutritional Requirements.

Unit V
Public Health System in India – Centre, State, District, Taluka and Village level, Health Education and Communication, IEC, BCC.
National Health Policy and National Health Programmes, Role of Indian Council of Medical Research (ICMR).

References:

1. Bajpai, P. K. (Ed.) 1998. Social Work Perspectives on Health,Jaipur, Rawat Publications.
2. Batra, Promod and Mahendra, Deepak (1992) Management Ideas in Action; New Delhi: Think Inc.
3. Benjamin Robert, et al (1983), Hospital Administration Desk Book. New Jercy: Prentice Hall.
4. Clark, D. W. andMacMahon, B. (Ed.) 1981. Preventive and Community Medicine, Boston. Little, Brown and Company.
5. Davar, Rustom S (1966) General Management, Bombay: Progressive Corporation Pvt. Ltd.
6. Davies R Lewelyn et al. (1966), Hospital planning & administration. Geneva: WHO.
7. Goal S L (1981), Health care Administration. New Delhi: Sterling.
8. Rabick& Jonathan et al (1983), Hospital Organization and Management, London: Spectrum.
9. Robbins, Stephen P. and Decenzo, David A. (2002) Fundamentals of Management, Delhi: (Essential Concepts and Applications) Pearson Education Asia.
10. WHO Expert Committee (1957), Role of Hospital in Programme of Community health protection. WHO technical Report services.
11. Weihrich, Heinz and Koontz, Harold (1993) Management Ed. 10; New York: McGraw-Hill.
12. WHO Expert Committee (1968), Hospitals Administration, WHO Technical Report Services No.395.
13. UNICEF. Health and Basic Services. New Delhi: UNICEF South Central Asia Regional Office.

Paper Code: MSW 3.4 C
Paper Type: Hard Core (Theory)
Paper Title: Mental Health and Counseling

Introduction:
This course is to provide awareness about mental health and mental health problems and also application of social work in mental health settings.

Objectives:
1. Understand the concepts 'mental health' and 'mental illness'.
2. Understand the signs and symptoms, etiology, diagnosis and treatment of mental health problems.
3. Understand different services for the care of mentally ill.
4. Identify the issues related to community mental health settings.

Course Content:
Unit I
Concept of Mental Health and Mental Illness- Mental health as a part of general health – Misconceptions about mental illnesses.
Historical development of Psychiatry in the West and India.
Latest classification of mental disorders according to WHO and APA.
Criticism of Psychiatry and Anti-psychiatry Movement.
Signs, symptoms, etiology, diagnosis, prognosis and management of:
- Organic Disorders
- Psychotic Disorders
- Mood disorders
- Mental retardation

Unit II
Signs, symptoms, etiology, diagnosis, prognosis and management of:
- Eating Disorders
- Sexual Disorders
- Sleep disorders
- Substance use Disorders
- Disorders related to Childhood
- Adult personality and Behaviour Disorders

Unit III
Mental Healthcare Act, 2017 and Person with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act,
National Mental Health Policy.
National Mental Health Programs.
Impact of mental illness on the patient, family and community.

Unit IV
Community mental health: Concept and Scope. Prevention of mental illness: Primary, Secondary and Tertiary level. Disaster mental health management. Mental health education. Community mental health programs in India.
Social work interventions, role of the multi-disciplinary team with emphasis on the psychiatric social worker in providing psychosocial care to prevent mental ill health and promote mental health and well-being.

Unit V

Counseling: Meaning and definition, Characteristics, Goals.

The counselor: qualities, skills, attitudes,

Theories/Approaches in counseling: Psycho-analytic, Humanistic and existential, Client-centered, Gestalt, Cognitive behavior, and Eclectic approach.

Types of Counseling: Individual, couple, family and group, telephonic counseling (help lines), crisis intervention.

Recommended 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 ad applications of assessment in counseling, Wadsworth, Belmont. Brooks- Clole.

References:

1. Ahuja, Niraj 1995   A Short Textbook of Psychiatry, Third
                              Edition, New Delhi, Jaypee Brothers.

2. Anderson, David. 1982   Social Work with. Mental Handicap,
                              London, Macmillan Press Ltd.

3. Anthony, S. (2000).   Evolutionary Psychiatry a new beginning.
                              London: Routledge

4. Brody, Elaine M. and   A Social Work Guide for Long-term care Facilities, U. S.
   Contributors 1974   Department of Health, Education and Welfare, Public
                              Health Service, Maryland: National Institute of Mental Health.

5. Coleman, J. C. 1976   Abnormal Psychology and Modern Life,
                              Bombay, D. B. Taraporevala and Sons.

6. Desai, N. (2006).   Public Mental Health: An evolving imperative,
                              Indian Journal of Psychiatry, 48, 135-137

7. Dickerson, Martha Ufford. 1981   Social Work Practice with the Mentally Retarded,
                              New York: Free Press.

8. Friedlander, W. A. 1967   Introduction to Social Welfare, (Chapter 12: Social Work
                                   in Medical and Psychiatric Settings), New Delhi:
                                   Prentice-Hall of India.

9. Feldman Robert S 1997   Understanding Psychology, 4th Edition Tata McGraw
                                   Hill Publishing Company Limited, New Delhi.

10. Gelder, M. Gath D.   Oxford Textbook of Psychiatry (3rd Ed), New Delhi:
Mayon, R. Cowen P. (2000).   Oxford University Press.

11. Golan, Naomi. 1978   Treatment in Crisis Situations, New York: Free Press.

12. Humble, Stephen and   Self Help in Health and Social Welfare,
Unell, Judith (Ed.) 1989   London: Routledge.

13. Jones, Kathleen. 1972   A History of the Mental Health Services, London:
                                   Routledge and Kegan Paul.

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

15. Maller, Joshua-o. 1971   The Therapeutic Community with Chronic Mental
                                   Patients, S. Karger.

16. Mishne, Judith (Ed.) 1980   Psychotherapy and Training in Clinical Social Work, New
                                   York: Gardner Press.

17. Page, J. D. 1983   Abnormal Psychology, New York, McGraw-Hill.

18. Robbins, Arthur J. 1957   Mental Hospitals in India and Social Work Service, Delhi School of Social Work.

19. Todd,F.Joan.1967   Social Work with the Mentally Subnormal, New York: Routledge and Kegan Paul.

20. Towle, Charlotte. 1941   Social Case Records from Psychiatric Clinics with Discuss Notes, Chicago; Illinois: University of Chicago Press.

21. Yelloly, Margaret. 1980   Social Work Theory and Psychoanalysis, New York: Van Nostrand Reinhold Company.

22. World Health Organization: Lexicon of Psychiatric and Mental Health Terms, Vol.1. Geneva: W.H.O.

Paper Code: MSW 3.5 C
Paper Type: Hard Core (Practical)
Paper Title: Social Work Practicum-III C (Concurrent Field Work and Exposure Visits)

Concurrent Field Work

Concurrent practice learning of two-days a week is an ongoing learning opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in specialization related agencies. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with agency/development organisations. The agency/community/setting shall continue for practice of field work in next semester too. Minimum required concurrent fieldwork visits in this semester would be twenty days, beginning soon after the completion of exposure visits.

Exposure Visits

Exposure visits of 3-4 days duration shall be made to provide an opportunity to study and appreciate innovative practices in the area of specialization chosen by the student. This would help the students to get an exposure to the area of their specialization and also develop a vision for their future practice. The report of exposure visit shall be part of concurrent field work.

References:
Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
Mathew, G. *Supervision in Social Work*. Mumbai: TISS.
Roy, S. 2012. *Fieldwork in Social Work*. Jaipur: Rawat Publications.
Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.

Paper Code: MSW3.6
Paper Type: Open Elective Course (Theory)
Paper Title: Social Innovation and Entrepreneurship

Introduction:
The outcomes of social entrepreneurship are focused on addressing persistent social problems particularly to those who are marginalized or poor. Social entrepreneurs are leaders that attempt to solve great social challenges with disruptive strategies that are impactful, sustainable, and scalable. This paper aims to teach the learners to be successful social entrepreneurs.

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

UNIT - I: Social Innovation and Social Venture
Concept of Social Innovation, Process of social innovation; Impact of social innovation; Disruptive Innovations for Social Change.
Social venture: Meaning, assessing Social Ventures Opportunities, Social Venture Strategy and Plan.

UNIT – II: Social Entrepreneurship
Concept, Process and Models of Social Entrepreneurship.
Creating Social Value: Meaning, concept, process and assessing social value.
Venture Models: Micro-finance, micro-franchise, micro-consignment.

UNIT – III: Social Business
History, Meaning, Concept, Theory and Process of Social Business;
Contribution of Muhammad Yunus to Social Business; Redefining economics for poor (Yunus);
Social business ventures: Yunus Center in India and Bangladesh.

UNIT – IV: Designing a Social Business Plan
Social Business Plan: Executive summary, Company overview, industry analysis –Customer analysis – target customer, customer needs; competitive analysis – direct competitors, indirect competitors, competitive advantage; marketing plan – products & services, pricing, promotion plan, distribution plan;

UNIT V: Implementation of Social Business Plan:
Operation plan - Key operational processes, milestones; Financial plan – revenue model, financial highlights.
Types of funding for social ventures: Corporate funding, Crowd funding, Philanthropy, Grants.
Successful Models: Microsoft, Gamine Bank, Dabbawalas.

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_Entreprene urship_by_Hamza_El_Fasiki

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

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

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

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

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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.

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

16. Muhammad Yunus, Social business.

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

SEMESTER – IV

Paper Code: MSW 4.1
Paper Type: Hard Core (Theory)
Paper Title: Disaster Management and Rehabilitative Services

Introduction:
The course aims at introducing students to acquire the required knowledge and skills in disaster management.

Objectives:
1. Understand key concepts, theories and approaches of disaster management   with specific reference to Indian context
2. Develop skills to analyse factors contributing to disaster
3. Develop an understanding of the process of disaster management
4. Develop an understanding of the social worker's role in the team for disaster management.

Course Content

UNIT I
Disasters: Concept, types, and types of disasters. Impact of disasters on vulnerable communities.
Disaster Management: Definition and process; importance of disaster management in the present environmental scenario.

UNIT II
Disaster Prevention and Preparedness: Vulnerability analysis, hazard mapping, community-based disaster preparedness programmes, public awareness and education; first-aid training, civil defense training.

UNIT III
Scope of disaster related interventions, intervention during disaster impact stage, trauma counseling and crisis intervention, post disaster management.
Damage assessment and long-term rehabilitation and reconstruction, networking and co-ordination between government, NGOs, donor agencies, local bodies, police, military etc.
Institutions and Instruments in Disaster Response: Administration of relief in India - National, state, district and local levels; Disaster related legislations and policies.

UNIT IV
Concept and importance of disaster mental health - Development of disaster mental health and psychosocial care and support in India.
Psychosocial problems among survivors.
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.
Guidelines on Psychosocial Support and Mental Health Services in Disaster.

UNIT V
History, philosophy and principles of psycho-social rehabilitation.
Psycho-social rehabilitation during disaster situations.
Practice of Social work methods in the process of rehabilitation: Case work, group work, community organisation, research, administration and social action.

References:

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                                               a Developing Nation, New York, Oxford University
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                                               Helping, California: Addison Wesley Publishing
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11. Lindomann, E 1944   "Symptomology and Management of Acute Grief",
                                               American Journal of Psychiatry, Vol. 101, pp.141-148

12. Shader, I and Schwartz A   "Management of Reaction of Disaster",
    1966   Social Work, Vol. 11, No. 2.

13. Siporin, M 1966   "The Experience of Aiding the Victims of Hurricane
                                               "Betsy", Social Service Review, Vol. 10

14. Wolfenstein, M 1977   Disaster: A Psychological Essay, New York:
                                               Arno Press.

Paper Code: MSW 4.2
Paper Type: Hard Core (Theory)
Paper Title: Project Management for Participatory Development

Introduction:
The paper aims to appraise the students with methodology for planning, formulating, implementing and evaluating development projects using the Logical Framework.

Objectives:
1. Understand different perspectives of development and approaches for community development.
2. Understand process and components of project management.
3. Develop application skills for effective organisational management.

Course content

UNIT I
Introduction to Project Management: Concept of Development and Development Projects, Meaning and Components of Project Management, Overview of Project Cycle Management.
Project Identification: Needs assessment: listening, interviewing, focus group discussions; community mapping; Capacity assessment: human, social, natural, physical, economic, cultural. Feasibility/Base Line studies.

UNIT II: Logical Framework Approach
Overview of the Logical Framework Approach: What is Logical Framework Approach?, History of Logical Framework Approach, and the Pros and Cons of Logical Framework Approach.
Using the Logical Framework Approach for Project Design: The two Main Stages of Logical Framework Approach - The Analysis Stage: Preparatory Analysis, Stakeholder Analysis, Problem Analysis, Analysis of Objectives and Analysis of Strategies/Alternatives.

UNIT III: Logical Framework Matrix
Preparation of Logical Framework Matrix: Principles, Format and Terminology – The Logframe: Format and Process of Preparation - First Column: The Intervention Logic – Fourth Column: The Assumptions – Second and Third Column: Objectively Verifiable Indicators and Sources of Verification – Definition of Objectively Verifiable Indicators at the level of Overall Objective, Purpose and Results - Source of Verification – Completing the Draft Logframe Matrix – Checking the Project Design.

UNIT IV
Basics and Principles of Project Cycle Management: Definitions of Project, the Purpose of Project Cycle Management, the Cycle of Operations, Key Responsibilities and Decision-Making Process, and Coordinating the Project Cycle Management in an Integrated Planning.
Using the LFA at Various Phases of PCM: Programming Phase, Identification Phase, Formulation Phase, Implementation Phase, Including Monitoring and Reporting.
Evaluation Phase.

UNIT V
Preparation and Submission of Project Proposals to Funding Agencies.
Useful Tools and Techniques for Project Implementation, Monitoring and Evaluation: Creating Management Information System (MIS) – Participatory Rural Appraisal (PRA): Principles, methods and techniques – Gantt Chart – Programme/Project Evaluation Review Technique (PERT) – Critical Path Method (CPM).

References:

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Kumar, A   2003   Social Change through NGO's, New Delhi, Anmol Publishers.

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

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

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

Mukherjee, Amitarva (Ed). 1995   Participatory Rural Appraisal: Methods and Application in Rural Planning, New Delhi,Vikas.

Mukherjee, K.K   and Mukherjee   1986   Voluntary Organization: Some Perspectives, Sutapa Hyderabad, Gandhi Peace Centre.

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

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

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Prasanna, C. 1993. Project Preparation. New Delhi: Tata Mcgraw Hill.

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

Robin Lall. 2004   The Dynamics of NGO's New Delhi, Dominant Publishers.

Rossi. 1992. Evaluating Social Programmes. New York: Seminar Publications. C.B.S.

Sachs Wolfgang (Ed.) (1992) The Development Dictionary- A Guide to Knowledge as Power, London, New Jersey : Zed Books.

Sakararan and Rodrigues 1983 Hand Book for the Management of Voluntary Organisation Madras, Alfa.

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

Sooryamoorthy R and Gangrade K.D. 2006   NGOs in India - A cross Sectional study New Delhi: Rawat.

Specialization - A: Human Resource Development (HRD)

Paper Code: MSW4.3 A
Paper Type: Hard Core (Theory)
Paper Title: Human Resource Development and Employee Wellness

Introduction:
The purpose of this course is to provide practical exposure and knowledge in behavioural science to develop skills not only to understand and analyse problems but also to develop a problem-solving approach to issues.

Objectives:
1. To develop multi facets of the personality and to build self-confidence.
2. To develop a spirit of continuous learning and innovation.
3. To strengthen the competency base of individuals, team and organisation.
4. To appreciate the importance of bottom-line focus to the Human Resource function and trends toward HR Accountability.
5. To understand the various approaches and techniques of measuring HR.
6. To create awareness of different types of information systems in an organization so as to enable the use of computer resources efficiently, for effective decision-making.

Course Content

UNIT I
Human Resource Development (HRD): Concept - origin and needs for HRD. Competency Mapping - Performance Measurement Systems - Organizational goal setting process - Key Result Area (KRA) and Key Performance Indicator (KPI).

UNIT II
Approaches to measuring HR: - Competitive Benchmarking - HR Accounting - HR Auditing - MBO (Management by Objectives). Coaching – Mentoring - career planning - career development - reward system - quality of work life.

UNIT III
Talent Development:
Concept and importance - Training Need Analysis - process of training - learning principles designing and evaluating training and development programs. Types and Methods of selection criteria – training effectiveness. Review of training programs. Learning Organizations. HRD Audit – Concept and types.

UNIT IV
Employee Wellness: Concept - principles and scope. Importance and relevance of wellness programs - Role of Welfare Officer as per the Factories Act 1948 with reference to Accidents – Absenteeism - Alcoholism - Domestic Violence. Preventive and remedial measures.

UNIT V
Employee Counseling: The Counseling: Meaning and Importance. The Psycho-Social issues faced by employees. Role of Counselor in Organizations. Qualities of good counselor. Changing role of HRD managers

References:

1. Bhattacharyya, Dipak Kumar.1999 Managing People, New Delhi, Excel Books.

2. Business Today Managing People: The Business Today, Experiential Guide to Managing Workforce 2000, January 7-21, 1996.

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7. Moorthy, M. V. 1982 Priciples of Labour Welfare, New Delhi, Oxford & IBH.

8. Moorthy, M. V. 1992 Human Resource Management Psycho-Sociological Social Work Approach, Bangalore, R & M Associates.

9. Norman, M. 1960 Psychology in Industry, London, Harrap& Company.

10. Prasad, L. M. 1996 OrganisationalBehaviour, New Delhi, S. Chand & Co.

11. Rao, T. V. 1990 HRD Missionary, New Delhi. Oxford & IBH.

12. Rao, T. V. 1991 Reading in Human Resource Development, New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd

13. Rudrabasavaraj, M. N. 1984 Human Factors in Administration, Bombay: Himalaya Publishing House.

14. Sahni, P. and Sharma, K. K. 1988 OrganisationalBehaviour, New Delhi: Deep and Deep Publications.

15. Singh M. K. and Bhattacharya Personnel Management, New Delhi : (Eds.) 1990 Discovery Publishing House.

16. Vroom, V. H. and OrganisationalBehaviour and Human Grant, L. 1969 Performance, New York. Wiley.

Note: Kindly download the lecture vedios from youtube from e-pathshala government portal

Paper Code: MSW 4.4 A
Paper Type: Hard Core (Theory)
Paper Title: Corporate Social Responsibility

UNIT I:
Meaning, definition and scope of CSR – Evolution of CSR – Rationale for CSR (moral, rational and economic arguments for CSR) - strategic context of CSR – Carroll's Model of CSR (Pyramid of CSR) – CSR rules under Companies Act, 2013.

UNIT II:
Difference between CSR and Professional Social Work - CSR and Community Development - CSR and Environment Conservation.
Stakeholders and perspectives - interest Groups Related to CSR – Tools of CSR – Business Benefits of CSR.
CSR and Need-based Approaches.

UNIT III:
Designing a CSR policy – Factors influencing CSR policy – Managing CSR in an organization – Role of HR Professionals in CSR – Global Recognitions of CSR- ISO 14000 - SA 8000 - AA 1000 - Codes formulated by UN Global Compact – UNDP, Global Reporting Initiative.

UNIT IV:
Implementing CSR – CSR in the marketplace – CSR in the workplace – CSR in the community – CSR in the ecological environment.
Social Audit of CSR.
Case Studies: Lifebuoy Soaps' *Swasthya Chetna*, ITC's e-*Choupal*venture, Titan Industries Limited, Tata Power.
Current CSR trends in Indian Industries.

UNIT V:
CSR in India: Legal provisions and specifications on CSR – TCCI (Tata Council for Community Initiatives), Tata Model on CSR – National CSR HUB, TISS Mumbai – Success and failure with CSR initiatives – CSR Awards in India –Role of social workers in CSR.

References

1. Benn & Bolton, (2011). *Key concepts in corporate social responsibility*. Australia: Sage Publications Ltd.

2. Bradshaw, T. and D. Vogel. (1981). *Corporations and their critics: Issues and answers to the problems of corporate social responsibility.* New York: McGraw Hill Book Company

3. Brummer, J.J. (1991). *Corporate Responsibility and Legitimacy: An interdisciplinary analysis.* Westport, CT: Greenwood Press.

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5. Crane, A. et al., (2008). *The Oxford handbook of corporate social responsibility*. New York: Oxford University Press Inc.

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10. http://www.die-gdi.de/CMS-   Homepage/openwebcms3.nsf/%28ynDK_contentByKey%29/ENTR-7BMDUB/$FILE/Studies%2026.pdf

11. http://www.tatapower.com/sustainability/environmental.aspx

Acts and Statutes:

The Companies Act - 2013
Special Economic Zone Act 2005
Water (Protection and Control of Pollution) Act - 1974
Air (Prevention and Control of Pollution) Act -1981
The Environment (Protection) Act – 1986

Corporate Social Responsibility: Vidya Mitra
https://www.youtube.com/watch?v=HHZE4pWaIec
Corporate Management: Corporate Social Responsibility – Tutorial Point (Pvt) Ltd
https://www.youtube.com/watch?v=Me5GH9Iqvss
Sustainability and CSR: Driving Business Values: Radhika Lalit
https://www.youtube.com/watch?v=ZKUglISIgwI
Toyota CSR Corporate Vedio: https://www.youtube.com/watch?v=lfICPKSQ_90
Corporate Social Responsibility: V yas 24 hours Educational Channel
https://www.youtube.com/watch?v=Npqbq9ksuh0

MAGAZINES
Black Enterprise Magazine
Business Today
Business World
Delhi Social Review
Education in India
Global Social Crisis
India Today
Model Rules of Conduct for Employees/ Professionals

Paper Code: MSW 4.5 A
Paper Type: Hard Core (Practical)
Paper Title: Social Work Practicum-IV A (Concurrent Field Work and Block Placement)

Concurrent Fieldwork of two-days a week is an ongoing learning opportunity to develop intervention skills in reality situations. The learners may be placed in agencies or in communities to initiate and participate in direct service delivery. Practice learning is a. vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with agency/development organisations. The minimum required number of visits in this semester for concurrent fieldwork would be twelve days.

Block Placement - enables learners to integrate learning and generate newer learning by participating in the intervention processed over a period of four weeks continuously, in a specific agency. The students need to be placed in reputed organization related to their interest.

The block placement gives an opportunity for the students to develop professional preparedness for job situations. It is a way for career building. Processional behavior and skills are developed during the block placement. Industries, hospitals, agencies and movement settings have to be given priority in block placement.

Usually, Block field work is provided at the end of the two-year programme. There should be professionally qualified worker in the setting willing to plan orientation and provide consultation, when needed.

References:
Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
Mathew, G. *Supervision in Social Work*. Mumbai: TISS.
Roy, S. 2012. *Fieldwork in Social Work*. Jaipur: Rawat Publications.
Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*.
       New Delhi: UGC.

Paper Code: MSW 4.6 A
Paper Type: Hard Core (Practical)
Paper Title: Research Project – A

Each student is expected to undertake empirical, evidence-based research, under the guidance of his/her faculty supervisor. The project shall comprise of selection of the topic, methodological details, analysis, interpretation and deductions made. The respective college / the department of the university should strictly adhere to the guidelines given by BOS.

Evaluation of the Research Project will be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of social work practicum or similar committee may be constituted if required.

Research Conference:
Research conference is part of the time-table. Planning, preparation of tools, fieldwork and report writing of research project; scheduling and time line need to be part of the research conference. Faculties need to maintain research conference report and progress of the research project report. The faculty supervisors would assist students to prepare a plan of action for individual research project right from selection of research problem to finalization of report. If the research would be done in agency, consultation of agency supervisor is required. Further, faculty supervisors shall facilitate students to adopt intervention research design (Ex Post Facto).

Specialization - B: Community Development (CD)

Paper Type: Hard Core (Theory)
Paper Title: Tribal Development and Ecological Social Work

Objectives
• To facilitate the students to have broader understanding about various aspects of Tribal Community Development with special reference to its programs in Indian context.
•Apply knowledge on Social Work for the development of tribal community in India
•To sensitise the learner on the basics and relevance of ecological social work
• To develop a perspective about the interrelatedness of human life and environment
• To understand the problems arising out of environmental degradation and globalisation

Course Content

UNIT I: Tribes: Definition, concept, characteristics of the tribal community; nomadic and denotified tribes; History of Indian Tribes and tribes in Karnataka; Regional distribution of tribes and Nehru's Panchsheel Principles of tribes.

UNIT II: Social System of Tribes: Socio economic conditions; Cultural and religious aspects; Status of tribal women: dress, food, & marriage - polygamy, polyandry, Dormitory marriage; Status of Children; Tribal leadership and Political Participation - Local, State, and National levels.

UNIT III: Tribal Development Administration: Administrative structure at Central, State and District levels; Hill Development Councils; Functions of Tribal Development Blocks / Agencies; Constitutional provisions for the protection of tribes; Research and Training in Tribal Development. Role of Voluntary Agencies in Tribal Development.
Tribal Development Programmes: Tribal Development Policies, Tribal Area Development Programme, Need and Importance of social work practice in Tribal areas, Application of social work methods in tribal development.

UNIT IV: Environmentalism, Ecology and Social Work
Understanding the interrelatedness of living organisms and natural resources; Global Environmental Crisis and its linkages to the development process: Global warming, environmental politics and resource development regimes; Sustainable development - Management & Conservation change.

UNIT V: Ecosystem and Human Right Issues: Concept of Ecosystem – the food-chain and sustainability - Eco-system/Indigenous People – role of ecosystem persons in preserving the environment and life – eviction and alienation of aboriginal people – Case Studies: Land Struggles Tribals (the Marayoor Issue), Goshree Islands, Vilapilsala, Koodumkulam, Aranmula Airport (KGIS) - Ecotourism and Eco-development Committees (Thekkady Experience) – International Conventions and Protocols.
Role of social workers and NGO in environment education and protection.

References:

Agarwal and Singh, 1984 The Economics of underdevelopment, Delhi: Oxford University.
Babuji, M. (1993) Tribal Development Administration, Kanishka Pub., New Delhi.
Brashmanda P.R PanchamukiV.R1987 Development process and Indian economy, Bombay: Himalaya.
Chaudhuri (1981) Tribal Development in India, Inter India Pub. Delhi.
Sing & Vyas (1989) Tribal Development, Himanshu, New Delhi,
Devendra Thakur (1994) Tribal life in India (Ten Vols), Deep & Deep Pub., New Delhi. Kulkarani,P.Dand Nanavatimehar.D.1997SocialIssuesinDevelopment,New Delhi:
UPPAL. Rajeeva (1988) An Introduction to the Tribal Development in India, International, Dehradun.
Ramana Rao, D.V.V (1992) Tribal Development, Discovery Pub, New Delhi

Jones, P. et al (2011). Voices from Denova: Eco-social Justice, Books for Change: Bangalore
Bay, U. (2010), Social Work and Envrionment: Understanding People and Place, Australian Social Work, 63 (3), 366-367
Zapf, MK, (2009). "Social Work and the Environment: Understanding People and Place", Ontario: Canadian Scholar's Press.
Coates, J. (2003). Ecology and Social Work Towards a New Paradigm. Black Point, Nova Scotia: Fern Publishing. 14. Mary, NL, (2008). Social Work in a Sustainable World. Chicago: Lyceum

Paper Code: MSW 4.4 B
Paper Type: Hard Core (Theory)
Paper Title: Development of Children and Differently-Abled

Introduction:
Children are the future of human society. Profession of social work has to work with children in different circumstances while rendering services in varied settings. There is a need for social workers specially trained in working with the children and adolescents. Such trained social workers can render valuable services to children in need of professional help.

The current paper focuses on children as a special group for focused social work intervention through facilitating acquisition of knowledge about children from different perspectives, types of settings where the children can be helped and application of social work methods to render social work intervention to children.

Objectives:
1. To gain insight into children and adolescents as a special group in varied perspectives, child development and healthy development
2. To understand children facing difficult circumstances and the impact of difficult circumstances on children's development.
3. To gain an overview of agencies where children form the major client group, and appropriate evaluation of children's problems.
4. To impart to the trainee, specific social work intervention methods in dealing with children as a client group; to understand the Rights of children in the legal, national and international context.
5. To gain knowledge about the concept of and different types of disabilities
6. To become skilled at undertaking social work interventions with and through all stakeholders in the field of disability.

Course Content
UNIT I
Introduction to Social work Profession - Meaning, Principles, Values and Scope of Social Work. Understanding the children from different perspectives - psychological, developmental, familial, and sociological; Importance of supportive environment in upbringing of the children.

UNIT II
Children in difficult circumstance and situations - abandoned and orphaned children, adoption issues, children in institutions, psychological problems in children, street children, child abuse, child trafficking, child marriage and child labour.

UNIT III
Intuitional and Non-intuitional Child Care Services - child care centers, child guidance clinics, pediatric hospitals, Observation Homes, residential schools, orphanages, homes for children in conflict with law, and agencies dealing with differently-abled children.

UNIT IV
Social Work Skills and Techniques - home visits, school visits, life skills training, creative use of play therapy, dance, drama and other mediums for helping children, child help lines (1098), adoption services, special rehabilitation services for rescued children and any other.
National Policy for Children-2013, National Commission for protection of Child Rights, Legislations pertaining to children, International, National and Non-Governmental organizations working with children, Rights of the children.

UNIT V

Types of disability – physical, sensory, intellectual, multiple disabilities, learning developmental disabilities, psychosocial disability – causes, types and care for persons with disabilities (medical and other interventions including aids and appliances); process of rehabilitation: early identification, education, vocational rehabilitation and social inclusion and empowerment within the family and community.

National and international instruments (Salamanca Declaration, Standard Rules, UNCRPD) and legislations governing disability (Persons with Disability Act, 1995, RPD Bill, MHC Bill, RCI Act, National Trust Act, 1999) for advocacy; State's role in implementation of legislations.

References:

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2. Beck, Laura   Developmental Psychology. New Delhi, Pearson Education
                                      Inc.
3. Government of India, Dept. of   Plan of Action – A Commitment to the Child.
   Women and Child Development
   1992.
4. Hegarty S and   Children with Special Needs - From
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5. Hurlock, Elizabeth. 1981   Developmental Psychology. 5th Edition. New Delhi, Tata
                                     McGraw Hill Publications,.
6. Hurlock, Elizabeth. 1996   Personality Development. New Delhi, Tata McGraw Hill
                                     Publications.
7. Kantha Amod and   Neglected Child – Changing Perspective,
   Varma, R.M, 1993   New Delhi, Prayas Juvenile Aid Centre,.
8. NIPCCD,1989.   Perspective Plan on Child Development (1980-
                                     2060), New Delhi
9. NIPCCD.1992.   National Evaluation of Integrated Child Development
                                     Services, New Delhi.
10. Rani, Asha 1986.   Children in Different situation in India – A Review,
                                     Bombay, Tata Institute of Social Sciences.
11. Reddy, Suma Narayan,1989.   Institutionalized Children, Allahabad,
                                     Chug Publication,
12. UNICEF Publication   The State of The World's Children. Annual Report.
                                     http://WWW. unicef.org
13. Ved Kumar and Brooks,   Creative Child Advocacy, New Delhi, Sage
    Susan. L. 2004   Publications.
14. Venkatesan. S. 2004   Children with Developmental Disabilities, New Delhi, Sage
                                     Publications.

Paper Code: MSW 4.5 B
Paper Type: Hard Core (Practical)
Paper Title: Social Work Practicum - IV B (Concurrent Field Work and Block Placement)

Concurrent Fieldwork for the students of Urban and Rural Community Development shall continue to be in the open communities chosen in the third semester. It will be of two-days a week as an ongoing learning opportunity to develop intervention skills in reality situations. The learners may be placed in agencies or in communities to initiate and participate in direct service delivery. Practice learning is a. vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with agency/development organisations. The minimum required number of visits in this semester for concurrent fieldwork would be twelve days.

Block Placement - enables learners to integrate learning and generate newer learning by participating in the intervention processed over a period of four weeks continuously, in a specific agency. The students need to be placed in reputed organization related to their interest.

The block placement gives an opportunity for the students to develop professional preparedness for job situations. It is a way for career building. Processional behavior and skills are developed during the block placement. Industries, hospitals, agencies and movement settings have to be given priority in block placement.

Usually, Block field work is provided at the end of the two-year programme. There should be professionally qualified worker in the setting willing to plan orientation and provide consultation, when needed.

References:
Kohli, A.S. 2004. *Field Instruction and Social Work: Issues, Challenges and Response*. Delhi: Kanishka.
Lawani, B.T. 2009. *Social Work Education and Field Instructions*. Agra: Current Publications.
Mathew, G. *Supervision in Social Work*. Mumbai: TISS.
Roy, S. 2012. *Fieldwork in Social Work*. Jaipur: Rawat Publications.
Sajid, S.M. 1999. *Fieldwork Manual*. New Delhi: Department of Social Work, Jamia Milia Islamia.
Subedhar, I.S. 2001. *Fieldwork Training in Social Work*. New Delhi: Rawat.
University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*. New Delhi: UGC.

Paper Code: MSW 4.6 B
Paper Type: Hard Core (Practical)
Paper Title: Research Project - B

Each student is expected to undertake empirical, evidence-based research, under the guidance of his/her faculty supervisor. The project shall comprise of selection of the topic, methodological details, analysis, interpretation and deductions made. The respective college / the department of the university should strictly adhere to the guidelines given by BOS.

Evaluation of the Research Project will be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of social work practicum or similar committee may be constituted if required.

Research Conference:
Research conference is part of the time-table. Planning, preparation of tools, fieldwork and report writing of research project; scheduling and time line need to be part of the research conference. Faculties need to maintain research conference report and progress of the research project report. The faculty supervisors would assist students to prepare a plan of action for individual research project right from selection of research problem to finalization of report. If the research would be done in agency, consultation of agency supervisor is required. Further, faculty supervisors shall facilitate students to adopt intervention research design (Ex Post Facto).

Specialization - C: Medical and Psychiatric Social Work (MPSW)

Paper Code: MSW 4.3 C
Paper Type: Hard Core (Theory)
Paper Title: Medical and Psychiatric Social Work

Course Content:

Unit I
Introduction to Medical and Psychiatric Social Work- Meaning, scope and historical background. Teamwork and Multidisciplinary Approach. Application of Social Work methods in Medical and Psychiatric Social Work.
Patient as a Person. Illness Behaviour, Impact of illness on patient and family.

Unit II
Care of Mentally Ill: Day-care centre, night care centre, half-way-home, sheltered workshop, occupational therapy units - Role of Voluntary Organisations.
Legal aspects of Health: Forensic Medicine, Procedures in Medico-legal practices, Medical Termination of Pregnancy Act, Prevention and Control of Pre-natal Diagnostic Techniques Act.

Unit III
Role of family in treatment of mentally ill - Preparing the family and community for the return of the affected individual, follow-up, Governmental agencies and Paraprofessionals in the welfare of mentally ill.
Psycho-socio Intervention- Psychotherapy, Identifying needs of caregivers of patients.

Unit IV
Organisation of Psychiatric Social Work and Community Medicine Department- Functions and collaboration with other Departments.
Functions of Social Worker – Psychiatric and Medical Social Worker in Hospitals.
Role of Medical and Psychiatric Social Worker in Hospital and Community
Difficulties and challenges faced by Medical and Psychiatric Social Workers.

Unit V
Rehabilitation – meaning, components, psychosocial rehabilitation, psycho-education, case management, discharge planning, rehabilitation settings- therapeutic community, Day care Centres, half way homes, Quarter-way homes, shelter homes, hostels, foster care; community-based rehabilitation matrix of WHO.
Role of Medical and Psychiatric Social Workers in treatment and Rehabilitation of patients and their families.

References:
Bajpai P. K. (Ed) 1998   : Social Work Perspectives on Health, Rawat Publications, Jaipur
Clark, D. W. and MacMahon, B. (Ed.) 1981 Preventive and Community Medicine, Boston.
Little, Brown and Company,
Friedlander, W. A. 1967 Introduction to Social Welfare (Chapter 12: Social Work in Medical and Psychiatric Settings), New Delhi: Prentice-Hall of India
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Lawani B. T. 2010   Medical Social Work, Current Publishers, Agra.
Johnson, J.L. & Grant, G. (Ed) Medical social work, New York: Peason, Allyn & Bacon

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.

Seligman, L. 2004   Technical and conceptual skills for mental health professionals, New Jersey: Herrill Prentice Hall

Banerjee, G. R. 1968   Psychiatric Social Work, Chapter 26, In. Wadia, A. R. (Ed.): History and Philosophy of Social Work in India, Bombay: Allied Publishers.

Bhatia M.S. 2004   Essentials of Psychiatry, CBS Publishers & Distributors, New Delhi

Dinesh Demon. 2009   Mental Illness in the Family Raj Publishing House, Jaipur

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Hudson, Barbara L. 1982 Social Work with Psychiatric Patients, London: Macmillan.

Strean, Herbert S. 1979 Psychoanalytic Theory and Social Work Practice, New York: Free Press.

Laxmi K. S. 2008   Encyclopedia of Guidance & Councelling, Vol- 1 to 4, Mithal Publications, New Delhi

Robert C. Carson. 2009   Abnormal Psychology, Pearson Education, Inc, Delhi

Sekar K and Others. 2007   Hand book of Psychiatric Social Work, NIMHANS, Bangalore.

Stroup, H. H. 1960 Social Work - An Introduction to the Field, (Chapter 9: Psychiatric Social Work), New Delhi: Eurasia Publishing House

Paper Code: MSW 4.4 C
Paper Type: Hard Core (Theory)
Paper Title: Social Defense and Gerontological Social Work

Course Content

Unit I
Social Defense: Meaning, Development, Functions and Scope of Social Defence.
NISD- Objectives and functions, significance of NISD.
Social Work and Social Defense.

Unit II
Governmental Measures and Social Work Interventions for the Empowerment of Marginalised People.
Governmental Measures and Social Work Interventions for the Empowerment of People Involved in Substance Abuse.

Unit III
Gerontological Social Work – Meaning and Scope.
Application of Social Work methods in the Empowerment of the Elderly.

Unit IV
Care setting for Elderly: Issues in Healthcare and coping with aging process.
General Hospitals, geriatric wards/hospitals, home-based care, homes for the aged, nursing homes, day-care centers and facilities for homeless elderly, elderly helpline and senior citizen forum.
Social Security Schemes for the Elderly.

Unit V
Theories of Successful Aging: Disengagement Theory and Activity Theory.
National Policy on Older Persons, Constitutional and Legal safeguards of Senior Citizens.
Role of Social Worker in care and support of Elderly.

References:

Bali . P. Arun, 2001 Care of the Elderly in India. Shimla, Indian Institute of Advanced Studies.

Dandekar, Kumudini. 1996 The Elderly In India, New Delhi, Sage Publications.

Desai, Murli and Raju, Siva (Ed.) 2000.   Gerontological Social Work in India - Some issues and Perspectives. Delhi, BR Publishing House

Dey, A. B (Ed.) 2003 Ageing in India: Situation Analysis and Planning for the Future. New Delhi / WHO and AIIMS.

Gangadhar B. Sonar. 2010 Social Work with Elderly, in Fields of Social Work Practice, edited by B.S.Gunjal and G.M.Molankal, Baraha Publishing House, Bangalore. P-75-83.

Hurlock, Elizabeth. 1981 Developmental Psychology. 5th Edition. New Delhi, Tata McGraw Hill Publications.

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Bhattacharya, S.K. (1981), "The Concept and Areas of Social Defence", in Readings in Social Defence edited by N.C. Joshi and V.B. Bhatia, Wheeler Publishing, Allahabad

Srivastava, S.P., April (2000), "Explaining the Concept of Social Defence", Social Defence, Vol. 49, No. 144.

Chowdary, D. P. 1992 Aging and the Aged, New Delhi: Inter-India Publications.

Digital sources:

National Institute of Social Defence, Ministry of Social Justice and Empowerment, GoI
http://www.nisd.gov.in/content/233_1_SocialDefence.aspx

Journals:

1. Indian Journal of Gerontology, C-207, Manu Marg, Tilak Nagar, Jaipur 302 004

2. R & D Journal of Helpage India. C-14, Qutab Institutional Area, New Delhi, 110016.

Paper Code: MSW 4.5 C
Paper Type: Hard Core (Practical)
Paper Title: Social Work Practicum - IV A (Concurrent Field Work and Block Placement)

Concurrent Fieldwork of two-days a week is an ongoing learning opportunity to develop intervention skills in reality situations. The learners may be placed in agencies or in communities to initiate and participate in direct service delivery. Practice learning is a. vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with agency/development organisations. The minimum required number of visits in this semester for concurrent fieldwork would be twelve days.

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University Grants Commission. 1978. *Review of Social Work Education in India: Retrospect and Prospect*.
    New Delhi: UGC.

Paper Code: MSW 4.6 C
Paper Type: Hard Core (Practical)
Paper Title: Research Project – C

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UGC

UGC Model Curriculum

The Teaching-Learning Experience - The Institution and The Teachers

Curriculum 'the written word document' becomes a positive educational experience when the institution offering/housing the programme, the teachers and the learners, all work towards the educational goals.

The Institutions - the colleges, departments of universities, departments of colleges and those of deemed universities all as structures in this country, have educational programmes for the Social Work Profession. The structures, the rules and regulations of affiliating universities, pose constraints, especially when comparisons are drawn between disciplines or between disciplines and professions.

The nature of instructional time frame, practice learning opportunity provisions, instructions for practice learning, along with the nature of assessment for social work are different. The curriculum classification categories and nature of educational experiences necessary for this profession back this need. Three different norms as requirements accepted in Second Review Committee Report (1975) and reiterated in the Curriculum Development Center's Report (1990) are stated here:

1. Practice teaching-learning is like learning in a laboratory. The difference is that, this learning is carried out in real life situations of communities, groups, families/ individuals and in organizations providing services. Every learner is required to spend a minimum of fifteen hours a week in a setting/agency/organization to learn practice. Each learner should get about forty-five to sixty minutes of individual instruction, hence the teacher-learner ratio suggested is 1:8 to 10. Practice learning calls for individual guidance, and small group guidance .

2. Core domain instruction - calls for small group teaching methods and class-room practice. These methods are best employed when the numbers making up the class is small, necessitating break up of large groups into those around twenty. The number of teachers required for the same content is naturally larger.