ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

University of Mysore
(Estd.1916)

MASTER 0F SOCIAL WORK

CREDIT BASED, CHOICE BASED CONTINUOUS ASSESSMENT PATTERNED EDUCATION SYSTEM

Programme Details

UNIVERSITY OF MYSORE
Department of Studies in Social Work
Manasagangotri, Mysuru-570006

Regulations and Syllabus
Master of Social Work (MSW)
(Two-year semester scheme)

Under

CREDIT BASED; CHOICE BASED CONTINUOUS ASSESSMENT PATTERNED EDUCATION SYSTEM

(Dr. CHANDRAMOULI)

UNIVERSITY OF MYSORE
GUIDELINES AND REGULATIONS
LEADING TO
MASTER OF SOCIAL WORK
(TWO-YEAR SEMESTER SCHEME UNDER
CREDIT BASED, CHOICE BASED CONTINUOUS ASSESSMENT
PATTERNED EDUCATION SYSTEM)

Programme Details

Name of the Department	:	Department of Studies in Social Work
Subject	:	Social Work
Faculty	:	Arts
Name of the Course	:	Master of Social Work (MSW)
Duration of the Course	:	2 years divided into 4 semesters

Programme Outcomes

1. i.   Develop the ability to observe and analyze social realities.

    ii.   Understand the characteristics of social systems and their dynamics.

    iii. Appreciate society's response to people's needs, problems and social issues.

    iv.   Develop critical understanding of the application of legislation, legal process and social policy.

2. i.   Develop the ability to examine the process of programme management and participate in the efforts at various levels.

    ii.   Develop the ability to recognize the need for newer programs, initiate and participate in them.

    iii. Use Human Rights tools, understanding of gender justice and need for equity in all intervention.

    iv.   Develop an understanding of organizational structure, resource management and day-to-day administration for human service programmes - developmental and welfare programmes

    v.   Develop the capacity to integrate knowledge and practice-theory by participating in intervention.

3

3. i.   Clarify and imbibe values which sustain positive attitude and professional ethics.

    ii. Develop the capacity for self-direction, growth and change through self awareness.

4. i.   Enhance writing skills to document practice appropriately. Recordings to be viewed as an expression of interest, motivation and involvement in practice and as an evidence of enrichment in the process of professional growth.

         To meet these outcomes, several opportunities with specific objectives are designed. The different sets of opportunities with details of content and related tasks are listed separately.

Programme Specific Outcome

1. The Social Work Post Graduates will get absorbed as HR Executives, Labor Welfare Officers both at Public and private sector industries; they also work as Counselors, Social Workers and Community Organizers in the Non Governmental Organizations.

2. The Social Work Post Graduates also take up various competitive examinations like UPSC, KPSC and other examinations and get into positions like IAS, IPS and KAS officers at various departments (Gazetted Officers)

3. They also join Government Departments as Police Sub-inspectors in Police Department, Child Development Program Officers at the Department of Women and Child Development, Panchayath Development Officers (PDOs) at the Department of Rural Development and Panchayathraj, Assistant Professors at Government First Grade Colleges, Jailors at Prisons Department, Probation Officers Grade - I and Grade

    − II at Government Correctional Institutions like Government Boys/Girls Homes, State Homes, Observation Homes and Labour Welfare Officers and Labour Inspectors at Karnataka State Road Transport Corporations.

4. The well educated and enlightened Social Work Post Graduates become highly sensible and responsible citizens of the nation.

5. The Pro-active Social Workers establish their own NGOs and work in the communities to achieve the welfare, harmony and all round development of all the Rural, Tribal and Urban communities in India.

6. Some of them work as Medical Social Workers and Counselors at reputed Hospitals and strive towards delivering effective Health Care services to the needy.

7. Some of them work as Social Activists (using Social Action) with a sense of social responsibility and work with the marginalized and vulnerable sections of people and endeavor to improve their quality of life.

8. Few Social Workers work in the community and make significant efforts towards preservation and promotion of environment and natural resources.

9. In the recent times the Social Work Post Graduates have also proved to be effective in handling both Crises and Disaster situations as Disaster Managers/Consultants.

10. Few take up Research studies with the help of UGC-JRF,RGNF,SC/ST fellowships, UGC-UPE scheme and get the Ph.D Degrees.

Scheme of Examination and Details of Course Patterns for MSW Degree Course (CBCS)
Credit Based Choice Based Continuous Evaluation Pattern System

First Semester

SI No.	Code No.	Paper title	HC/ SC/OE	L	T	P	Credits
1.	19001	Social Work – History and Ideologies	HC	2	1	0	3
2.	19006	Society and Dynamics of Human Behavior	HC	2	1	0	3
3.	19002	Work with Individuals and Families	HC	2	1	0	3
4.	19003	Work with Groups	HC	2	1	0	3
5.	19004	Work with Communities	HC	2	1	0	3
6.		Social Work Practicum – I	HC	0	0	3	3
		Total Credits					**18**

Second Semester

SI No.	Code No.	Paper title	HC/ SC/OE	L	T	P	Credits
1.	19011	Management of Developmental and Welfare Services	HC	2	1	0	3
2.	19012	Social Work Research and Statistics	HC	2	1	0	3
3.		Social Work Practicum – II (Social Work Camp and Summer Placement)	HC	0	0	3	3
4.		Social Work Practicum – III	HC	0	0	3	3
5.	19013	Communication and Counseling					
6.	19014	Gandhian Approach to Welfare and Development	SC	2	1	0	3
7.	19015	Personal and Professional Growth	SC	2	1	0	3
8.	19016	Population and Environment					
		Total					**18**

9.	19017	Social Work Practice with Children	OE	3	1	0	4
10.	19018	Science of Crime, Penology and Social Work Practice					
		Total Credits					**18**

Third Semester

Sl No.	Code No.	Paper title	HC/ SC/OE	L	T	P	Credits
1.	19031	Human Resource Management	HC	2	1	0	3
2.		Social Work Practicum - IV	HC	0	0	3	3
3.	19032	Social Work with Tribal and Rural Communities	SC	2	1	0	3
4.	19033	Organisational Behavior and Organisational Development	SC	2	1	0	3
5.	19034	Preventive and Social Medicine and Medical Social Work	SC	2	1	0	3
6.	19035	Rehabilitation and Aftercare Services	SC	2	1	0	3
7.	19036	Social Policy, Planning and Development	SC	2	0	0	2
8.	19037	Legal System in India	SC	2	0	0	2
		Total					**22**

9.	19038	Gerontological Social Work					
10.	19039	Management of Non-Governmental Organizations	OE	3	1	0	4

Fourth Semester

Sl No.	Code No.	Paper title	HC/ SC/OE	L	T	P	Credits
1.	19051	Employee Relations and Legislation	HC	2	1	0	3
2.	19052	Mental Health and Psychiatric Social Work	HC	2	1	0	3
3.		Major Project	HC	0	0	4	4
4.		Social Work Practicum – V	HC	0	0	3	3
5.		Social Work Practicum – VI (Block Placement)	HC	0	0	3	3
6.	19053	Human Resource Development and Employee Wellness	SC	2	0	0	2
7.	19054	Case studies					
		Total Credits					**18**

8.	19055	Disaster Management / or Correctional Administration and Services	OE	3	1	0	4
9.	19056	Correctional Administration and Services					

COURSE-I: SOCIAL WORK - HISTORY AND IDEOLOGIES

INTRODUCTION

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

COURSE OUTCOMES

On successful completion of this course, each student will be able to :

a. Understand the history and evolution of Social Work profession, both in India and the West.

b. Develop insights into the origin and development of ideologies, approaches to social change.

c. Understand rationale, goals, ideals and ethics for social change.

d. Understand the perceptions of people and social problems, the status of benefactors and their motives.

e. Develop skills to understand contemporary reality in its historical context.

f. Understand self as a part of own environment and explore own assumptions, ideals, values to develop sensitivity to marginalization of vulnerable groups.

Pedagogy:

1. Class room teaching.

2. Orientation visits are organized to around 10-12 welfare agencies, including both Governmental Welfare Departments and NGOs and students are allowed to see, observe and thereby learn about the subject by having an interaction with the agency personnel.

3. Students are encouraged to study the values and ethical issues pertaining to Social Work Profession and are required to adopt them in their day to day life.

4. Students are encouraged to develop secularistic out look towards all religions and are required to develop an unbiased attitude towards both society and people.

Course Content:

UNIT I

Introduction to Social Work: Social Work Definitions and meaning of Social Work; Basic assumptions of Social Work, Scope/Fields of Social Work; Social Work and other concepts: social service, social

welfare, social development, social reform, social security - Interrelation between Social Work and other disciplines; - Beginning of Social Work education in Western countries and India.

Professionalization of Social Work values, education, knowledge and professional associations - Goals, values, functions/roles and process of Social Work - Interface between professional and voluntary Social Work, Social Work ethics.

UNIT II

Indian History of Ideologies for Social Change -Ancient period: Vedic, Vedantic and non- Vedic Ideologies, Spirituality - Medieval period: Zoroastrianism and Islam in India - Mysticism of Bhakti and Sufi movements and Sikhism.

Modern period: Christianity in India - Hindu reform movements - Dalit movements - Gandhian ideology and Sarvodaya movement – Nationalism - Ideology of the Indian Constitution - Ideology of voluntary organisations and voluntary action.

UNIT III

Contemporary Ideologies for Social Change: Neoliberalism and Globalisation - Post modernism - Multiculturalism - Ideology of action groups and social movements - Ideology of non-governmental organisations. Role of state in providing social welfare services.

UNIT IV

Organized and scientific charity - Clinical Social Work - Ecological Social Work - Attributes of a profession.

Western History of Ideologies for Social Change: Western History of Social Work Profession

- Medieval period: Judeo-Christian ideologies- Secular humanism and Protestantism
- Modern period: Rationalism and Welfarism - Liberalism and democracy - Utilitarianism and Social Darwinism - Socialism and human rights.

Emerging ideologies of professional Social Work. Challenges for Social Workers in contemporary world.

REFERENCES

1.   Agarwal, M. M. 1998, Ethics and Spirituality, Shimla: Indian Institute of Advanced Study

2.   Alastair, Christie (Ed.) 2001 Men and Social Work: Theories and Practices, New York, Palgrave.

3.   Banerjee, G. R. 1973 Papers on Social Work: An Indian Perspective, Bombay, Tata Institute of Social Sciences.

4.   Banks, S. 1995 Ethics and Values in Social Work: Practical Social Work Series, London: Macmillan Press Ltd.

5.   Borgatta, E. F. (Ed.) 1992 Encyclopedia of Sociology, New York: Macmillan

6.   Brieland, Donald; Costin Lela B.; Atherton, Charles R. and Contributors 1975 Contemporary Social Work – An Introduction to Social Work and Social Welfare, New York, McGraw-Hill Book Company.

7.   Butrym, Zofia T. 1976 The Nature of Social Work, London, Macmillan Press Ltd.

8.   Chatterjee, P. 1996 Approaches to the Welfare State, Washington, D.C.: National Association of Social Workers.

9.   Congress, E. P. 1998 Social Work Values and Ethics, Chicago: Nelson- Hall Publishers.

10.   Desai, Armaity S. 1994 A Study of Social Work Education in India, Bombay, Tata Institute of Social Sciences, Vol. I and II

11.   Desai, M. 2000 Curriculum Development on History of Ideologies for Social Change and Social Work, Mumbai: Social Work Education and Practice Cell.

12.   Diwakar, V. D. (Ed.) 1991 Social Reform Movements in India: A Historical Perspective, Bombay: Popular Prakashan.

13.   Encyclopedia of Social... Encyclopedia of Social Work, Silver Spring, Maryland: National Association of Social Workers.

14.   Encyclopedia of Social... 1987 Encyclopedia of Social Work in India, New Delhi: Ministry of Welfare.

15.   Feibleman,J. K. 1986 Understanding Philosophy: A Popular History of Ideas, New York: Souvenir Press.

16.   Fink, A. E. 1945, The Field of Social Work, New York, Henry Holt and Co.

17.   Friedlander, Walter and. Apte, Robert Z. 1982 Prentice–Hall An Introduction to Social Welfare, New Delhi,

18.   Ganguli, B. N. 1973 Gandhi's Social Philosophy, Delhi: Vikas Publishing House.

19.   Gore, M. S. 1993 The Social Context of Ideology: Ambedkar's Social and Political Thought, New Delhi: Sage.

20.   Gore, M. S. 1965 Social Work and Social Work Education, Bombay, Asia Publishing House.

21.   Jacob, K. K. (Ed.) 1994 Social Work Education in India – Retrospect and Prospect Udaipur, Himansu Publications.

22. Joseph, Sherry (Ed.) 2000 Social Work: In the Third Millennium (Some Concerns and Challenges), Sriniketan, Department of Social Work, Visva-Bharati.

23. Kappen,S.1994 Tradition Modernity Counterculture: An Asian Perspective, Bangalore: Visthar

24. Kothari, S. and Sethi, H. (Eds) 1991, Rethinking Human Rights, New Delhi: Lokayan.

25. Moorthy, M. V. 1974 Social Work - Philosophy, Methods and Fields, Dharwar, Karnatak University.

26. Noel and Timms, Rita 1977 Perspectives in Social Work, London, Routledge and Kegan Paul.

27. Nigel Parton and Patrick, O'Byrne 2000 Constructive Social Work - Towards a New Practice, New York, Palgrave

28. Panikkar, K. N. 1995 Culture, Ideology Hegemony: Intellectual and Social Consciousness in Colonial India, New Delhi: Tulika.

29. Skidmore, Rex A. and Thackeray, Milton G. 1982 Introduction to Social Work, New Jersey, Prentice-Hall, Englewood Cliffs

30. Stroup, H. H. 1960 Social Work - An Introduction to the Field, New Delhi, Eurasia Publishing House.

31. Tata Institute of Social Sciences Social Work Educators Forum (TISSSWEF) 1997 Declaration of Ethics for Professional Social Workers, The Indian Journal of Social Work, 58(2), 335-341

32. The Cultural Heritage... The Cultural Heritage of India (Vols. 1-6), Calcutta: The Ramakrishna Mission.

33. United Nations 1992: Human Rights: Teaching and Learning About Human Rights. UN: New York.

34. University Grants Commission 1980, 1990 Review of Social Work Education in India: Retrospect and Prospect, New Delhi: UGC. Curriculum Development Centre's Report: New Delhi, University Grants Commission.

35. Wadia, A.R. 1968History and Philosophy of Social Work in India, Bombay, Allied Publishers.

36. Woodrofe, K. 1962 From Charity to Social Work, London: Routledge, and Kega Paul.

37. Yelaja, S. A. 1982 Ethical Issues in Social Work, Springfield, Charles, C. Thomas.

38. Young, Pat 1985 Mastering Social Welfare, Macmillan Master Series, London, Macmillan Education Ltd.

39. Younghusband, E. 1967 Social Work and Social Values, Vol. III, London, George Allen and Unwin.

Journals/ Magazines

Economic and Political Weekly, the Indian Journal of Social Work, Lokayan Bulletin and Vikalp.

COURSE-II: SOCIETY AND DYNAMICS OF HUMAN BEHAVIOUR

INTRODUCTION

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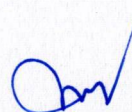
COURSE OUTCOMES

On successful completion of this course, each student will be able to:

a. Understand the concepts to examine social phenomena.
b. Develop skills to analyze Indian society and change.
c. Understand the concepts of **change and conflict**.
d. Understand interactional nature of growth and behavior at various stages in the life span and impact of cultural aspects on the individual.
e. Apply the information of growth, development and health in Social Work practice in general and to individuals, groups and communities in particular.

Pedagogy

1. Class room teaching
2. Social Work trainees are encouraged to develop the skill of social analysis while doing their concurrent field work activities.
3. The Department of Social Work organizes 10 days Social Work camp either in rural or in tribal communities, wherein the teachers encourage students to socialize with the local people, observe, analyze the social rituals and institutions like marriages, family, etc. and understand the socio-economic and cultural dynamics in an appropriate manner.
4. Trainees are also encouraged to understand the ideals of Indian Constitution and practice both fundamental rights as well as duties in their day-to-day life.
5. Trainees are also encouraged to study and understand the issues of developmental Psychology starting from infancy to the period of Geriatrics (old age).

6. Trainees are also exposed to the various basic human needs, stress and stress coping strategies, Motivation strategies and practice them.

Course Content

UNIT I

Social Work and other social sciences; Society and Culture: Social Structure – meaning, status and roles; Culture: meaning and contents - traditions, customs, values, norms, folklore and mores.

Socialization: Meaning, process of socialization – The development of self – Agencies of socialization.

Indian Society: Composition of Indian Society: The concept of unity amidst diversity-Social stratification in India: Meaning, caste, class divisions, Gender;

Types of social institutions: Marriage, Family, Religion, State and Law-Meaning and Functions; Social Control exercised through the social institutions;

Social Change: Meaning, characteristics and factors inducing change with reference to India.

UNIT II

Social Groups, and Social Control – Primary and Secondary Groups, in-groups and out-groups. Social control through social groups and social institutions. Social Process.

Development – social ideals of Indian Constitution. Fundamental Rights.

Social Analysis: Significance of social analysis: A brief analysis of socioeconomic, political and cultural systems – Inter-linkages in the Indian context.

Theories of Economic Development, Globalization and its impact on Developing Countries: Stages of growth theory – Structural internationalist theory.

Privatization, liberalization and structural adjustment programmes – Role of international financial institutions.

UNIT III

Life Span: Beginning of life – Human reproductive system, Fertilization and Fetal development – Delivery, Pre-natal and post-natal care and their importance in development.

13

Development stages: Infancy, babyhood, childhood, puberty, adolescence, adulthood and aging:

Growth, characteristics, developmental goals, psycho-social adjustment and other adjustments, hazards, lifestyle effects – as relevant to each of these stages;

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

UNIT IV

Basic human needs: Maslow's hierarchy of needs, physical, psychological and intellectual needs; Stress – Coping and Social support.

Motivation, frustration and conflicts – Emotions and emotional behavior. Personality: Definition, nature, types and assessment of personality.

Intelligence: Concept, levels of intelligence, influence of heredity and environment, assessment of intelligence.

Relevance of psychology to Social Work practice across the stages of development period specific needs, tasks and challenges.

REFERENCES: UNIT I AND II

1. Acuff, F. Gene; Allen, Donald E. and Taylor Lloyd, A. 1973 From Man to Society, Hinsdale, Illinois, The Dryden Press.

2. Agrawal, A. N. and Lal Kundan 1989 Economics and Development and Planning, Delhi, New Vikas Publishing House Private Limited

3. Bert N. Adams. 1975 A Sociological Interpretation, Chicago: Rang McNally College.

4. Bhushan, Vidya and Sachdev, D.R. 1999 An Introduction to Sociology, Allahabad, Kitab Mahal

5. Broom, Leonard, Charles M. Bonjean, Dorothy, H. Broom. 1990 Sociology, Wadsworth Publication Co. Belmount.

6. Descrochers, John. 1977 Methods of Social Analysis, Bangalore: Centre for Social Action.

7. Ely Chinoy. 1967Society - An Introduction to Sociology, New York: Random House.

8. Haralambos, Michael. 1980 Sociology, Delhi: Oxford University Press.

9. Kapadia, K. M. 1966 Marriage and Family in India, London: Oxford University Press.

10. Kingsley, David. 1969 Human Society, New York.

11. Kolenda, Pauline. 1987 Regional differences in Family Structure in India, Jaipur: Rawat Publication.

12. Maudelbaum, David M. 1970 Society in India, Vol. I and II, University of California Press.

13. Nagardra, S. P. 1994 Development and Change, New Delhi: Concert Publishing Company.

14. Nana Poku Lloyd Pettiford (Ed.) 1998 Rebuilds up the Third World, London: Macmillan Press Limited.

15. Narang, B. S., and Dhawan, R. C. 1983, Introduction to Social Sciences, Delhi: C.B.S. Publication.

16. Panday Rajendra. 1986 The Caste System in India-Myth and Reality, New Delhi: Criterion Publication.

17. Rao, D. Bhaskar, 1998 World Summit for Social Development, New Delhi: Discovery Publications.

18. Rao, V. Lakshmana 1994 Essays on Indian Economy, New Delhi: Ashish Publishing House.

19. Reddy, D. V. 1994 Development and New International Economic Order, New Delhi: Deep and Deep Publications.

20. Rugman, Alan 2000 The End of Globalization, London: Random House.

21. Sharma, S. L. (Ed.) 1986 Development: Socio-Cultural Dimensions, Jaipur: Rawat Publications.

22. Sharma, K. L. (Ed.) 1999 Caste and Race in India, Mumbai: Popular Prakashan.

23. Sharma, R. K. 1997 Indian Society - Institution and Change, New Delhi: Atlantic Publishers.

24. Singh, K. S. 1985 Tribal Society in India, New Delhi: Manohar Publishing House.

25. Srinivas, M. N. 1996 Village, Caste, Gender and Method (Essay in Indian Social Anthropology), Delhi: Oxford University Press.

26. Steveus Smart M., Laura S. Smart. 1976 Families Developing Relationships, New York: Macmillan Publishing Co.

27. Tandon, B. B., and Tandon, K. K. 1997. Indian Economy, New Delhi: Tata McGraw-Hill Publishing Company Limited

28. Verghese, K 1992 General Sociology, Delhi: Macmillan Co,

UNIT III AND IV

29. Anastasi, Anne 1988 Psychological Testing, New York, Macmillan Publishing Company.

30. Baltes, P. B. (Ed.) (1978) Life span Development and Behaviour. New York: Academic Press, Inc.

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

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

33. Gore, M. S. 1978 Changes in the Family and the Process of Socialisation In India, In Anthony, E. J. & Colette, C. (Eds.). The Child in his Family, Wiley, 365-374.

34. Gore, M. S. 1992 Aging and the Future of the Human Being, The Indian Journal of Social Work, 53 (2), 210-219.

35. Hurlock, Elizabeth B. 1978 Child Growth and Development, New Delhi, Tata McGraw-Hill Publishing Company Ltd.

36. Hurlock, Elizabeth B. 1975 Developmental Psychology, New Delhi, Tata McGraw-Hill Publishing Company Ltd.

15

37. Kail, R. V. and Cavanangh, J. C. 1996 Human Development, Pacific Grove, CA: Brooks/ Core Publishing Company.

38. Kakar, S. 1979 Indian Childhood, Cultural Ideals and Social Reality, Delhi: Oxford University Press.

39. Kakar, S. 1982 Identity and Adulthood, Delhi: Oxford University Press.

40. Kakar, S. 1970 Conflict and Choice - Indian Youth in a Changing Society, Bombay: Somaiya Publications.

41. Kakar, S. 1978 Images of the Life Cycle and Adulthood in India, In Anthony, E. J. and Colette, C. (Eds.) The Child in his Family, Wiley. 319- 332.

42. Kaplan, P. S. 1988 The Human Odyssey: Life-Span Development, St.Paul, West Publishing Company.

43. Le francois, G. R. 1990 The Life Span, Third Edition, University of Alberta.

44. Magmesson, D. and Allen, V. C 1983 Human Development: An International Perspectives, New York: Academic Press. Chapters 1, 5, 6, 11, 14, 16, 19, 21.

45. Pai V B, 2000 Coping with Retirement, UNESCO CLUB Publication, Naganur, Karnataka

46. Rapoport, Rhona and Rapoport, Robert 1980 Growing through Life, Lifecycle Book, New York: Harper & Row Publishers.

Journals/ Magazines

Sociological Bulletin (Journal of the Indian Sociological Society). Contribution to Indian Sociology.

Social Change, Issues and Perspectives (Journal of the Council for Social Development).

Economic and Political Weekly, EPW Research Foundations, Mumbai.

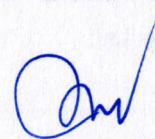# COURSE-III: WORK WITH INDIVIDUALS AND FAMILIES

INTRODUCTION

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

COURSE OUTCOMES

On successful completion of this course, each student will be able to :

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

Pedagogy

1. Class room teaching
2. During their concurrent field work the Social Work trainees are encouraged to develop the skills of working with individuals and families using different models like crisis intervention, prevention, facilitative and developmental models.
3. Trainees are encouraged to develop the abilities of critical analysis of problems at individual and family levels, understand the causes responsible for such problems.
4. Encourage them to practice and master the case work tools such as, interviewing, home visits, observation, listening, communication skills, rapport building and counseling with the client group during their field work programme.

Course Content

UNIT I

Social case work: Definitions, scope, historical development - Influence of psychoanalysis on casework - Introduction of casework as a method of Social Work - Concepts of adjustment and maladjustment - Philosophical assumptions and casework values.

Principles of casework: Individualization, acceptance, non-judgmental attitude, participation, relationship, effective communication of feeling, client self-determination, and confidentiality.

Components of social casework: The person, the problem, the place and the process.

Process in casework: Study, assessment, intervention, evaluation, follow-up, and termination.

UNIT II

Types of problems faced by Individuals and families; individual differences and needs - Family assessment in casework practice.

Theories and approaches: Psycho- social approach, Functional approach, Problem-solving approach, Crisis Theory, Family intervention, Behavioural modification, Transactional analysis and Holistic approach

UNIT III

Tools for Help: Case work tools: Interview, home visit, observation, listening, communication skills, rapport building.

Records: Nature, purpose and principles of recording.

Techniques of casework: Supportive, resource enhancement and counseling.

Self as a professional: Professional self - Conflicts and dilemmas in working with individuals and families.

17

UNIT IV

Application of Method: Primary and secondary settings - Application of methods in family, women, and child welfare settings, marriage counselling centers, school settings, medical and Psychiatric settings, correctional institutions, and industry.

REFERENCES

1. Banerjee, G. R. 1967 "Concept of Being and Becoming in the Practice of Social Work", Indian Journal of Social Work, Mumbai: Tata Institute of Social Sciences.

2. Banerjee, G. R. 1971 "Some Thoughts on Professional Self in Social Work", Indian Journal of Social Work, Mumbai:Tata Institute of Social Sciences.

3. Banerjee, G. R. 1973 Papers on Social Work - An Indian Perspective, Bombay, Tata Institute of Social Sciences.

4. Barba, J. G. 1991 Beyond Casework; London: Macmillan.

5. Bergh, M. V. 1995 Feminist Practice in the 21st Century, Washington: National Association of Social Workers.

6. Biestek, F. P. 1957 The Case Work Relationship, London, George Allen and Unwin.

7. Hamilton, G. 1946 Principles of Social Case Recording, New York, Columbia University Press.

8. Hamilton, G. 1950 Theory and Practice in Social Case Work, New York, Columbia University Press.

9. Hartman, A. and Laird, J. 1983 Family Centered Social Work Practice, New York: The Free Press.

10. Hollis, Florence. 1964, Case Work - A Psychological Therapy, New York: Random House.

11. Joel Fisher. 1978, Effective Case Work Practice - An Eclectic Approach, New York: McGraw Hill.

12. Mathew, Grace 1992, An Introduction to Social Case Work, Bombay, Tata Institute of Social Sciences.

13. Nursten, Jean. 1974, Process of Case Work, G.B: Pitman Publications.

14. Perlman, H. H. 1957 Social Case Work: A Problem Solving Process, Chicago. The University of Chicago Press.

15. Pippins, J. A. 1980 Developing Case Work Skills, California: Sage Publications.

16. Richmond, M. E. 1922 What is Social Case Work? An Introductory Description, New York: Sage Foundation.

17. Richmond, M. E. 1917 Social Diagnosis, New York, Free Press.

18. Sainsbury,Eric, 1970 Social Diagnosis in Case Work, London: Routledge and Kegan Paul.

19. Sena F. Fine and Paul H. Glass. 1996 The First Helping Interview Engaging the Client and building Trust, Sage Publication.

20. Timms, N. 1964 Social Case Work: Principles and Practice, London: Routledge and Kegan Paul.

COURSE-IV: WORK WITH GROUPS

INTRODUCTION

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

COURSE OUTCOMES

On successful completion of this course, each student will be able to :

a. Develop awareness about the specific characteristics of Group Work and its contributions as a method of Social Work intervention,

b. Gain knowledge about group formation and the use of a variety of group approaches.

c. Develop understanding of concepts, dynamics and small group theory in relation to all types of groups, e.g. family, staff, committee, long-term client groups.

d. Identify the various situations and settings where the method could be used in the context of social realities of the country.
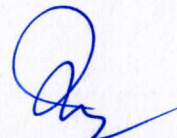
Pedagogy

1. Class room teaching

2. During the concurrent field work programme the department encourage the trainees to understand the art and science of group formation and practice it at various settings like hospitals, schools, family welfare agencies, industries, women and child welfare settings etc.

3. Encourage the trainees to develop the skill of understanding the group dynamics and use them appropriately for group's all-round development, bring positive and socially acceptable changes among group members.

4. Trainees are encouraged to learn and practice both recording and evaluation of the whole group process and also the level of progress achieved by the group members.

Course Content

UNIT I

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

Type of Groups: Types and approaches based on objectives and purpose – Type of Membership – Time -Duration

Values and Principles in group work and Characteristics of Group formation: Values in social group work- Principles in group work - Assumptions underlying social group work - Factors of group formation - Formulation of goals - Identification of problems for work.

UNIT II

Group Processes and Group Dynamics: Importance of group processes - Typical patterns - Processes in different type of groups - Worker's skills in identifying and understanding processes.

Pre-group and Initial Phase: Planning model - Characteristics of pre group phase - Group structures Facilitation skills and role of worker in pre-group and initial phase. Bond, sub-groups, role. Leadership - Isolation - Decision making - Conflict – Communication -Relationships.

UNIT III

Middle Phase and Use of Program: Characteristics of middle phase - Group structures - Group dynamics - Facilitation skills - Role of group workers - - Comparison across phases - Concept and principles - Program planning - Skills in program planning

Facilitation: Knowledge of skills and techniques for effective work with groups/problem solving.

UNIT IV

Recordings in Group work: Importance of recording in social group work - Principles of recording - Recording structure -Types of recording.

Evaluation in Groups and Termination Phase : Importance of evaluation - Types of evaluation - Methods of evaluation - Need for termination - Types of termination - Characteristics of termination phase - Worker's skills.

Application of Group Work: Application in health settings, school settings, family welfare settings, industrial settings, women and child welfare settings.

REFERENCES

1. Alissi, A. S. 1980 Perspectives on Social Group Work Practice: A Book of Readings, New York: The Free Press.

20

2.   Balgopal, P. R. and T. V. 1983 Groups in Social Work - An Ecological Vassil, Perspective, New York: Macmillan Publishing Co. Inc.

3.   Brandler S. and Roman, C. P. 1999 Group Work: Skills and Strategies for Effective Interventions, New York: The Haworth Press.

4.   Davies, Bernard 1975 The Use of Groups in Social Work Practice, London, Routledge and Kegan Paul.

5.   Garland, J. A. (Ed.) 1992 Group Work Reaching Out: People, Places and Power, New York: The Haworth Press.

6.   Garwin, C. 1987 Contemporary Group Work, New York: Prentice-Hall Inc.

7.   Kemp, C. G. 1970 Perspectives on the Group Process, Boston: Houghton Miffiin C.

8.   Klein, A. F. 1970 Social Work through Group Process: School of Social Welfare, Albany: State University of New York.

9.   Konopka, G. 1963 Social   Group Work: A   Helping Process, Englewood Cliff. N J: Prentice- Hall Inc.

10.   Milson, Fred 1973 An Introduction to Group Work Skills, London, Routledge and Kegan Paul.

11.   Northen, H. 1969 Social Work with Groups. New York: Columbia University Press.

12.   Pepell, C.P. and Rothman, B. Social Work with Groups, New York: The Haworth Press.

13.   Sundel, M., Glasser, Sarri, R., and Vinter, R. 1985 Individual Change through Small Groups, New York: The Free Press.

14.   Tom, Douglas 1978 Basic Group Work, London, Tavistock Publications Ltd.

15.   Toselane, R. W. and Rivas, R. F. 1984 An Introduction to Group Work Practice, New York: Macmillan Publishing Co.

16.   Trecker, Harleigh B. 1970 Social Group Work: Principles and Practice, New Work: Association Press.

17.   Wilson, G. and Ryland, G. 1949 Social Group Work Practice, Boston: Houghton Mifflin, Co,

COURSE-V: WORK WITH COMMUNITIES

INTRODUCTION

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

COURSE OUTCOMES

On successful completion of this course, each student will be able to :

a. Understand the critical elements of community organisation practice.

b. Enhance critical understanding of the models and strategies for community organisation practice.

c. Make the micro-macro connections between the ranges of complex issues in practice.

d. Develop attitudes conducive to participatory activities for civil society.

Pedagogy

1. Class room teaching.

2. During the concurrent field practicum the trainees are required to understand the dynamics of a community, analyse them critically and draw suitable conclusion to bring desirable changes in a community.

3. Conduct of Social Work Camp : A 10 day Social Work camp is organized by the Department of Social Work. The trainees are encouraged to learn the nuances of socializing with the local people, analyzing their needs and challenges, mobilizing people's participation in development activities, encouraging the local people to participate in the "Participatory Rural Appraisal" and enlightening them about sustainable social development.

4. Trainees also conduct a socio-economic survey, collect relevant data, analyse them, prepare a document and submit a copy of the document to the appropriate Government authorities for suitable action.

5. Encourage among the trainees the skills of problem analysis, resource mobilization, conflict resolution, organizing meetings, writings and documentation, networking training etc., through their active participation in both concurrent field practicum and Social Work camp.

6. Allow the Social Work trainees to understand the issues of human rights, protect them and create awareness among the local people about the same.

Course Content

UNIT I

Community: Concept, characteristics, types.

Understanding of community organisation practice: Definition of community organisation, values and principles of Community Organisations, ethics of community organisation practice. Historical development of community organisation practice.

Process of Community Organization.

Community organization and sustainable community development: People"s participation; concept, need and people"s participation and sustainable community development

Power: Concept of power - The range of perspectives - Dimensions of power relevant to community organization.

Empowerment: Concept of Empowerment - Barriers to, process and cycle of empowerment.

Gender and Empowerment: Gender sensitive community organization practice

UNIT II

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

UNIT III

Community Organization as a Method: Relevance of community organisation as a method across different spheres of Social Work intervention and relook at own attitudes.

Skills of Community Organization Practitioner: Problem analysis, resource mobilization, conflict resolution, organizing meetings, writing and documentation, networking, training.

UNIT IV

Human rights: understanding human rights, need for the protection of human rights.

Strategy and Roles: Unionization as a strategy - Advocacy in community organization.

Current debates in Community Organisation Practice: Emerging issues - Impact of macro policies.

REFERENCES

1. Arora R. K. (Ed.) 1979   People's Participation in Development Process: Essays in Honour of B. Mehta, Jaipur: the HCM State Institute of Public Administration.

2. Battern, T. R. 1962   The Non-Directive Approach in Group and Community Work, London: Oxford University Press.

23

3.	Brager, G. and Specht, H. 1969	Community Organisation, New York: Columbia University Press.
4.	Battern, T. R. 1965	The Human Factor in Community Work, London: Oxford University Press.
5.	Dandavate, M. 1977	Marx and Gandhi, Bombay: Popular Prakashan Pvt. Ltd.
6.	Dayal, R. 1960	Community Development Programme in India, Allahabad: Kitab Mahal Publishers.
7.	Dunham, Arthur E. 1970	The Community Welfare Organisation, New York, Thomas Y. Crowell.
8.	Gandhi, M. K.	Sarvodaya (The Welfare of All), Ahmedabad: Navjivan Publishing House.
9.	Gangrade, K. D. 1971	Community Organisation in India, Bombay, Popular Prakashan.
10.	Henderson, Paul; Jones, David and Thomas, David N. 1980	The Boundaries of Change in Community Work, Boston, George Allen and Unwin.
11.	Lal, A. K. 1977	Politics of Poverty: A Study of Bonded Labour. New Delhi: Chethana Publications.
12.	Marulasiddaiah, H. M. 1987	Community: Area and Regional Development in India, Bangalore, Bangalore University.
13.	Mayo H., Jones D. 1974	Community Work, London: Routledge and Kegan Paul.
14.	McMiller, W. 1945	Community Organisation for Social Welfare, Chicago: University of Chicago Press.
15.	Murphy, C. G. 1954	Community Organisation Practice, Boston: Houghton Mifflin Co.
16.	Patnaik, U. and Dingwaney, M. 1985	Chains of Servitude, Bondage and Slavery in India. Madras: Sangam Books Pvt. Ltd.
17.	Polson and Sanderson. 1979	Rural Community Organisation, New York: John Wiley and Sons.
18.	Ramchandra Raj, G. 1974	Functions and Dysfucntions of Social Conflict, Bombay: Popular Prakashan.
19.	Ross Murray G. 1967	Community Organisation: Theory, Principles and Practice, New York: Harper and Row.
20.	Siddiqui, H. Y. 1997	Working with Communities: An Introduction to Community Work, New Delhi: Hira Publications.
21.	Shivappa R. 2009	STREAMS IN THE RIVER- A Journey Into Inclusive Concerns, Dhatri Pustaka, Bangalore
22.	Sussman, M. B. 1959	Community Structure and Analysis, New York: Thomas Y. Crowell Co.

23.	Volken, H. et. al. 1982	Learning from the Rural Poor: Shared Experiences of the Mobile Orientation and Training Team, New Delhi: Indian Social Institute.
24.	Warren, R. L. 1965	Studying Your Community, New York: Free Press.
25.	Zaltman, G. and Duncan, R. 1977	Strategies for Planned Change, New York: Association Press.

Journals

Community Development Journal: An International Forum, UK, Oxford University Press.

Development and Change, Hague Blackwell Publisher.

Course-VII: SOCIAL WORK PRACTICUM - I

Orientation provides information regarding.

i. the importance and place of the practicum in the educational programme.
ii. the purpose, functions and ethics in professional practice.

In the first four weeks, the learners may make a local directory to include emergency numbers of Hospitals/ PHCs/ Police/ Panchayath Office and Network Agencies along with references to other developmental and welfare services in the location.

Visits - provide an exposure to and understanding of the services provided in responses to people's needs. (Agencies in health setting, education, community, institutional services, criminal justice system, civic administration, rehabilitation etc.)

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

Concurrent practice learning of two-days a week
An opportunity to develop intervention skills in learning Social Work practice for two days in a week of the entire semester. (a minimum of 25 field work visits are to be performed by each student in a semester)

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 mastering strategies, skills and techniques to practice Social Work.

COURSE-I: MANAGEMENT OF DEVELOPMENTAL AND WELFARE SERVICES

INTRODUCTION

The course aims to develop management competencies to function in organizations, participate as a team member and understand the role of a Social Work programmes manager.

COURSE OUTCOMES

On successful completion of this course, each student will be able to :

a. Understand the overall environment and its impact on the nature, structure and development of organizations in corporate, public and voluntary sectors in the context of Social Work profession.

b. Understand policies and procedures involved in establishing and maintaining human service organizations.

c. Acquire skills to network and participate in the management of resources -human, material and environmental.

d. Develop skills to participate in management of programmes, as a part of the inter-disciplinary team and initiate as well as develop new programmes.

e. Develop ability to analyse the practices applied in specific settings.

Pedagogy

1. Class room teaching

2. Participation in Workshops/Seminars/Conference organized by NGOs and Universities.

3. Group conference – once in a week (conducted in the Department).

4. Special lectures by the NGO functionaries – conducted by the Social Work trainees through their forums (once in a week)

5. Individual Conference: Conducted as a part of supervision of Social Work Practicum of trainees, 30 minutes for each trainee once in a week.

6. Preparation of an assignment on select topic and presentation of the same in the Department Seminars.

Course Content

UNIT I

Social Services: Need for welfare and developmental organisations, Factors determining social welfare programmes, Development and Welfare organizations " response to societal needs; role of state, voluntary and corporate sector. Management services: Types of settings, organizational characteristics like origin, nature, size, structure, and design, organizational climate and impact of socio-political environment - Management process: Vision, Planning, Organizing, Directing, Staffing, Coordination, Reporting, Budgeting.

Establishment: Registration, different types of legislations, legal status, constitution, rules and procedure, goals - Financial resources: Organizational Budget, Sources of finance, Fund Raising, Records, Audit.

UNIT II

Physical: All activities related to acquiring, hiring and maintaining importable structure and infrastructure, maintenance of premises and daily upkeep.

Enhancing the involvement and the potential of people in organization's executive boards, committees; professionals and other staff-relationship, communication, team work, and facilitating team building, supervision, and participation in training.
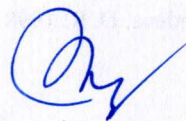
UNIT III

Programme Development: Programme management: long term, short term, and Documentation.

Project proposals based on felt-needs, nature of resources, eligibility criteria, records, evaluation and research.

Impact analysis - Qualitative and quantitative.

UNIT IV

Public Relations: Public relations need and its promotion by all in the organisation. Representing the organization, networking, public, corporate and voluntary sector, resource building, accountability, transparency, use of media for publicity.

Change and its Management: Understand and manage change, innovation in a rapidly changing social environment: for policy programmes and structure.

Organizational understanding: Conflict, conflict resolution, creating positive climate.

REFERENCES

1	Choudhari, D. Paul. 1983	Social Welfare Administration, Delhi: Atma Ram and Sons.
2	Garain, S. 1998	Organizational Effectiveness of NGOs, Jaipur: University Book House.
3	Garain, S.	Towards a Measure of Perceived Organizational Effectiveness in Non-government Organization, Mumbai: Indian Journal of Social Work, 54 (2), 251 - 270.
4	Goel, S. L. and Jain, R. K. 1988	Social Welfare Administration: Theory and: Practice, Vol. I and II, New Delhi: Deep and Deep Publications.
5	Government of India	Evaluation of Social Welfare Programmes, Encyclopedia of Social Work. Vol. 1, 297 - 310.
6	Haimann, A. 1982	Professional Management and Practice, Delhi: Eurasia Publications.
7	Hasenfeld, Y and English, R. (Eds.) 1978	Human Service Organizations. Ann Arbor: University of Michigan Press.
8	Hauman, A. 1962	Professional Management and Practice, Delhi: Eurasia Publications.
9	Jackson, J. 1989	Evaluation for Voluntary Organizations. Delhi: Information and News Network.
10	Kapoor, K. K. 1986	Directory of Funding Organizations, Delhi: Information and News Network.
11	Lauffer, A. 1977	Getting the Resources You Need, New Delhi: Sage Publications.
12	Lauffer, A. 1977	Understanding Your Social Agency, London: Sage Publications.
13	Luthans, Fred. 1990	Organizational Behaviour, Boston, Irwin McGraw Hill.
14	PRIA. 1990	A Manual on Financial Management - An Accounts Keeping for Voluntary Organizations, New Delhi: Society for Participatory Research in Asia.
15	PRIA b	Training of Trainers: A Manual for Participatory Training Methodology in Development, New Delhi: Society for Participatory Research in Asia.
16	Sachdeva, D. R. 1998	Social Welfare Administration in India, Allahabad, Kitab Mahal.

17	Siddiqui, H. Y. 1984	Social Work and Social Action, New Delhi: Hamam Publications.
18	Skidmore, R. A. 1983	Social Work Administration, New Jersey, Prentice- Hall.
19	Slavin, S. (Ed.) 1978	Managing Finance, Personnel and Information in Human Services, New York: Howorth Press.
20	Slavin, S. (Ed.) 1978	Social Administration, New York: The Haworth Press.
21	Weiner, M. 1982	Human Service Management, Illinois: The Dorsey Press.
22	Young, Pat 1985	Mastering Social Welfare, London, Macmillan Master Series, Macmillan Education Ltd.

COURSE-II: SOCIAL WORK RESEARCH AND STATISTICS

INTRODUCTION

This course aims 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.

COURSE OUTCOMES

On successful completion of this course, each student will be able to :

a. Develop an understanding of scientific approach to human inquiry in comparison to the native or common sense approach in various aspects and its process.

b. Understand major research strategies, meaning, scope and importance of Social Work research.

c. Develop an ability to see the linkages between practice, research, theory and their role in enriching one another.

d. Develop the 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 collecting data; use of sampling, strategies; data collection, processing, presentation, analysis and interpretation; and writing research report etc).

e. Make informed assessment and judicious use of research studies and findings.

f. Develop skills for use of library and documentation services for research.

Pedagogy

1. Class room teaching.

2. Participation of trainees in the colloquium presentation programmes of senior Ph.D. scholars.

29

3. Conduct of a Socio-economic Survey as part of Social Work Camp. Collected data will be analysed, interpreted and a document is prepared with the help of a research expert.

4. Conduct of a mini research project work by each II Sem MSW trainee as a part of 21 days summer placement training programme in an NGO/Welfare organization.

5. Preparation of assignment and presentation of the same in the Department Seminar.

6. Participation in the conference and Seminars conducted in the sister Departments.

7. The fourth semester students carry out a major research project as per the requirements of MSW curriculum by following all the scientific research methodologies and processes. Each student is encouraged as well as guided by their research supervisors/senior faculty members.

Course Content

UNIT I

Science - Meaning and assumptions, scientific approach in comparison to the native or common sense approach.

Scientific attitude; Scientific method; application of scientific method for the study of social phenomena.

Research: Definition and objectives, Social Work Research: Meaning, objectives, functions and limitations; Scope of Social Work research in India; Agencies sponsoring and conducting Social Work research, ethics in research.

Problem identification: Criteria for the selection of research problem; Problem formulation.

Concepts, constructs, variables, conceptual and operational definitions. Hypothesis:

Meaning, importance, uses and requirements.

UNIT II

Design of research: Definition and importance; types of research design; exploratory, descriptive, experimental, evaluative design, participatory research and action research.

Source and Types of Data: Primary and secondary, objective and subjective, qualitative and quantitative.

Sampling: Sample and population: Rationale and Characteristics of sampling; methods of sampling, general considerations in the determination of sample size.

Methods of collection of primary data:

Observation : Structured and unstructured; participant and non-participant.

Questionnaire, interview schedule and interview guide. Pilot study and Pre-testing.

Scales: Need for scales, some prominent scaling procedures. Case study: Meaning, uses, steps.

Secondary data: Official data, personal documents, problem in the use of secondary data

UNIT III

Processing of data: Content, editing, coding data classification, manual and mechanical tabulation of data; frequency distribution, diagrammatic and graphic presentation - use of computers.

Issues related to Social Work Research: Interpretation of data, research reporting: contents of research report: foot-note, references, bibliography, preparation of abstract; the art of making book review.

UNIT IV

Statistics: Definition, functions and importance

Measures of Central Tendency; Measures of Dispersion.

Chi-square, Correlation Coefficient, "t" distribution; Analysis of Variance and F" distribution.

SPSS package.

REFERENCES

1	Ackoff, R. L. 1962	Scientific Method: Optimizing Applied Research Designs, New York: John Wiley and Sons.
2	Anderson, J. et al. 1970	Thesis and Assignment Writing, New Delhi: Wiley Eastern Limited.
3	Bailey, Kenneth, D. 1987	Methods of Social Research, New York: The Free Press
4	Blaikie, Norman. 1993	Approaches in Social Enquiry, Cambridge: Polity Press.
5	Blalock, H. M. 1972	Social Statistics, New York: McGraw Hill.
6	Blalock, H. M. and Blalock, A. M. (Eds.) 1968	Methodology in Social Research; New York: McGraw-Hill.
7	Coolidge, Frederick L. 2000	Statistics: A Gentle Introduction, New Delhi: Sage Publications.
8	Crabtres, B. F. and Miller, W. L. (Eds.) 2000	Doing Qualitative Research, New Delhi: Sage Publications.

9	Cranstein, A. and Phillips, W.R.1978	Understanding Social Research: An Introduction, Boston: Allwyn and Bacon.
10	Denzin, Norman, K. & Lincoln, Y. S. (Eds.) 2000	Handbook of Qualitative Research (II ed.), New Delhi: Sage Publications.
11	Field, Andy. 2000	Discovering Statistics Using SPSS for Windows: Advanced Techniques for Beginning, New Delhi: Sage Publications.
12	Foster, J. J. 1998	Data Analysis Using SPSS for Windows: A Beginner's Guide, New Delhi: Sage Publications.
13	Gahan, Celis and Hannibal, Mike. 1998	Doing Qualitative Research Using QSR, NUD, IST, New Delhi: Sage Publications.
14	Geltung, J. 1961	Theory and Methods of Social Research, London: George Allen & Unwin
15	Goode, W. J. and Hatt, P. K. 1962	Methods in Social Research, New York, McGraw-Hill.
16	Gupta, S. P. 1984	Statistical Methods, New Delhi, Sultanchand and Sons.
17	Jefferies, J. and Diamons, I. 2000	Beginning Statistics: An Introduction for Social Scientists, New Delhi: Sage Publications.
18	Krishnaswamy, O. R. 1993	Methodology of Research in Social Sciences, Bombay, Himalaya Publishing House.
19	Laldas, D. K. 2000	Practice of Social Research, Jaipur, Rawat Publications.
20	Manheim, Henry, L. 1977	Sociological Research: Philosophy and Methods, Illinois:The Dorsey Press.
21	Marshall, Gatherine and Rosaman, G. B. 1999	Designing Qualitative Research, III Edition, New Delhi: Sage Publications.
22	May, Tim. 1997	Social Research: Issues, Methods & Process, Buckingham: Open University Press.
23	Moser, C. A. and Kalton, G, 1977	Survey Methods in Social Investigation, London : Heinemann Educational Books
24	Mukherji, Partha N. (Ed.) 2000	Methodology in Social Research: Dilemma and Perspectives, New Delhi: Sage Publications.
25	Nagel, Ernest. 1984	The Structure of Science: Problems in the Logic of Scientific Explanation.
26	Padgett, Deborah, K. 1988	Qualitative Methods in Social Work Research, New Delhi: Sage Publications.
27	Polansky, N. A. (Ed.) 1960	Social Work Research, Chicago, University of Chicago.
28	Ramchandran, P. 1990	Issues in Social Work Research in India, Bombay: Institute for Community Organisation Research.
29	Ramachandran, P. 1990	Issues in Social Work Research in India, Bombay, Tata Institute of Social Sciences.

30	Reid, William J. and Smith, Andrey D. 1981	Research in Social Work, New York: Columbia University Press.
31	Rosenberg, M. 1968	The Logic of Survey Analysis, New York: Basic Books.
32	Rubin, A. and Babbie, K. 1993	Research Methods for Social Work, California: Brooks Cole Publishing Co.
33	Sellits, Glaire et al. 1976	Research Methods in Social Relations, New York:Holt, Rinebart and Winston.
34	Shah, F. V. 1977	Reporting Research, Ahmedabad: Rachna Prakashan.
35	Shaw, Ian and Lishman, Joyce. (Ed.) 1999	Evaluation and Social Work Practice, New Delhi: Sage Publications.
36	Silverman, David (Ed.) 1997	Qualitative Research,. New Delhi:Sage Publications.
37	Society for Participatory Research in Asia, 1995	Participatory Research: An Introduction, Participatory Research, Network Series, No.3, New Delhi: PRIA.
38	Stewart, Alex. 1998	The Ethnographer's Method, New Delhi: Sage Publications.
39	Yanow, Dvora. 1999	Conducting Interpretive Policy Analysis, New Delhi: Sage Publications.
40	Yin, Robert, K. 1.994	Case Study Research: Design and Methods, New Delhi: Sage Publications
41	Young, Pauline V. 1982	Scientific Social Survey and Research, New Delhi, Prentice-Hall of India Pvt. Ltd.

COURSE-III: SOCIAL WORK PRACTICUM - II

SOCIAL WORK CAMP:

Rural/ Tribal camp with duration of 7 - 10 days - provide opportunities to experience rural life, analyze rural dynamics and observe the functioning of local self government and voluntary organisations. This experience aids peer participation in planning for activities for own group and those for local people. It also helps to develop skills to carry out, evaluate and report the experience.

SUMMER PLACEMENT

Summer Placement (21 days) - provides an opportunity to experience day-to-day work in a setting. The learner gets involved with direct practice with the client system and with the ongoing management operations of the setting. The time frame recommended for this experience is about three weeks, after the completion of first year of the post-graduate programme. The learner may use the same setting for data collection for Term project. The student has to execute a term project during the summer placement and is expected to select a

theme relevant to current social issues in consultation with the supervisor and make an exhaustive survey of literature on the chosen theme including empirical studies made on the same.

Further, the student shall also collect the experiences or opinions of people on the issues and make a detailed presentation.

Flexibility is accorded in planning and executing the term project. Creative and analytical approaches are to be carried out.

COURSE-IV : SOCIAL WORK PRACTICUM - III

Concurrent practice learning of two- days a week - on going learning practice is an opportunity to develop intervention skills in reality situations. This entails learning Social Work practice for two days or its equivalent, each week of the semester. 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.

COURSE-III: COMMUNICATION AND COUNSELING

INTRODUCTION

This paper lays down the relevance of components of communication and counseling in Social Work practice.

COURSE OUTCOMES

On successful completion of this course, each student will be able to:

a. Understand the meaning and importance of communication in day-to-day life.
b. Focus on interpersonal communication of interviewing and allied aspects.
c. Develop holistic understanding of counseling as a tool for help.
d. Acquire knowledge of various approaches: their theoretical under-pinnings for goals, values, processes and techniques.
e. Develop skills of application to real life situations.

Pedagogy

1. Class room teaching.
2. Special invited lectures by the experts in the field.

3. Preparation of assignments and presentation of papers in the Departmental Seminars.
4. Exposure of trainees to different means and methods of communication.
5. Encouraging the trainees to hone their skills about communication, enable them to critically analyse the impact of mass media on society in general and youth in particular.

Course Content

UNIT I

Communication: Meaning and importance of communication.

Process of communication: Key elements in the communication process - Communication, message, audience; channel of communication. Verbal and non-verbal communication.

Basics of Communication.

Education and communication for national development.

Interpersonal communication: Interviewing - Objectives, principles of interviewing; listening, qualities of effective communicator.

Seminars, conferences, lectures, group discussion, panel discussion, symposium, workshop, role playing, simulation exercises, written communication, report writing, letter writing, article/essay writing, games, brain storming, street play, field work exposure.

UNIT II

Visual aids in communication: Poster making, use of notice boards, flip charts, charts, flash cards, photographs, pamphlets, slide shows.

Mass Communication: Television, exhibition, newspapers and magazines, advertisements, radio, film, VCD/ DVD, e-mail, internet.

Impact of mass communication on society, family, marriage and child development. Communication Analysis and Planning: Planning and executing a communication campaign on an issue using various methods of communication.

UNIT III

Counseling: Definition, nature and goals, areas of counseling; Historical background and origins of counseling, ethical nature of counseling, qualities of an effective counselor.

Counseling Situations: Developmental, preventive, facilitative, and crisis.

Counseling and Psychotherapy - Skills in counseling - Establishing the relationship.

Process of Counseling.

Approaches to Counseling: Approaches; Theoretical base, thrust, goals, key concepts, techniques - Approaches like person-centered, rational-emotive, behavioural approaches, gestalt, existential approaches, Egans three stage model, eclectic model.

Indigenous Approach: Indigenous approaches of help and self-help like yoga, reflection. Act of Prayashchit.

UNIT IV

Couple and Family Counseling: Issues in such counseling, its process and stages.

Crisis Counseling

Group Counseling: Counseling for groups - Process, advantages and disadvantages of group counseling.

Practice of counseling in family counseling centres, family courts, counseling bureau

- Premarital and marital counseling, vocational counseling centres, mental health centers, child guidance clinics, correctional institutions, deaddiction and rehabilitation centers, educational institutions.

REFERENCES

1	Brown, Leland 1970	Communicating Facts and Ideas in Business, New Jersey: Prentice-Hall Inc., Englewood Cliffs.
2	Chandrashekar, C. R. (Ed.) 1999	A Manual on Counseling for Lay - Counselors, Bangalore, Prasanna Counseling Centre.
3	Dave, Indu 1983	The Basic Essentials of Counseling, New Delhi: Sterling Publishers Pvt., Ltd.
4	Desai, M. M.(Ed.) 1979	Creative Literature and Social Work Education, Bombay: Somaiya Publications Pvt. Ltd.
5	Desai, Murli (Ed.) 1994	Family and Interventions – A Course Compendium, Bombay, Tata Institute of Social Sciences.
6	D'souza, Y. K. 1999	Communication Today and Tomorrow, New Delhi: Discovery Publishing House.
7	Fisher, Dalmar 1999	Communication in Organisations, Second Edition, Mumbai: Jaico Publishing House.

8	Fullmer, D. W. and Bernard, H. W. 1972	Counseling: Content and Process, New Delhi: Thomson Press India.
9	Fuster, J. M. 2000	Personal Counseling, Eighth Updated Edition, Mumbai, Better Yourself Books.
10	Kennedy, E. 1977	On Becoming a Counselor - A Basic Guide for Non-professional Counsellors, Delhi:Macmillan and Gill
11	Lakshmipathi Raju, M (Ed.) 1999	Family Counseling: Perspectives and Practices, Tirupati, Sri Padmavati Mahila Visvavidyalayam.
12	Lewis,E. Patterson and Elizabeth, Reynolds Welfel 2000	The Counseling Process, Stamford, Brooks / Cole Thomson Learning,
13	Melkote, Srinivas R. 1991	Communication for Development in the Third World – Theory and Practice, New Delhi: Sage Publications.
14	Mohan, Krishna and Banerji, Meera. 1990	Developing Communication Skills, Delhi: Macmillan India Ltd..
15	Murphy, Robert D. 1977	Mass Communication. and Human Interaction, Boston:Houghton Miffiin Company.
16	Narang, Vaishna 1996	Communicative Language Teaching, New Delhi: Creative Books.
17	Narayana, Rao S. 1981	Counseling Psychology, New Delhi: Tata Mc Graw Hill Publishing Company Ltd.
18	Pollock, Thomas Clark; Sheridan, Marion C; Ledbetter, Frances and Doll, Ronald C. 1955	The Art of Communicating, New York: The Macmillan Company.
19	Robert, G. Madden 1998	Legal Issues in Social Work Counseling and Mental Health, Sage Publications India Pvt., Ltd.
20	Small, Jacquelyn 1990	Becoming Naturally Therapeutic: A Return to the True Essence of Helping, New York, Bantam Books.
21	Venkatramani, S. H. 1998	Corporate Communications - The Age of Image, New Delhi: Sterling Publishers Private Ltd.

COURSE-IV: GANDHIAN APPROACH TO WELFARE AND DEVELOPMENT

INTRODUCTION

The course aims at sensitizing the learner to the Gandhian approach and to utilize some of the skills in practice.

COURSE OUTCOMES

On successful completion of this course, each student will be able to :

a. Develop an understanding of Gandhi's concept of society and his approach to social transformation.

b. Develop knowledge of the specific programmes formulated by Gandhi for rural reconstruction and the development of the weaker sections of society, with the focus on strategies and skills.

c. Develop the ability to identify similarities and differences between the Gandhian and professional Social Work approaches to social change, welfare and development.

Pedagogy

1. Class room teaching.
2. Special lectures by Gandhian ideologists/NGO personnel
3. Participation in Seminars, Conferences and Workshops organized by Universities/NGOs.
4. Participation of trainees in the Inter-University Cultural Competitions, debates etc. on the theme of Gandhian ideologies and it's relevance in the present days.

Course Content

Unit I

Gandhian thought: Salient features of Gandhian thought; Gandhian values; Concepts and methods; Concept of a healthy society; Sarvodaya.

Unit II

Gandhian Approach: Economic and its organization: Ownership of property; Concept of trusteeship, distribution and economic equality; System of production, problems of mechanization, decentralization of production, rural- urban relationship

Unit III

Social Organisation: Marriage and family, position of women, social stratification, caste and untouchability, education and its role; Basic education.

Unit IV

Constructive programmes: Contents training of constructive workers, skills involved, nature of programmes; Boodan, Gramdan.

Gandhian and Vinbobha's movements with special reference to Bhoodan and Gramdan

Gandhian and Professional Social Work Approach: Similarities and differences between Gandhian and professional approach to social development and welfare

REFERENCES

1	Dasgupta, S (Ed.) 1967	Towards Philosophy of Social Work in India, New Delhi: Popular Book Service
2	Bandopadhyaya, J 1969	Social and Political Thought to Gandhi, Bombay: Allied Publishers
3	Gandhi, M.K	Social Service, Work and Reform; 3 Volumes, Ahmedabad: Navijivan Press
4	Ganguli, B.N 1972	Gandhi"s Vission of Ideal Society, Hyderabad: Andhra Mahila Sabha
5	Iyer, R 1986	Moral and Political Writings of Gandhi, Vol 3, Delhi: Oxford University Press
6	Kumarappa, J.C 1951	Gandhian Economic Thought, Bombay: Vora and Co.
7	Mishra, R.M 1972	Bhoodan Movement in India, Delhi : S Chand.
8	Nanda, B.R 1985	Gandhi and His Critics, Delhi: Oxford University Press
9	Narayan, J 1965	From Socialism to Sarvodaya, Varanasi: Sarva Seva Sangh
10	Palkhiwala, N 1986	Relevance to Gandhi, New Delhi: Gandhi Peace Foundation.
11	Unitahna, T.K.N 1979	Gandhi and Social Change, Jaipur: Rawat Publications

COURSE-V: PERSONAL AND PROFESSIONAL GROWTH

INTRODUCTION

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

COURSE OUTCOMES

On successful completion of this course, each student will be able to :

a. Understand self as a being as one in the process of becoming and experience self-awareness.

b. Examine own values and attitudes and explore choices made to express self in one's own environment.

c. Develop positive life skills and practice self-help methods for integration and for stress reduction.

d. Understand and uphold professional values and ethics.

39

Pedagogy

1. Class room teaching
2. Special talks by spiritual practitioners and speakers.
3. Participation of trainees in the workshops conducted by leading spiritual institutions.
4. Paper presentations by trainees in the form of Class-room Seminars.
5. Group Conference – organized once in a week in the Department.

Course Content:

UNIT I

Self and Self Awareness: Understand self through a cognitive construct/paradigm (two/three models from among those available may be offered as workshops). Suggested approaches are: Rational Emotive Therapy, Gestalt Approach, Transactional Analysis, Reality Therapy, Yoga for Therapy, Meditation Techniques. Explore self as being, and understand the process of becoming. (through observation)

Practice consciously measures to sustain and experience continuous awareness. Observation and Reflection: Theory and techniques.

Communication Choices: Communication mode and patterns and effectiveness, Interpersonal communication, nature of choices made.

UNIT II

Emotions and their Expression: Emotions, nature of expression.

Understand own pattern of communication, choices made to express emotions, modes used, examine need for change.

Communication: Informal and knowledge and skills of rapid reading, writing, creative writing, report writing and public speaking.

UNIT III

Creativity and Self: Understand brain functions: Creativity, need and development Life Style: Conscious life style - enhanced life skills: Communication, decision making, empathy, critical thinking, use of time and money, building and sustaining bonds-relational, colleagial and personal.

Self defeating behaviour - nature and impact. Choices for change.

UNIT IV

Values, Attitude and Professional Ethics: Values and attitudes - their role in life, Value conflict - its impact, value clarification.

Integration: Through Eastern and Western approaches experience the processes of integration. Approaches recommended are: Yoga as a science, meditation (tool for meditation - own choice).

Stress / Burn out - Self help Methods: Stress, Stressors, nature and impact of stress, its expression, and burnout.

Spirituality and Growth.

REFERENCES:

1	Becavar, D. (Ed.) 1997	The Family, Spirituality and Social Work, Journal of Family Social Work, Vol.2, No.4,
2	Bhattacharya, K. 1971	The Indian Concept of Self, Bulletin Ramakrishna Mission Institute of Culture, 22(8), August 1971. 304 -13.
3	Burke, R, 1. 1982	Personality, Self-Image and Situational Characteristics of Effective Helpers in Work Settings, The Journal of Psychology, Vol. 112,213.
4	Byrne, D. 1966	Self-Concept, Ch. 12, 434. An Introduction to Personality: A Research Approach. New Jersey: Prentice Hall Inc.
5	Crum,J. K. 1976	The Art of Inner-listening. Theosophist, 97 (8), May 1976, 64-65.
6	Feldman Robert S 1997	Understanding Psychology, 4th Edition, McGraw Hill Tata Publishing Company Limited, New Delhi.
7	Grossbard, H 1954	'Methodology for Developing Self- Awareness, Journal of Social Casework, Vol. 35, No.9, 380-386.
8	Hamilton, G. 1954	Self-Awareness in Professional Education', Journal of Social Casework, Vol. 35, No.9, 371-379.
9	Haskar, S. L. 1976	Know Thyself, Triveni 45(2), 88.
10	Paul, Brunton. 1975	The Hidden Teaching Beyond Yoga, Triveni, 44 (3), 91.
11	Ramakumar,. O. 1970	Intelligence and Self-concept, Education Psychology and Review, 10 (3), 154 -57.
12	Ritajanada. (Translated by John Phillip) 1996	The Practice of Meditation, Mylapore, Chennai: Ramakrishna Math Printing Press.
13	Singh, N. P. 1970	The Concept of Self in Modern Psychology, Indian Education Review, 5 (1), 84 -99.

COURSE-VI: POPULATION AND ENVIRONMENT

INTRODUCTION

The content has two aspects to it. Population dynamics and its relatedness to the environment, natural resources, utilization and their preservation.

COURSE OUTCOMES:

On successful completion of this course, each student will be able to :

a.   Understand characteristics, determinants of population growth.

b.   Examine population policy, plan and initiatives.

c.   Understand inter-relatedness of human life, living organisms and environment.

d.   Examine the utilization and management of resources.

e.   Develop skills to participate in activities related to the two areas.

Pedagogy

1.   Class room teaching.

2.   Visit by trainees to the NGOs/Welfare agencies working in the field of population and environment.

3.   Special Lectures by practitioners/NGO personnel, officers from Government Departments.

4.   Group Conference organized at the department once in a week.

Course Content

UNIT I

Characteristics of population: Population, determinants of growth. Global concerns

-    Characteristics of Indian Population – Distribution by age, sex, literacy and occupation – Fertility trends - Birth and death ratio.

    Population Policy, World Action Plan, Population Policy of India- Implementation; Initiatives – Government and NGO.

UNIT II

42

Family Planning: Objectives, scope, methods, implementation, mechanisms and progress.

Concept and Scope of Population education, family life education, sex education, and family planning education.

Population and Environment: Interrelatedness of human life, living organisms; Environment and natural resource – Environment, lifestyle, degradation. Environment management, maintaining, improving, enhancing – Current issues of Environment.

UNIT III

Natural Resources and Diversity: Utilisation and management – Forest, land, water, air, energy sources - Pollution - Sources, treatment, prevention - Soil, water, air, noise - Waste matter - disposal, recycling, renewal, problems, issues - Programmes for forest, land and water management.

UNIT IV

Environment Protection Laws and Role of Social Worker: Acts related to environmental protection – Forest conservation- Water pollution – Standards and tolerance levels – Unplanned urbanization-Environmental movements in India - Role of NGOs in Environmental issues – Government agencies in environmental protection – Social Work initiatives at different levels.

REFERENCES

1.	Cassen, R.H 1978	India Population, Economy and Society, London: Macmillan.
2.	Family planning Association of India	Family planning Counseling Guide, Population Reports Service Series J.N 35 and 36
3.	Fisher, W.F 1997	Towards Sustainable Development (Struggling over India"s Narmada River), New Delhi: Rawat Publications.
4.	Gadgil, and Guha. 1997	This Fissured Land – An Ecological History of India: Delhi: Oxford University Press.
5.	Klieinman.R (Ed.) 1998	Family Planning Handbook for Doctors, Hertford: IPPF
6.	Krishna. M. 1995	Air Pollution and Control, Kakinada: Kaushal and Co.
7.	Miller, Jr. Tyler, G and Armstrong. 1982	Living in the Environment, California: Wordsworth International Group.
8.	Mohan, R. 1985	"Urbanization in India"s Future", Population and Development Review, Vol. 11(4)
9.	Oxford, 1987	Our Common Future, Delhi: Oxford University Press.
10.	Prasad, R.K	Population Planning, Policy and Programmes, New Delhi: Deep and Deep Publications.

11.	Reddy, Laxmi, M.V.1994	Population Education, New Delhi: Asish Publication.
12.	Ryding, S.O. 1992	Environmental Management Handbook, Ahmedabad: IOS Press.
13.	Sapru, R.K (Ed.) 1987	Environment Management in India, Vol. II, New Delhi: Ashish Publishing House
14.	Satapathy, N. 1998	Sustainable Development (An Alternative Paradigm), Ahmedabad: Karnavati Publications.
15.	Seshadri and Pandey, J (Eds.) 1991	Population Education, A Natural Source Book, New Delhi: NCERT.
16.	Sharma, P.D. 1995	Ecology and Environment, NewDelhi: Rastogi Publishers.

OPEN ELECTIVE

COURSE-VII: SOCIAL WORK PRACTICE WITH CHILDREN

INTRODUCTION

Children are the future of human society. Professional Social Workers have to work with children in difficult 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.
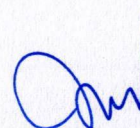
The current paper focuses on children as a special group for focused Social Work intervention through facilitating acquisition of knowledge about children from different perspectives, types of settings where the children can be helped and application of Social Work methods to render Social Work intervention to children.

COURSE OUTCOMES

On successful completion of this course, each student will be able to :

a. Understand children facing difficult circumstances and the impact of difficult circumstances on children's development.

b. Gain an overview of agencies where children form the major client group and appropriate evaluation of children's problems.

c. 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.

Pedagogy

44

1. Class room teaching
2. Orientation visits organized to NGOs and Government Child Welfare Agencies, enabling trainees to observe, analyse and interact with agency personnel and develop knowledge and skills.
3. Participation of trainees in Conferences/Seminars/Workshops organized by Universities and NGOs.

Course Content

UNIT I

Human reproductive system - beginning of life till beginning of adulthood. Understanding the children and adolescents from different perspectives - developmental, demographic, economic, psychological, sociological, environmental, familial, educational dimensions of child development. Issues in adolescence - self image, peer group, career choice, sexuality, education, vocation and other issues Healthy child development, importance of supportive environment in upbringing of the children.

UNIT II

Children in difficult circumstances - developmental delay, physical and intellectual handicaps; chronic illnesses, nutritional deficiencies, accidents, poverty, child labour, abandoned and orphaned children, adoption issues, children in institutions, psychological problems in children, self harm and suicides in children, addiction related problems in children, children brought up by single parent due to death, divorce and other related issues, problems in formal schooling, children living in difficult situations - children in streets, slums, war zones, migration, children in conflict with law, truancy, drug abuse, running away from homes, neglected children, child abuse, child trafficking, child marriage and any other. Special focus on adolescent issues as applicable.

UNIT III

Children in difficulties – Helping agencies, Settings and issues - paediatric hospitals, nursing homes, child care centres, child guidance clinics, residential care services for children - residential schools, orphanages, homes for children in conflict with law, agencies dealing with differently abled children, any other.

Assessment, intervention, follow up and evaluation of children and adolescents facing difficulties.

UNIT IV

Social Work Intervention Programmes - Case work, group work, community organisation methods in helping children, school mental health programmes, home visits, school visits, life skills training, family

life education for adolescents, creative use of play therapy, art, dance, drama and other mediums for helping children, child help lines, child care centres, adoption services, special rehabilitation services for rescued children and any other.

Legislations pertaining to children, legal protection, International, National and non-governmental organisations working with children, Rights of the children.

REFERENCES

1.	Bhargava. Vinita. 2005	Adoption in India, New Delhi, Sage Publications,
2.	Beck, Laura	Developmental Psychology. New Delhi, Pearson Education Inc..
3.	Government of India, Dept. of Women and Child Development 1992.	Plan of Action – A Commitment to the Child.
4.	Hegarty S and Arul, M. 2002	Children with Special Needs - From segregation to Inclusion, New Delhi, Sage Publications.
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 Varma, R.M, 1993	Neglected Child – Changing Perspective, 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, Susan. L. 2004	Creative Child Advocacy, New Delhi, Sage Publications,
14.	Venkatesan. S. 2004	Children with Developmental Disabilities, New Delhi, Sage Publications,.

COURSE-VIII: SCIENCE OF CRIME, PENOLOGY AND SOCIAL WORK PRACTICE

INTRODUCTION

The course aims at introducing students about the concepts of crime, punishment and the impact of crime on victims. The focus is on facilitating understanding of the learner to deliberate Social Work interventions with the prevention of crime, handling the issues related to those clients who are in conflict with law as well as helping the victims to recover from the impact of crime.

COURSE OUTCOMES

On successful completion of this course, each student will be able to :

a.   Understand the concept of criminology and crime, as applicable to the Indian context with the impact of individual in conflict with law.

b.   Learn the dimensions of penology, Indian prison system, the impact of imprisonment on the individuals and their family members and prison administration.

c.   Understand the impact of crime on victims, compensation and hurdles in getting justice in the Indian judicial context.

d.   Assimilate the practice of Social Work interventions in crime prevention, promotion of social health, dealing with persons in conflict with law, Human Rights issues in the context of under-trials, imprisonment, rehabilitation of released prisoners and victims.

Pedagogy

1.   Class room teaching.

2.   Organizing orientation visits to correctional institutions like prisons, observation Home, Government Home for Boys and Girls etc. Trainees are provided an opportunity to interact with the agency personnel and enhance their knowledge and skills.

3.   Encouraging trainees to participate in the Conferences/Seminars/Workshops and present papers and enhance their level of understanding about the causes and effects of crime.

4.   Creating awareness and enabling them to become sensible and responsible youth and citizens through one on one interaction in the Department.

5.   Presentation of student papers in the Departmental seminars (once a week) on select areas of the subject.

Course Content

UNIT I

Crime: Meaning and definition, historical perspective; Nature and Scope of Criminology, Causation of Crime, Characteristics and Classification of Crimes, Crime patterns - Habitual, Professional, Organised, White collar, Public order crimes; Gender related issues in crimes; Classification of offenders under Indian Penal Code. Trial duration and pending cases, its impact.

UNIT II

Penology: Meaning, definition, historical perspective, scope.

Theories of Punishment: Deterrent theory, retributive theory, preventive theory and reformative theory.

Efficacy of punishment.

Essentials of an ideal penal system, penal policy in India.

Forms of Punishment: Corporal and capital punishment - pros and cons. Agencies involved in criminal justice system: Correctional institutions.

Impact of imprisonment, maintenance of prisons, staff dynamics.

UNIT III
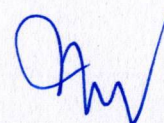
Victimology: Meaning, definition, historical perspective, scope of the study. Problems of victims - physical, psychological, socio-cultural. Victim offender relationship.

Hurdles in crime reporting, investigation and justice delivery in the Indian context.

Compensation and restitution measures.

UNIT IV

Social Work Practice in Correctional Setting: Scope for Social Work practice in institutional and non institutional settings.

Application of Social Work interventions with under - trials, prisoners, rehabilitation of prisoners, work with families of prisoners, work with victims of crime.

Human Rights in the context of crime and punishment - Agencies to protect Human Rights - National Human Rights Commission, State Human Rights Commissions, Right to information Act and in the context of Human Rights violation,

Social Work measures with the Police, the Judiciary and the prison staff - Job stress, burn out and other issues.

REFERENCES

1.	Ahuja, Ram 1996	Youth and Crime, Jaipur, Rawat Publications
2.	Ahuja, Ram 2006	Criminology: New Delhi, Rawat Publications
3.	Bhattacharya, S.K 1985	Social Defence: An Indian Perspective, Delhi, Manas Publications
4.	Chadha, K 1983	Indian Jail: A Contemporary Document, New Delhi, Vikas Publications.
5.	Chang, D.H 1976	Criminology – A Cross-cultural Perspective, Vol.I, New Delhi, Vikas Publications.
6.	Gandhi B.M, 2006	Indian Penal Code- Lucknow, Eastern Book Co
7.	Paranjape, N.V 1998	Criminology and Penology; Allahabad: Central Law Publications
8.	Sarkar, Chandan 1987	Juvenile Delinquency in India – An Etiological Analysis, Delhi, Daya Publishing House.
9.	Siddique, A 1983	Criminology, 2nd Edition, Lucknow, Eastern Book Co.

THIRD SEMESTER

HARD CORE

COURSE-I: Human Resource Management

INTRODUCTION

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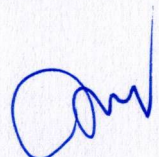
COURSE OUTCOMES

On successful completion of this course, each student will be able to :

a.   Develop managerial skills in different functional areas of management with practical focus on HRM.

b.   Develop the competence to evolve the problem-solving approaches by applying conceptual and behavioural skills.

c.   Develop interpersonal skills/competence and leadership qualities to work in a group with team building approach.

d.   Develop sound theoretical base in various concepts and theories to enable the student to develop a broad perspective of the management field.

e.   Distinguish the strategic approach to Human Resources from the traditional functional approach.

f.   Understand the relationship of HR strategy with overall corporate strategy.

Pedagogy

1.   Class room teaching.

2.   Orientation visits to 10-12 industrial organizations.

3.   Field Work (Social Work Practicum) Program at industries for 25 full days.

4.   Individual Conference where the trainees and faculty supervisors, sit one-on-one and discuss about the trainee's observation and learning and helps the trainee to solve his/her doubts about the subject (held once in a week for 30 minutes per trainee).

5.   HR experts are invited to the Department through the Social Work Student Forum and trainees are allowed to have purposeful interaction and develop knowledge and awareness on the subject.

6.   Trainees are motivated to select areas for conduct of Major Research Project in the fourth Semester.

Course Content

UNIT I

Human Resource Management: Concept, scope, philosophy and objectives; Evolution; Approaches, Structure and Functions; Line and staff relations of HRM; HRM Model. Hierarchy, formal and informal structure, Organization chart/reporting structure.

Human Resource Planning: Concept and objectives; Human resource inventory; Human resource planning process; job analysis; job description; job specification; job design; career planning and career paths; job rotation.

UNIT II

Talent Acquisition: Goals; polices, sources and methods. Selection: Concept, process. Talent Acquisition Tests, Theories and issues in psychological testing, Intelligence testing – theoretical background, Aptitude Testing, Personality Assessment, MBTI. Placement, Induction and socializing the new employee. Talent retention: Concept, importance and methods.
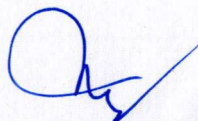
UNIT III

Compensation Management: Factors influencing compensation plans and policies; Job evaluation - Fixation of salary, components of salary. Pay for performance – Incentive Schemes, principles and types, Employee Stock Option Plan, compensation survey / review

UNIT IV

Strategic Human Resource Management (SHRM): Business strategy and organizational capability, SHRM: aligning HR with Corporate strategy, Strategic HR planning and Development, Change Management and restructuring and SHRM, Corporate Social Responsibility (CSR), Corporate Ethics, Values and SHRM, Competencies of HR professional in a SHRM scenario.

REFERENCES

1. Agarwal, R. D. (Ed.) 1973   Dynamics of Personnel Management in India, New Delhi: Tata McGraw- Hill Publishing Company.
2. Bhargava, P. P. 1990   Issues in Personnel Management, Jaipur: Printwell Publishers.
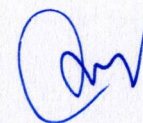
51

3.	Chalofsky, Neal E and Reinhart, Carlene. 1988	Effective Human Resource Management, London: Jossey Bass.
4.	ChatteIjee, Bhaskar 1999	The Executive Guide to Human Resource Management, New Delhi, Excel Books.
5.	Desai, K. G. 1969	Human Problems in Indian Industries, Bombay, Sindhu,
6.	Famularo, Joseph 1987	Handbook of Human Resource Administration, McGraw-Hill.
7.	Fisher, Cynthia; Schoenfeldt Lyle F. and Shaw, James, G. 1997	Human Resource Management, Third Edition., Boston, Houghton Mifflin Company.
8.	Gary Desslar 1997	Human Resource Management, 7th Edition, New Delhi: Prentice Hall of India Pvt. Ltd.
9.	Mamoria,C.B. 1989	Personnel Management, Bombay: Himalaya Publishing House.
10.	McKenna, Eugene and 1997	The Essence of Human Resource Beech, Nic Management, New Delhi, Prentice – Hall of India Pvt. Ltd.
11.	Moorthy,.M. V. 1992	Human Resource Management: Psycho-Sociological Social Work Approach, Bangalore, R & M Associates.
12.	Pareek, Udai and Rao, T. V. 1982	Designing and Managing Human Resources, New Delhi, Oxford & IBH.
13.	Rudrabasavaraj, M. N. 1984	Human Factors in Administration, Bombay: Himalaya Publishing House.
14.	Rudrabasavaraj, M. N. 1986	Cases in Human Resource Management, Bombay: Himalaya Publishing House.
15.	Subba Rao, P. 1996	Essentials of Human Resource Management and Industrial Relations, Himalaya Publishing House.

COURSE-II: SOCIAL WORK PRACTICUM - IV

Workshops: Skill Development Progrommes- help learners acquire specific skills for situations encountered during practice and acquire skills for intervention. These may be for problems/ concerns, issues or situations like work with alcoholics, HIV/AIDS affected persons, adolescents for life skills development, youth for leadership development and couples for improved marital relationship and enrichment work with elderly. These workshops are to enhance skills/ develop new skills for practice in specific situation, specific problems and issues.

Concurrent practice learning of two-days a week - on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning Social Work practice for two days or its equivalent, each week of the semester.

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 to mastering strategies, skills and techniques to practice Social Work.

COURSE-III: SOCIAL WORK WITH TRIBAL AND RURAL COMMUNITIES

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.

COURSE OUTCOMES

On successful completion of this course, each student will be able to :

a.   Develop an understanding of tribal and rural communities.

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

c.   Acquire knowledge about the contribution of Governmental and Non-governmental Organisations to tribal and rural development.

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

e.   Gain knowledge about the application of Social Work in tribal and rural development programmes.

Pedagogy

1.   Class room teaching.

2.   Orientation visits to Government Departments and NGOs, where trainees are allowed to observe, listen interact and learn about the Socio-Economic and cultural issues and challenges of tribal people.

3.   Individual assignments and paper presentations in the class seminars.

4.   Group Conference

5.   Exposure is given to all trainees about tribal community by organizing Social Work Camps at tribal (Haadis) settlements after obtaining due permission from the Government Department and the University.

Course Content

UNIT I

Tribe in relation to caste and nation - Nature and Characteristics of Primitive Cultures- Tribes in India and their ecological distribution.

53

Emerging Trends in Tribal Social Institutions - Family and Kinship Systems, Jati Structure, Economic Structure, Political organisations.

Characteristics of Tribal Society - Economic, Social, Political and Cultural Problems of Tribal Life.

UNIT II

Government Programmes since Independence and their Impact on Tribal Societies - Programmes of Voluntary Agencies and their Impact on Tribal Societies.

Analysis and Assessment of Tribal Community Problems - Special Problems of the Tribals in a particular area.

Social Work Practice in Tribal Development: Community organisation as a method of intervention, Participatory Rural Appraisal (PRA), Logical Framework Approach/ Analysis (LFA), techniques of intervention and its scope in tribal community development.

UNIT III

Rural Society and Poverty - Historical perspective - Dynamics in the village society – Caste/class relationships - Control and Power, Conflict and Integration. Poverty in the rural context - Its nature and manifestations.

Analysis of Basic Problems - Issues faced by the rural poor such as indebtedness, Bonded labour, Low wages, Unemployment, Underemployment, and other forms of exploitations.

UNIT IV

Current Rural Development Programmes in India: Council for the Advancement of People"s Action and Rural Technology (CAPART) and other Rural Development Statutory Bodies.

Panchayath Raj System in Karnataka and its role in rural and tribal development. Role of Social Worker in tribal and rural development progrmmes.

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. Bose, Nirmal Kumar 1971 — Tribal Life in India, National Book Trust India, New Delhi.

5. Brahmananda, P. R., Narayan, B. K. and Kalappa, A. (Eds.) 1987 — Dimensions of Rural Development in India, Bombay: Himalaya Publishing House.

6. Desai, A. R. (Ed.) 1978 — Rural Sociology in India, Bombay: Popular Prakashan,

7. Desai, A. R (Ed.) 1981 — Peasant Struggles in India, New Delhi: Oxford University Press.

8. Debey, S. N. and Murdia, R. 1977 — Land Alienation. and Restoration in Tribal Communities, Bombay: Himalaya Publications,

9. Dube, S. C. 1987 — Welfare of the Scheduled Tribes, In. Encyclopedia of Social Work in India, VoL, III, New Delhi: Ministry of Welfare, Government of India.

10. Epstein Scarlet J 1973 — South India: Yesterday, Today and Tomorrow; Mysore Villages Revisited, London and Basingstoke: Macmillan Press

11. Kuturnba Rao, M. and Perraju Sharma, P, (Eds.) 1989 — Human Resource Development for Rural Development, Bombay: Himalaya Publishing House.

12. Mahajan, V. S, (Ed.) 1993 — Employment through Rural Development - Towards Sustainability, New Delhi: Deep & Deep Publications.

13. Mahanti, Neeti 1994 — Tribal Issues - A Non-conventional Approach, New Delhi, Inter-India Publications.

14. Nair, T. K. and Anbarasan, R. S. (Eds.) 1981 — Training Social Workers for Rural Development, ASSWI.

15. Panwalkar, V. G. 1987 — Social Work in Rural Settings, In. Encyclopedia of Social Work in India, Vol. Ill, New Delhi: Ministry of Welfare, Government of India.

16. Patel, M. L. 1994 — Tribal Development without Tears, New Delhi, Inter-India Publications

17. Ramaiah, P. 1988 — Issues in Tribal Development, Allahabad, Chugh Publications.

18. Singh, K. 1986 — Rural Development: Principles, Policies and Management, New Delhi: Sage Publications.

19. Sinha, B. B. 1982 — Society in Tribal India, Delhi, B,R Publishing Corporation.

20. Sodhi, J. S. 1990 — Poverty Alleviation of Rural Development, New

Delhi: Criterion Publications.

21.   Swaminathan, M. S. 1982   Science and Integrated Rural. Development, New Delhi: Concept Publishing company.

SOFT CORE

COURSE-IV: ORGANIZATIONAL BEHAVIOUR AND ORGANIZATIONAL DEVELPOMENT

INTRODUCTION

The course aims to provide an understanding of human behavior at work so that the learner may acquire the skills required to analyze problems and develop a problem-solving approach.

COURSE OUTCOMES:

On successful completion of this course, each student will be able to :

a.   Impart knowledge about individual, group and organizational dynamics and their consequences.

b.   Make clear the concepts and approaches that help in developing models or systems that support human ingenuity.

c.   Acquaint the students with the knowledge of theories and practices that govern human behavior at work.

d.   Help the learner understand the value and worth of human resources in an organization.

e.   Enable the students to become aware of their communication skills and sensitize them to their potential to become successful managers.

f.   Gain self-confidence and healthy self-respect while retaining respect for other's rights.

g.   Understand the application of Transactional Analysis in several areas of employee management.

Pedagogy

1.   Class room teaching

2.   Special workshops by industry experts.

3.   Invited lectures by industry/HR experts through Social Work Student Forum.

4.   Field Work (Social Work Practicum) Programme for 25 full days.

5. Participation of trainees in the Conference/Seminars organized by the Universities and other professional bodies like National Institute of Personnel Management.

Course content

UNIT I

Conceptual Framework: Organization Behavior: Definition, concept, approaches and scope, historical background of Organization Behavior.

Introduction to Enneagram, personality types according to Enneagram. Emotional Intelligence; Attitude, Values, Personality; Job satisfaction, Employee Morale : Meaning, influences and outcomes - Measuring job satisfaction.

Assertiveness Training: Benefits of assertiveness – components of assertive behavior, measuring assertiveness, handling fear, handling anger, handling depression, developing assertive behavior skills, assertiveness on the job, assertiveness in interpersonal relations.

UNIT II

Transactional Analysis (TA), TA and self awareness, Winners and Losers, Structural analysis, Life positions, transactions, games and strokes, Life scripts, TA applications in motivation, Leadership and Teamwork, TA in counseling.

Motivation: Concept and theories, techniques of motivation, role of reinforcement and punishment, motivation and organization reward system, awards, employee empowerment and engagement.
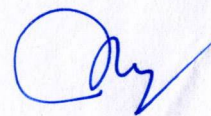
UNIT III

Leadership: Meaning, roles, skills, and styles, leadership theories, types of leadership, powerful persuasion strategies.

Group dynamics: Concept, types of groups, dynamics of group formation, decision making in groups.

Organization Development: Concept, emerging approaches and techniques, Foundations of OD, Organizational Diagnosis, OD interventions – An overview, individual and interpersonal interventions, team/group interventions, comprehensive interventions, organizational transformation, success and failure of OD, Planned Organizational change, feedback and OD.

UNIT IV

Organizational Conflict: Concepts, causes and types, conflict-resolution strategies.

Organizational change: Concept, forces of change and resistance to change, managing organizational change and diversity, facilitating creative and divergent thinking, planned organizational change.

Stress and Burn Out: Concepts, causes, consequences and coping strategies.

Managerial Ethics: Individual ethics, ethical dilemmas in management, Ethical practices of Indian Managers, Corporate ethics.

REFERENCES

1. Andrew, Dubrin J, 2006 — Leadership – Research Findings, Practice, And Skills, New Delhi, Biztantra Publication.

2. Aswathappa K, 2008 — Organisational Behaviour- Text, Cases and Games, Mumbai, Himalaya Publication House.

3. Donald, Hislop, 2007 — Knowledge Management in Organisation- A Critical Introduction, Oxford University Press.

4. Khanka, S S,2008 — Organisational Behaviour, New Delhi, S Chand and Co., Ltd.

5. Hellriegul Don and Slocum John W., Jr,2004 — Organisational Behaviour, New Delhi, Thomson South-Western.

6. ICFAI, 2004 — Organisational Behaviour, Hyderabad, Centre for Management Research.

7. Kumar Arun and Meenakshi N, 2009 — Organisational Behaviour- A Modern Approach, NIILM Center for Management Studies, New Delhi.

8. Luthans Fred, 2005 — Organisational Behviour, NewYork, McGraw Hill International Edition.

9. Moorhead Gregory and Ricky W, 2005 — Organizational Behaviour- Managing Griffin People and Organisations, New Delhi, Biztantra Publications.

10. Nelson, Debra L and Quick, James Compbell, 2007 — Organizational Behaviour- Foundations, Realities and Challenges, New Delhi, Thomson South-Western,.

11. Northouse Peter G, 2003 — Leadership-Theory and Practice, New Delhi, Response Books: A Division of Sage Publications.

12. Robibins, Stephen P, 2007 — Organizational Behaviour, New Delhi, Pearson Education.

13. Ryan, Rosemary K C, 2008 — Leadership Development- A Guide for HR and Training Professionals, New Delhi, Elsevier Publications.

14. Sadler, Philip, 2004 — Leadership- Styles, Role Models, Qualities, Behaviours, Concepts, New Delhi, Kogan Page India Pvt., Ltd.

15. Subba Rao, P, 2004 — Organisational Behaviour, Mumbai, Himalaya Publications House.

Course-V: PREVENTIVE AND SOCIAL MEDICINE AND MEDICAL SOCIAL WORK

INTRODUCTION

This course introduces the basic health issues and the application of Social Work in health setting both in hospital and community.

COURSE OUTCOMES

On successful completion of this course, each student will be able to :

a. Understand the concept and dimensions of health.

b. Understand the issues related to the prevention, clinical features and treatment of major communicable and non-communicable diseases.

c. Trace the historical development of Medical Social Work in India and abroad.

d. Understand the nature of Medical Social Work services.

e. Understand the tenets of National Health Policy of India and modernization of community based health care services.

f. Understand the health care services at different levels.

Pedagogy

1. Class room teaching.

2. Orientation visits to select hospitals and enabling trainees to learn by observing and interacting with the Medical Social Workers.

3. Field Work placements (Social Work Practicum) for 25 full days, Social Work trainees are expected have closer and purposeful interaction with Medical Social Workers, Doctors (some time) and also with select patients. The trainees also practice counseling with certain persons having health issues (on recommendation of Medical Social Workers).

4. Group Conference in the Department of Social Work.

5. Individual Conference with respective faculty supervisor, once in a week.

COURSE CONTENT

UNIT I

Concept of health: Physical, social, mental and spiritual dimensions of health - Positive health - Determinants of health - Health and development - Indicators of health. Concept of Prevention: Levels

of prevention - Hygiene, public health, preventive medicine, community health, social medicine, community medicine.

Health Care of the Community; Concept of health care - Levels and principles of health care.

UNIT II

Communicable and Non-communicable Diseases: Leprosy, Tuberculosis, Sexually Transmitted Diseases (STDs), HIV/AIDS. Cancer, Hypertension, Accidents, Diabetes, Blindness, Neurological problems, Mental illnesses.

Maternal and Child Health Services - Immunization – Integrated Child Development Services (ICDS) Scheme - School health programmes.

UNIT III

Medical Social Work: Meaning, Definition and Scope - Historical background and nature: Medical Social Work in India and Abroad - Team work and Multidisciplinary approach in health care; Organization and administration of medical Social Work departments in hospitals.

Patient as a person and Role of Social Worker: Understanding the patient as a person; Illness behaviour and treatment behaviour of the patient - Impact of illness on the patient and family.

Role of Social Worker with patients and their families - Rehabilitation.

UNIT IV

National Health Policy of India, Directorate General of Health Services, Indian Council of Medical Research (ICMR), Health as a concurrent subject.

Health System in India - at the Centre, at the State level, at the district level, and village level. Health Education and Communication.

Voluntary Health Agencies in India - International health - World Health Organisation (WHO), UNICEF, UNDP, FAO, ILO, World Bank.

Non - governmental and other Agencies - Ford Foundation, CARE, International Red Cross, Indian Red Cross.

REFERENCES

1.   Bajpai, P. K. (Ed.) 1998   Social Work Perspectives on Health, Jaipur, Rawat

		Publications.
2.	Brody, Elaine M. and Contributors. 1974	A Social Work Guide for Long-Term Care Facilities, U. S. Dept. of Health, Education and Welfare, Public Health Service, Maryland: National Institute of Mental Health.
3.	Butrym, Zofia and Horder, John. 1983	Health, Doctors and Social Workers, London: Routledge and Kegan Paul.
4.	Clark, D. W. and MacMahon, B. (Ed.) 1981	Preventive and Community Medicine, Boston. Little, Brown and Company,
5.	Friedlander, W. A. 1967	Introduction to Social Welfare (Chapter 12: Social Work in Medical and Psychiatric Settings), New Delhi: Prentice-Hall of India.
6.	Hilleboe, H. E. and Larimore, G.W.1966	Preventive Medicine, Philadelphia, W. B. Saunders Company.
7.	Humble, Stephen and Social Welfare, Unell Judith (Ed.) 1989	Self Help in Health and London: Routledge.
8.	Jordan, William. 1972	The Social Worker in Family Situations, London: Routledge and Kegan Paul.
9.	Lathem, W. and Newbery, A. 1970	Community Medicine - Teaching, Research and Health Care, London, Butterworths.
10.	Mathur,J. S. 1971	Introduction to Social and Preventive Medicine, New Delhi, Oxford and LB.H. Publishing Company,
11.	Mechanic, David 1968	Medical Sociology- A Selective View, New York, Free Press.
12.	Mishne, Judith (Ed.) 1980	Psychotherapy and Training in Clinical Social Work, New York: Gardner Press.
13.	Nichols, P. J. R. (Ed.) 1980	Rehabilitation Medicine, London: Butter worths.
14.	Park, K. 2002	Park's Textbook of Preventive and Social Medicine, Jabalpur, Banarsidas Bhanot.
15.	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.
16.	Ramachandrudu, G. 1997	Health Planning in India,' New Delhi, A. P. H. Publishing Corporation.
17.	Rusk, Howard A. 1977	Rehabilitation Medicine, Saint Louis: Mosby Company.
18.	UNICEF	Health and Basic Services, New Delhi, UNICEF South Central Asia Regional Office.

COURSE-VI: REHABILITATION AND AFTER CARE SERVICES

INTRODUCTION

Rehabilitation of differently abled people is a noble and worthy endeavor, requiring the combined knowledge of the psycho-social theory and practical skills and techniques of Social Work. The current paper facilitates Social Work students to work with the specific group of clientele suffering from various types of disabilities and impart application of specific professional Social Work methods to cater to the needs of this population.

COURSE OUTCOMES:

On successful completion of this course, each student will be able to :

a.   Understand the concept of handicap, rehabilitation and the scope for practice.

b.   Identify the specific client categories requiring the rehabilitation services, problem specificity and rehabilitation service interventions.

c.   Acquaint oneself with different rehabilitation settings, different therapeutic approaches to rehabilitation process.

d.   Acquire the Social Work skills adopted to facilitate the process of rehabilitation, the rights and legal provisions provided for differently abled people and assimilate the knowledge of Social Work practice to disability specific client service.

Pedagogy

1.   Class room teaching.

2.   Orientation visits to select agencies/NGOs carrying out rehabilitation and after care services in different settings.

3.   Field work placements (Social Work Practicum) for 25 full days.

4.   Participation in Conferences/Seminars organized and conducted by Universities and other professional bodies.

5.   Trainees are encouraged to practice Social Work Methods like Case Work, Group Work and Community Organization and Development.

Course Content

UNIT I

Rehabilitation: Definition and scope for Social Work interventions; definition of Impairment, Disability, Handicap; causes of Handicap - heredity, acquired, Major illnesses - physical, neurological and psychiatric; Stress, vulnerability, coping and competence to deal with handicaps; Need for comprehensive rehabilitation – psycho-social rehabilitation

UNIT II

History, philosophy and principles of psycho-social rehabilitation; specific problem areas – physical handicap - vision, hearing, orthopedic, speech and language difficulties, mental retardation and others; neurological, psychiatric problems, disasters, alcohol and drug usage, terminal illnesses and any other.

Intervention in rehabilitation: Assessment, planning, intervention, evaluation, tools for assessment, follow-up services.

UNTI III

Rehabilitation Settings: Hospital based, day-care, night-care, quarter-way home, half-way-home, group home, hostels, long-stay homes, vocational guidance centre, sheltered workshop, occupational therapy centre, community based rehabilitation centre, home care, inclusive education and others Approaches: Therapeutic community, behavior modifications, transactional analysis and eclectic approach

UNIT IV

Practice of Social Work methods in the process of rehabilitation: Case work, group work, community organisation, research, administration and social action.

Legal provisions for differently abled people – The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, Rehabilitation Council of India: Formation, scope and functions, governmental policies and programmes, initiatives from the non- governmental sectors.

International trends and national initiatives in the rehabilitation scenario.

REFERENCES

1. Anthony, William. A. 1980.   The Principles of Psychiatric Rehabilitation. Baltimore University Part Press

2. Chowdhary, Paul. D. 1995.   Introduction to Social Work: history, concept, methods and fields. Delhi, Atma Ram & Sons.

3. Corey, Gerald. (6th ed.) 2004.   Theory and Practice of Group Counseling. Thomas Brooks/

Cole Belmont

4. Dorothy Stock Whitaker. 1985. — Using Groups to help people. London & New York, Tavistock/ Routledge,.

5. Danda, Amita. 2000. — Legal order and Mental Disorder, Sage Publications.

6. Delhi Law House. 1998. — The Mental Health Act-1987, Law Publishers.

7. Thakur Hari Prasad Institute of Research and Rehabilitation of the Mentally Handicapped Publication, Hyderabad. — Enabling the Disabled. 1999

8. Feldman, Robert. S (1997) — Understanding Psychology. New Delhi, Tata McGraw Hill.

9. Hume, Clephane and Pullen Ian. 1986 — Rehabilitation in Psychiatry. Edinburgh Churchill Livingstone

10. International Labour Office. 1985. — Vocational Rehabilitation of Disabled persons, ILO.

11. International Labour Office. 1982. — Vocational rehabilitation of the Mentally Retarded (second impression) ILO.

12. Kalyanasundaram S. and Verghese, Mathew, (Eds). 2000 — Innovations in Psychiatric Rehabilitation Richmond Fellowship Society, Bangalore, India.

13. Kapur, Malavika and Others. (Ed). 1979. — Psychotherapeutic process. NIMHANS Publication. Bangalore

14. Lakshman Prasad. 1994 — Rehabilitation of the Physically handicapped. Konark Publishers Pvt. Ltd.

15. Liberman, Robert. P. (ed). 1988. — Psychiatric Rehabilitation of Chronic Mental Patients. Washington D.C., American Psychiatric Association.

16. Madan, G.R. 2000 — Indian Social Problems Vol.2 Social Work (3rd ed). New Delhi, Allied Publishers.

17. Manning, Nick. 1989 — Therapeutic Community Movement. London, Routledge Publications.

18. Pandu Naik. G. 1992 — A Review of Social Legislation in India. Lambani Publishers.

19. Schizophrenia Research Foundation. 1998 — Community Mental Health and Community Based Rehabilitation. Chennai, SCARF Publication.

20. Sen, Anima. 1988 — Psycho-social integration of the Handicapped, New Delhi, Mittal Publishers.

21. Sharma, S and Chadda, R.K 1997 — Essential Psychiatry, New Delhi, Interprint Publishers.

22. Wolberg, L.R. 1977 — The Technique of Psychotherapy Part I & II, 3rd edition. New York, Grune and Stratton,.

COURSE-VII: SOCIAL POLICY, PLANNING AND DEVELOPMENT

INTRODUCTION

The course introduces the learner as to 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.

COURSE OUTCOMES

On successful completion of this course, each student will be able to :

a.   Gain knowledge of policy analysis and the policy formulation process.

b.   Acquire skills in critical analysis of social policies and development plans.

c.   Develop an understanding of social policy in the perspective of national goals as stated in the Constitution, particularly with reference to Fundamental Rights and the Directive Principles of State Policy.

d.   Critically understand the concept, content and process of social development.

e.   Develop the capacity to identify linkages among social needs, problems, development issues and policies.

f.   Locate strategies and skills necessary for social development and reinforce values of social justice, gender justice and equality.

Pedagogy

1.   Class room teaching.

2.   Visits to Government Welfare Departments.

3.   Special Speeches by experts in the field.

4.   Conduct of major research projects on the subject.

5.   Participation of trainees in the Conference/Seminars/Workshops by the Universities/Other Professional bodies.

Course Content

UNIT I

Social Policy and Constitution: Concept of social policy, sectoral policies and social services - Relationship between social policy and social development-- Values underlying social policy and planning based on the Constitutional provisions (i.e. the Directive Principles of State Policy and Fundamental Rights) and the Human Rights - Different models of social policy and their applicability to the Indian situation.

UNIT II

Sectoral Social Policies in India: Evolution of social policy in India in a historical perspective-Different sectoral policies and their implementation, e.g. Policies concerning education, health, social welfare, women, children, welfare of backward classes, social security, housing, youth, population and family welfare, environment and ecology, urban and rural development, tribal development and poverty alleviation.

UNIT III

Social Planning: Concept of social planning - Scope of social planning - the popular restricted view as planning for social services and the wider view as inclusive of all sectoral planning to achieve the goals of social development - Indian planning in a historical perspective - The Constitutional position of planning in India. The legal status of the Planning Commission - Coordination between Centre and State, need for decentralization - Panchayath Raj - people participation.

UNIT IV

Social Development: Concept of social development - Current debates of development - Approaches to development - Development indicators.

Social Development in India: The historical and social context of development in India - Demographic transitions - Rural development: Agrarian and land reforms; Green Revolution - Industrialization and urban development - Labour relations-Gender issues - Environmental issues (land, water, forest) - Education - Health.

REFERENCES

1.   Bagchi, A. K. 1982   Political Economy of Underdevelopment, Cambridge: Cambridge University Press.

2.	Bhanti, R. 1993	Social Policy and Development in Rajasthan, Udaipur: Himanshu Publications.
3.	Bulmer, M. et. al., 1989	The Goals of Social Policy. London: Unwin Hyman.
4.	Chakraborty,S. 1987	Development Planning – Indian Experience, Oxford: Claredon Press.
5.	Dandekar, V. M. 1994	"Role of Economic Planning in India in the 1990s & Beyond", Economic and Political Weekly, Vol. 29, No. 24, 1457-1464.
6.	Desai, V. 1988	Rural Development (Vol. 1) Mumbai: Himalaya Publishing House.
7.	Dimitto, D. M. 1991	Social Welfare: Politics and Public Policy, New Jersey: Prentice-Hall.
8.	Fidelma, A. et. al. 1999	Contemporary Social and Political Theory: An Introduction, Buckingham: Open University Press.
9.	Ganapathy, R. S. and Others 1985	Public Policy and Policy Analysis in India, Delhi: Sage Publications.
10.	Ghosh, A. 1992	Planning in India: The Challenge for the Nineties, New Delhi: Sage Publications.
11.	Government of India	Five Year Plan Documents (latest), New Delhi.
12.	Hebsur, R. K. (Ed.)	Social Intervention for Justice, Bombay: TISS.
13.	Huttman, E. D. 1981	Introduction to Social Policy, New York: McGraw- Hill.
14.	International Labour Office. 1973	Multinational Enterprises and Social Policy, Geneva, ILO.
15.	Jones, K. et. al., 1983	Issues in social Policy, London: Routledge & Kegan Paul.
16.	Kahn, A. E. 1973	Social Policy and Social Services, New York: Random House.
17.	Kulkarni, P. D. 1979	Social Policy and Social Development in India, Madras: Association of Schools of Social Work in India.
18.	Kulkarni, P. D. 1952	Social Policy in India, New York: McGraw-Hill Book Company.
19.	Kulkarni, P. D. 1975	Social Policy in India, Bombay, Tata Institute of Social Sciences.
20.	Leonard, P. 1997	Postmodern Welfare: Reconstructuring Emancipatory Project, London: Sage
21.	Lindblom, C. E. 1980	The Policy-making Process, New Jersey: Prentice-Hall.
22.	Livingstane, A. 1969	Social Policy in Developing Countries, London: Routledge & Kegan Paul.
23.	Madison, B. Q .1980	The Meaning of Social Policy, London: Croom Helm.
24.	Macpherson, S. 1980	Social Policy in the Third World, London: Wheatspeat

Brooks.

25.	Macpherson, S. 1982	Social Policy in the Third World, New York: John Wiley and Sons.
26.	Mathur, K. Bjorkman	Top Policy Makers in India, New Delhi: Concept Publishing Co.
27.	Meadows, D. H. 1972	The Limits to Growth, New York: University Books.
28.	Mishra, R. 1977	Society and Social Policy, London: Macmillan Ltd.
29.	Mukherjee, N. 1993	Participatory Rural Appraisal: Methodology and Applications, New Delhi: Concept Publishers.
30.	Mundle, S. 1993	Policies, Paradigms and Development Debate at the Close of Twentieth Century", Economic and Political Weekly, Vol. 28, No. 26, September 4, 1993.
31.	Mullard, M. and Spieker. 1998	Social Policy in a Changing Society, London: Routledge.
32.	Phillips,D. R. and Verhasselt Yola (Eds.) 1994	Health and Development, London:Routledge and Kegan Paul
33.	Rao, V. 1994.	"Social Policy: The Means and Ends Question" Indian Journal of Public Administration, Vol. 50, No.1, Jan.-March, 1994.
34.	Rastogi, P. N. 1992	Policy Analysis and Problem-solving for Social Systems, New Delhi: Sage Publications
35.	Roychaudhury, T. 1982	The Cambridge Economic History of India, Vol. I & II, New Delhi: Cambridge University.
36.	Singh, R. R. (Ed.) 1995	Whither Social Development? New Delhi: ASSWI.
37.	Singh, Y. 1972	Modernization of Indian Tradition, Delhi: Thomas Press.
38.	Spicker, Paul. 1998	Principles of Social Welfare: An Introduction to Thinking About the Welfare State, London: Routledge.
39.	The Probe Team. 1999 Association with Centre for Development Economics.	Public Report on Basic Education in India, New Delhi: Oxford University Press.
40.	Upadhyay, S. B. 1992	Urban Planning, Jaipur: Printwell
41.	UNDP	Human Development Reports, Oxford University Press.
42.	Weimer. D. L. and Vining, A. R. 1994	Policy Analysis: Concepts and Practice, New Jersey: Prentice-Hall.
43.	World Bank	World Development Reports (Annual), Oxford University Press.
44.	Yadav, C. S. (Ed.) 1986	Urban Planning and Policies - Part A, New Delhi: Concept Publishing Co.

Recommended Journals / Periodicals

Alternatives; Development and Change; Economic and Political Weekly.

COURSE-VIII: LEGAL SYSTEM IN INDIA

INTRODUCTION

The course aims to help learners understand the legal system and procedures in India. It supports understanding the processes in public interest litigation and develops skills for the same.

COURSE OUTCOMES

On successful completion of this course, each student will be able to :

a. Acquire information on the legal rights of people.

b. Develop an understanding of the legal system and get acquainted with the process of the legal system with emphasis on functioning in India.

c. Understand the role of the police, prosecution, judiciary and correction.

d. Gain insight into the problems faced by the people belonging to different strata of society, in interacting with this system.

e. Develop an understanding of the processes and problems of public interest litigation and legal aid services to marginalized people.

Pedagogy

1. Class room teaching.

2. Visits to agencies like Family Courts/Police Stations/Special Juvenile Police Units.

3. Special Lectures/talks by inviting practitioners like lawyers, police officers etc. and enabling trainees to have interaction and thereby enhance knowledge and understanding the subject.

4. Participation in the Workshops/Conferences/Seminars organized by the Department of Law, University of Mysore and other Universities.

Course Content

UNIT I

Social Justice: Meaning and Concept; Social legislation: Meaning, definitions and concept. Social justice as an essential basis of social legislations; Social legislations in a welfare state with special reference to India.

Rights: Concept and definitions of Rights; types of Rights; Rights of women and children; Rights of Scheduled Castes and Scheduled Tribes; Rights of accused and offender under Constitution of India, Indian Penal Code and Criminal Procedure Code.

UNIT II

Division of Law: Substantive Law and Procedural Law.

Legislations pertaining to Social Institutions: Marriage, divorce, maintenance of spouse, adoption.

Legislations for prevention of Crime and Deviance: Indian Penal Code (relevant chapters like of Offences against Public Tranquility, of Offences affecting the Public Health, Safety, Convenience, of Decency and Morals, of Offences relating to Religion, of Offences affecting the Human Body, of Offences relating to Marriage, of Cruelty by Husband or Relatives of Husband)

Legislations pertaining to women.

UNIT III

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 IV

Correction and Correctional Laws: Corrective measures as per Criminal Procedure Code, Probation of Offenders Act, Juvenile Justice (Care and Protection of Children) Act.

Legal Aid: Concept of legal-aid, history of legal-aid, persons needing legal-aid, legal-aid schemes.

Public Interest Litigation: Meaning, Concept, Process and Problems. Right to Information Act-Provisions and implementation.

Role of Social Worker: Social Work intervention, need, methods.

REFERENCES

1. Aranha, T.   Social Advocacy - Perspective of Social Work, Bombay: College of Social Work.

2. Buxi, U. 1982   Alternatives in Development: Law the Crisis of the Indian Legal System, New Delhi:,Vikas Publishing House.

3. Curry, J. C. 1977   The Indian Police, New Delhi: Manu Publications.

4. Desai, A. E. (Ed.) 1986   Violation of Democratic Rights in India, Vol. 1.

5. Fleming, M. 1978   Of Crimes and Rights, New York: W.W. Norton and Company.

6. Gandhi B.M. 2006.   Indian Penal Code, Lucknow, Eastern Book Company.

7. Iyer, V. R. K 1980.   Some Half Hidden Aspects of Indian Social Justice, Lucknow: Eastern Book Company.

8. Iyer, V. R. K 1984.   Justice in Words and Justice in Deed for Depressed Classes, New Delhi: Indian Social Institute.

9. Iyer, V. R. K 1981.   Law Versus Justice: Problems and Solutions, New Delhi: Deep and Deep.

10. Iyer, V. R. K 1980.   Justice and Beyond, New Delhi: Deep and Deep.

11. Kelkar R. V. 2006.   Lectures on Criminal Procedure, Lucknow, Eastern Book Company.

12. Khanna, H. R. 1980   The Judicial System, New Delhi: II P A.

13. Mathew, P. D.   II P.A Legal Aid Series, Delhi: Indian Social Institute

14. McDonald. W. F. (Ed.) 1979 The Presentator, California: Berkeley: Hill

15. Newman, G. 1999   Global Report on Crime and Justice, New York: Oxford University Press.

16. Nirmal Anjali. 1992   Role and Functioning of Central Police Organisations, New Delhi: Uppal.

17. Peak, K. J. 1998   Justice Administration - Police, Courts and Correction, New Jersey: Prentice-Hall.

18. Ratanlal and Dhirajlal, 2006 Indian Penal Code, Lexis and Lexis, Nagpur.

19. Singh. L. M. (Ed.) 1973   Law and Poverty: Cases and Materials, Bombay: Tripathi.

20. Western, P. B. 1976   The Criminal Justice System: An Introduction And Guidelines, California: Good Year Publishers.

21. Government of India, 1973   Report of the Legal Aid Committee.

COURSE-IX: GERONTOLOGICAL SOCIAL WORK

INTRODUCTION

Changing demographic profile in India has led to rise in the number of elderly as never before. Along with the enhanced longevity, a number of issues related to care and management of elderly have come into focus. Social Work as a profession is concerned with providing professional service to the needy, has recognized the need to address the concerns of the senior citizens. The paper envisages training the learners in professional Social Work practice with the elderly.

The paper focuses on senior citizens as target client group for Social Work intervention; the paper deals with the issues, concerns, problems and Social Work methods in facilitating healthy adaptation of the client group in the current Indian context.

COURSE OUTCOMES:

On successful completion of this course, each student will be able to :

a. Gets an overview of the perspectives on aging and scope for practice.

b. Understand the various challenges related to aging, healthy aging and problems of the elderly in difficult situations.

c. Identify agencies working with elderly, the different care settings and issues in working with elderly in different settings. To gain an insight into the process of working with elderly.

d. Train the learners in applying specific Social Work intervention measures in working with senior citizens, care givers and to have an understanding of

National Policy on Older Persons, and the role of National and International NGOs in improving the quality of life of the elderly.

Pedagogy

1. Class room teaching
2. Visit to old age homes
3. Encouraging trainees to practice Social Work methods like : Case Work, Group Work, Counseling etc.
4. Participation of trainees in the National/State/Regional Local Conferences organized by various development agencies.
5. Discussion with faculty on one-on-one basis.

Course Content

UNIT I

Gerontology – Definition and scope. Understanding the elderly – demographic, developmental, psychological, socio cultural, economic, and health perspectives. The issues pertaining to elderly-health, occupation, income, retirement planning, family support, gender issues, property Rights and any other

UNIT II

Developmental tasks in elderly: Issues in health care, changes in family structure, coping with aging process, challenges due to changing physiological, economic, safety, status in the family and other issues, Healthy aging, quality of life, coping with demise of the life partner, bereavement, resolving one"s own death, and any other.

UNIT III

Care settings for elderly: General hospitals, geriatric wards/ hospitals, home-based care, homes for the aged, nursing homes, day-care-centers, hobby centers, and facilities for homeless elderly, elder helpline, and senior citizen forum.

Tools for assessment of the problems of elderly, intervention and follow up services and evaluation.

UNIT IV

Social Work intervention measures for senior citizens through methods of Social Work: Case work, group work, community organisation, welfare administration, Social Work research, social action

Care giver issues - Needs, burden, coping and training; training for caregivers of institutions for the elderly

National Policy on Older Persons, Legal and governmental welfare benefits for senior citizens, Role of Help Age India and other prominent Organisations working for elderly.

International scenario

REFERENCES

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

73

2	Chatterjee, S.C., Patna, and K.P., Charian, V. 2008.,	Discourses on aging and Dying. New Delhi, Sage Publications
3	Dandekar, Kumudini. 1996	The Elderly In India, New Delhi, Sage Publications.
4	Desai, Murli and Raju, Siva (Ed.) 2000.	Gerontological Social Work in India - Some issues and Perspectives. Delhi, BR Publishing House,.
5	Dey, A. B (Ed.) 2003	Ageing in India: Situation Analysis and Planning for the Future. New Delhi / WHO and AIIMS.
6	Emmatty, Leena. M. 2008	An insight into Dementia Care in India. New Delhi, Sage Publications,.
7	Hurlock, Elizabeth. 1981	Developmental Psychology. 5th Edition. New Delhi, Tata McGraw Hill Publications.
8	Khan M.Z. 1989	Voluntary Welfare Services for the Aged, Dept. of Social Work, New Delhi, Jamia Milia Islamia.
9	Kumar, Vinod (Ed.) 1996	Aging-Indian Perspective and Global Scenario, New Delhi, AIIMS.
10	Rajan, Irudaya.S., Mishra,U. S., and Sharma, S.P. 1999.	India"s Elderly, New Delhi, Sage Publications.
11	Ramamurti P,V and Jamuna D (Ed) 2004	Handbook of Indian Gerontology. New Delhi, Serial Publishers.
12	Vineeta B Pai 2000	Coping with Retirement, UNESCO CLUB, Naganur, Belgaum

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.

<div align="center">

OPEN ELECTIVE

COURSE-X: MANAGEMENT OF NON-GOVERNMENTAL ORGANIZATIONS

</div>

INTRODUCTION

This course aims at introducing students to the concepts and principles involved in managing non-profit organizations particularly NGOs.

COURSE OUTCOMES

On successful completion of this course, each student will be able to :

a. Develop an understanding about the role of NGOs in societal development.

b. Develop knowledge about management of NGOs.

c. Develop the ability to identify collaborative strategies between NGOs and Government institutions.

Pedagogy

1. Class room teaching.
2. Orientation Visit to (3 to 4) NGOs.
3. Participation in the Conference/Seminars/Workshops.
4. Discussion with faculty.

Course Content

UNIT I

Non Profits as Organisational Entities: Non-profits as modern organizational forms- NGOs as non profit organizations involved in development work - common denominators and overlaps in business, public and non- profit managements - legal – rational structure of non-profits - trusts, societies and companies special reference to Trust Act, Societies Registration Act and Companies Act

UNIT II

Organisational Design: Vision, Mission and Goals of NGOs - matching intervention paradigms with mission and vision – translating vision and mission into action – Role of Strategic Planning - Operational goals, Programmes and Projects - Division of responsibility, authority and power relations – Decision-making - Participation, empowerment, teamwork and ownership Voluntarism, Individual Autonomy and Organisational accountability, Transparency and Stakeholder Accountability - Knowledge generation and management - Leadership styles suited for NGOs.

UNIT III

NGO Environment: Interfacing with community and community based organizations - NGO-State relationship - Critical collaboration and autonomy - Managing and maintaining donor constituency – Other NGOs and CBO - Networking, Partnering, Collaborating, etc. – Relating to market and business- NGI- Corporate relationship.

NGO Capacity Building - Building the competencies in NGOs - Identification and procurement of right competencies, Training and development and performance appraisal – Organisational – techno - managerial capacity, Capacity for independence and autonomy and capacity for learning and change.

75

UNIT IV

Resource Management for Non- Profits:

Resource Mobilisation for NGO - Non-financial resource, natural resources, physical resources in the form of common property - Human capital resources and social capital financial resource – Institutional and non-institutional sources of funding - National and international Fund-raising strategies - Foreign contributions - Statutory obligations.

Accounting for Non- Profit Organisations: Basic accounting principles and concepts- Preparation and analysis of financial statements- Ratio analysis, cash flow and fund flow analysis - Responsibility accounting, performance budgeting and zero base budgeting; Financial Management: Investment, Financing – Management of working capital.

REFERENCES

1	Chowdhary, D. P 1981.	Role of Voluntary Action in Social Welfare Development, New Delhi, Sidhartha Publications.
2	Drucker, Peter, 1983	Managing the Non-Profit Organisation, New Delhi, Macmillan
3	Gangrada, K.D, 1988	Social Welfare and Social Development, New Delhi, Northern Book Centre
4	Garain S, 1998	Organisational Effectiveness of NGOs, Jaipur, University Book House.
5	Jackson, J 1989	Evaluation for Voluntary Organizations, Delhi, Information and News Network.
6	Kapoor, K.K, 1986	Directory of Funding Organisations, Delhi, Information and News Network.
7	PRIA, 1989	NGO – Government Relations, Delhi, PRIA
8	PRIA, 1991	NGOs in India: A Critical Study, Delhi, PRIA
9	Sachdeva, D.R, 1998	Social Welfare Administration in India, Allahabad, Kitab Mahal.
10	Weiner, M, 1982	Human Service Management, Illinois, The Dorsey Press.

COURSE-I: EMPLOYEE RELATIONS AND LEGISLATION

INTRODUCTION

The purpose of the course is to provide an in-depth knowledge about the relationship between employer, employee and the state, to bring out the importance of cordial employee relations for organizational productivity and gain an understanding of the mechanism of inter-personal relations, collective bargaining and productivity improvement functions in the organisation through involvement of all groups.

COURSE OUTCOMES

On successful completion of this course, each student will be able to :

a.   Develop the skills of interpersonal relationship as per organisational requirement.

b.   Understand the trends and dynamics between the partners in the organisation.

c.   Enhance the knowledge on organisational performance, role and responsibility.

d.   Develop the knowledge on various statutory / legal aspects influencing the organizations.

e.   Stimulate thinking on rationale behind the Laws and their enforcement.

Pedagogy

1.   Class room teaching.

2.   Orientation visits (10-12 industries) and field work Progammes (25 days)

3.   Participation in the conferences/seminars and workshops organized by the Universities and other professional bodies.

4.   Special lectures by the industry practitioners organized by Social Work student forum.

Course Content

UNIT I

Employee relations, History of industrialization in India - Issues related to employees in organized and unorganized sector.

Concept, Definition, Philosophy and Principles of employee relations. Employee relations with special reference to Occupation - Safety - Health and Environment (OSHE) Education.

Analysis of the terms industrial discipline – misconduct, disciplinary proceedings. Domestic Enquiry: Contents and Process, Principles of Natural Justice, Tribunal; Discharge/Dismissal.

UNIT II

Trade Unions: Trade Unionism in India, emergence, history and growth, Trade Union as an organization – Various Trade Unions in India, Role of Trade Unions in India, Employers' Associations – Objectives, structure and activities. Contemporary issues in employee relations.

UNIT III

Fundamentals of Labour laws, The Constitution of India and labour laws. Employee Legislations: - The Payment of Bonus Act, 1965, Employees Provident Fund (and Misc. Provisions) Act 1952, Workmen's Compensation Act 1923, Employees State Insurance Act 1948, Payment of Gratuity Act, 1972,Child Labour (Prohibition and Regulation) Act, 1986. The Factories Act 1948, The Contract Labour (Regulation and Abolition) Act 1970,The Minimum Wages Act 1948 and The Payment of Wages Act 1936; The Apprentices Act, 1961,The Maternity Benefit Act 1961. The Trade Union Act 1926, The Industrial Employment (Standing Orders) Act 1946, The Industrial Dispute Act 1947, The Employment Exchanges (Compulsory Notification of Vacancies) Act 1958.

UNIT IV

Collective Bargaining: Definitions, characteristics, critical issues in collective bargaining, theories of collective bargaining, Collective Bargaining in India, Collective bargaining in practice, levels of bargaining, coverage and duration of agreements, administration of agreements, negotiating a contract, the negotiation process, effective negotiation, Employee relations in knowledge based industry.

Labor Welfare Officer - Duties and functions; Social Work in Industry.

REFERENCES

1	Achar, M. R. 1976	Labour Rules in Karnataka, Bangalore, Shree Vidya Printers.
2	Arora, M, 2005	Industrial Relations, New Delhi, Excell Books.
3	Dasgupta, S. K.	Industrial Law, Sterling Publishers Pvt. Ltd.
4	Devar, R. S. 1967	Personnel Management and Industrial Relations, New Delhi, Vikas Publishing House.
5	Joseph, T.M. 2009	Industrial Law, Mumbai, Himalaya Publications Pvt., Ltd.

6	Lal Das, D. K. 1991	Personnel Management, Industrial Relations and Labour Welfare, Agra, Y. K. Publishers.
7	Madhusudhana Rao, M. 1986	Labour Management Relations and Trade Union Leadership, New Delhi, Deep and Deep Publications.
8	Malik P. L. 1986	Handbook of Labour and Industrial Law, Lucknow, Eastern Book Company.
9	Mamoria, C. B. and Mamoria S. 2006	Dynamics of Industrial Relations, Mumbai, Himalaya Publishing House.
10	Mamoria, C. B; Mamoria Satish, Gankar, S. V. 2000	Dynamics of Industrial Relations in India, Mumbai, Himalaya Publishing House.
11	Mishra M, 2006	Case Laws on Industrial Relations, New Delhi, Excell Books.
12	Moorthy, M. V. 1968	Principles of, Labour Welfare, Vishakapatnam, Gupta Brothers.
13	Nagaraju, S. 1981	Industrial Relations System in India, Allahabad, Chugh Publications.
14	Pyle M and George, Simon A, 2009	Industrial Relations and Personnel Management, New Delhi, Vikas Publishing House Pvt Ltd.
15	Rudrabasavaraj, M. N. 1984	Human Factors in Administration, Bombay, Himalaya Publishing House.
16	Sanajaoba, Naorem 1985	Industrial Tribunal - Working, Procedure and Judicial Trends, New Delhi, Deep and Deep Publications.
17	Sharma, A. M. 1989	Industrial Relations - Conceptual and Legal Frame Work, Bombay, Himalaya Publishing House.
18	Saiyed I A, 2009	Labour Law, Mumbai, Himalaya Publishing House Pvt., Ltd.
19	Singh BD, 2005	Industrial Relations: Emerging Paradigms, New Delhi, Excell Books.
20	Sinha, G. P. and Sinha, P. R. 1977	Industrial Relations and Labour Legislation in India, New Delhi, Oxford IBH Publishing Co.
21	Somani, Anjan and Mishra, Shivani, 2009-10	Employment Laws, Jaipur, Ramesh Book Depot
22	Srivastava S C, 2009	Industrial Relations and Labour Law. New Delhi, Vikas Publishing House Pvt Ltd.
23	Subramanian, H. N. 1967	Labour Management Relations in India, Bombay, Asia Publishing House.
24	Tripati, P. C. 1989	Personnel Management and Industrial Relations, New Delhi, S. Chand and Sons,.
25	Tyagi, B. P. 1976	Labour Economics and Social Welfare, Meerut, Jai Prakash Nath & Co.
26	Vaid, K. N. 1970	Labour Welfare in India, New Delhi, Sri Ram Centre for Industrial Relations.
27	Yoder, D. 1972	Personnel Management an Industrial Relations, New York, Prentice-Hall India.

COURSE-II: MENTAL HEALTH AND PSYCHIATRIC SOCIAL WORK

INTRODUCTION

This course aims to provide awareness about mental health and mental health problems and also application of Social Work in mental health settings.

COURSE OUTCOMES

On successful completion of this course, each student will be able to :

a. Understand the concepts 'mental health' and 'mental illness'.
b. Understand the signs and symptoms, etiology, diagnosis and treatment of mental health problems.
c. Understand different services for the care of mentally ill.
d. Understand historical background of psychiatric Social Work in India and abroad. Understand the nature of psychiatric Social Work services and relevance of team work.
e. Understand the nature of collaboration with voluntary organisations for the welfare of mentally ill.
f. Identify the issues related to psychiatric Social Work department in hospitals and community mental health settings.

Pedagogy

1. Class room teaching.
2. Orientation Visits to select hospitals (3-4 visits)
3. Field work placement in the hospital setting wherever Psychiatric Social Work exposure is available.
4. Special Lectures by the Psychiatrists and Mental Health experts through the Social Work Students forum.
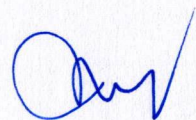5. Participation in the individual conferences and group conferences.

Course Content

UNIT I

Concept of mental health and mental illness - Mental health as a part of general health - Misconceptions about mental illnesses. General approaches to the mentally ill - International Classification of Mental Disorders.

Signs, symptoms, etiology, diagnosis, prognosis and management of the following:

- Neuroses Psychoses
- Psycho physiologic disorders Personality disorders

80

- Psychiatric disturbances in children and adolescents
- Organic psychotic conditions
- Mental retardation.

UNIT II

Introduction to Psychiatric Social Work: Meaning and Scope - Historical background of psychiatric Social Work in India and abroad - Reasons for its development as a specialty. Application of Social Work methods and other related techniques used in the field - Multi-disciplinary approach and team work in mental health care - Problems of hospitalization - Impact of mental illness on the patient, family and community.

Practice of Social Work: Importance of home visit and visit to the place of work

- Role of family in the treatment of mentally ill - Preparing the family and community for the return of the affected individual, follow-up.

UNIT III

Care of mentally ill: Day-care centre, night- care centre, half-way-home, sheltered workshop, Occupational therapy units - Role of Social Worker and role of voluntary organisations.

Role of voluntary organisations, governmental-agencies and paraprofessionals in the welfare of mentally ill.

Role of Social Worker in mental health centers, departments of psychiatry in general hospitals, child guidance clinics, community mental health units, correctional institutions, industries, and family welfare centres.

Role of Social Worker with head injured, paraplegics and epileptics.

Role of Social Worker in the management of substance abuse – Educational avenues in psychiatric Social Work - Research avenue in the field of mental health for Social Workers.

UNIT IV

Organisation of psychiatric Social Work department - Functions; and collaboration with other departments.

Community mental health and Social Work, NMHP, Innovations like Satellite clinics, district mental health programme etc.

Rehabilitation and Acts: Occupational therapy - Principles and practice - Psychosocial rehabilitation.

Mental Health Act, 1987.

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.

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	Banerjee, G. R. 1968 Chapter 26, In.	Psychiatric Social Work,
4	Brody, Elaine M. and care Contributors 1974	A Social Work Guide for Long-term History and Philosophy of Social Work in India, Bombay: Allied Publishers.
5	Coleman, J. C. 1976	A Social Work Guide for Facilities, U. S. Department of Health, Education and Welfare, Public Health Service, Maryland: National Institute of Mental Health.
6	Dickerson, Martha Ufford. 1981	Abnormal Psychology and Modern Life, Bombay, D. B. Taraporevala and Sons.
7	Freedman, A. M. and Kaplan, H. I. (Eds.) 1967	Social Work Practice with the Mentally Retarded, New York: Free Press. Comprehensive Textbook of Psychiatry, Baltimore, Williams and Wilkins Company.
8	French, Lois Meredity. 1940	Psychiatric Social Work, New York; The Commonwealth Fund.
9	Friedlander, W. A. 1967	Introduction to Social Welfare, (Chapter 12: Social Work in Medical and Psychiatric Settings), New Delhi: Prentice-Hall of India.
10	Feldman Robert S 1997	Understanding Psychology, 4th Edition, Tata McGraw-Hill Publishing Company Limited, New Delhi
11	Golan, Naomi. 1978	Treatment in Crisis Situations, New York: Free Press.

12	Henderson, Sir David Batchelor, I. R. C. 1962	Textbook of Psychiatry, New York and Oxford University Press.
13	Hudson, Barbara L. 1982	Social Work with Psychiatric Patients, London: Macmillan.
14	Humble, Stephen and Unell, Judith (Ed.) 1989	Self Help in Health and Social Welfare, London: Routledge.
15	Jones, Kathleen. 1972	A History of the Mental Health Services, London: Routledge and Kegan Paul.
16	Jordan, William. 1972	The Social Worker in Family Situations, London: Routledge and Kegan Paul.
17	Maller, Joshua-o. 1971	The Therapeutic Community with Chronic Mental Patients, S. Karger.
18	Mishne, Judith (Ed.) 1980	Psychotherapy and Training in Clinical Social Work, New York: Gardner Press.
19	Page, J. D. 1983	Abnormal Psychology, New York, McGraw-Hill.
20	Robbins, Arthur J. 1957	Mental Hospitals in India and Social Work Service, Delhi School of Social Work.
21	Strean, Herbert S. 1979	Psychoanalytic Theory and Social Work Practice, New York: Free Press.
22	Stroup, H. H. 1960	Social Work - An Introduction to the Field, (Chapter 9: Psychiatric Social Work), New Delhi: Eurasia Publishing House.
23	Todd, F. Joan. 1967	Social Work with the Mentally Subnormal, New York: Routledge and Kegan Paul.
24	Towle, Charlotte. 1941	Social Case Records from Psychiatric Clinics with Discuss Notes, Chicago; Illinois: University of Chicago Press.
25	Yelloly, Margaret. 1980	Social Work Theory and Psychoanalysis, New York: Van Nostrand Reinhold Company.
26	National Mental Health Programme for India	

COURSE-III: MAJOR PROJECT

Course outcome

Students are given broader guidelines for undertaking empirical evidence-based project in the fourth semester, either independently or by forming a small team comprising of three to four students. In case of group project work, the group will be formed by the college or the university department by adopting random method of selection. The project shall comprise of selection of the topic, methodological details, analysis,

interpretation and deductions made. The respective college / the department of the university will prepare the set of guidelines for presenting the report.

Evaluation of the 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.

Pedagogy

1. Personalized guidance is provided to each trainee by the faculty member.
2. All the major research steps and methodology are followed while carrying out the project.
3. Brief presentation by each trainee is made before all faculty members before finalizing the copy of the project.

COURSE-IV: SOCIAL WORK PRACTICUM – V

Concurrent practice learning for two-days in a week - on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning Social Work practice for two days or its equivalent, each week of the semester. 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 to mastering strategies, skills and techniques to practice Social Work.

COURSE-V: SOCIAL WORK PRACTICUM – VI: (BLOCK PLACEMENT)

Block Placement - enables learners to integrate learning and generate newer learning by participating in the intervention process over a period of 6 weeks continuously, in a specific agency. Usually, block field work is provided at the end of the two-year Social Work programme. There shall be a professionally qualified worker in the setting willing to plan orientation and provide consultation, when needed.

COURSE-VI: 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.

COURSE OUTCOMES

On successful completion of this course, each student will be able to :

a.   Develop multi facets of the personality and to build self confidence.

b.   Develop a spirit of continuous learning and innovation.

c.   Strengthen the competency base of individuals, teams and organization and also familiarize with the organizational culture.

d.   Understand the organizational culture.

e.   Appreciate the importance of bottom-line focus to the Human Resource function and trend toward HR Accountability.

f.   Understand the various approaches to and techniques of measuring HR issues.

g.   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.

Pedagogy

1.   Class room teaching.

2.   Orientation visits (10-12 industries) and field work programme (25 days).

3.   Special lectures by HR practitioners through the Social Work Student Forum.

4.   Individual Conferences and group conferences.

5.   Participation in the national and international level Seminars/Conferences and paper presentations.

Course Content

UNIT I

Human Resource Development (HRD): Concept, origin and needs for HRD; Overview of HRD as a Total system; Approaches to HRD; human capital approach; social psychology approach and poverty alleviation approach; HRD and its dimensions, Competency Mapping.

UNIT II

HRD Interventions: Performance Measurement Systems – Fundamental issues. Feedback sessions. Organizational goal setting process, Key Result Area (KRA) and Key Performance Indicator (KPI), Coaching, Mentoring, career planning, career development, reward system, quality of work life. HRIS: - Computers and computer based Information Systems. Measuring HR : Changing role of HR, HR as a strategic partner, the need for measuring HR. Approaches to measuring HR: - Competitive Benchmarking, HR Accounting, HR Auditing, HR Effectiveness Index, HR Key Indicators, HR MBO (Management by Objectives).

Instructional Technology: Learning and HRD; Building Learning

Organization: measuring learning – the intellectual capital, architecting a learning organization, Organizational Learning, models and curriculum; factors and principles of learning; group and individual learning; HRD trends; behavioural sciences; transactional analysis; Concepts of continuous learning, behavior modeling and self-directed learning; evaluating the HRD effort; data gathering; analysis and feedback; HRD experience in Indian organizations; future of HRD

- Organization culture and development.

UNIT III

Talent Development: Concept and importance; Training Need Analysis, process of training, designing and evaluating training and development programs. Use of information technology, Types and Methods of Training: Training within industry (TWI), External; on the job and off the job; Training methods; lecture, incident process, role play, structured and unstructured discussion, in-basket exercise, simulation, vestibule, training, management games, case study, programmed instruction, team development, and sensitivity training; review of training programs.

86

UNIT IV

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

Employee Counseling. Role of Counselor in Organizations. Corporate Social Responsibility (CSR): CSR as a business strategy.

Environmental management systems ISO 14001, ISO 26000: Social responsibility guidance standard, environmental impact assessment.

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.
3	Cowling, Alan and James Philip	The Essence of Personnel Management and Industrial Relations, New Delhi, Pentice-Hall of India Pvt., Ltd.
4	Davis, Keith. 1983	Human Behaviour at Work, New Delhi: Tata McGraw-Hill
5	Fisher, Cynthia; Schoenfeldt, Lyle F. and Shaw, James, B. 1997	Human Resource Management, Third Edition, Boston, Houghton Mifflin Company.
6	Jayagopal, R. 1990	Human Resource Development: Conceptual Analysis and Strategies, New Delhi: Sterling Publishers Pvt. Ltd.
7	Moorthy, M. V. 1982	Principles of Labour Welfare, New Delhi, Oxford & IBH.
8	Moorthy, M. V. 1982	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	Organisational Behaviour, 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	Organisational Behaviour, New Delhi: Deep and Deep Publications.
15	Singh M. K. and Bhattacharya (Eds.) 1990	Personnel Management, New Delhi : Discovery Publishing House.
16	Vroom, V. H. and Grant, L. 1969	Organisational Behaviour and Human Performance, New York. Wiley.

COURSE-VII: CASE STUDIES
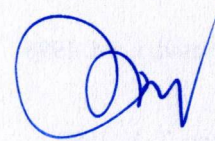
Every Candidate is expected to take up five cases, study them in depth and present the intervention, if any. Case refers to a unit of study – an individual, an institution, a community or an incident. The candidate has to work under the guidance of faculty member and submit the report on or before the date prescribed.

The university or the college concerned can develop guidelines for undertaking case studies. However, the students are encouraged to start his/her work on case studies from the beginning of the course.

Evaluation of the case study 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.

Pedagogy

1. Personalized guidance is provided by the faculty.
2. Research Methodology pertaining to the case study is strictly followed.
3. Presentation has to be made with regard to the outcome of the case studies in front of all faculty members and corrections are to be incorporated wherever necessary.

COURSE-VIII: Disaster Management

INTRODUCTION

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

COURSE OUTCOMES

On successful completion of this course, each student will be able to :

a. Understand key concepts, theories and approaches of disaster management with specific reference to Indian context.

b. Develop skills to analyse factors contributing to disaster.

c. Develop an understanding of the process of disaster management.

d. Develop an understanding of the Social Worker's role in the team for disaster management.

Pedagogy

1. Class room teaching.
2. Orientation visits to select NGOs which engage in the disaster management activities.
3. Special Lectures by field experts through the Social Work student forum.

Course Content

UNIT I

Disasters: Concept, types and impact - Famine, floods, cyclones, hurricanes, warfare, earthquake, volcanoes; traditional and modern disaster threats and care factor, classification of disasters; Disaster management - Definition and concept; approaches to disaster management, importance and relevance of disaster management in the present environmental scenario, cases studies of disaster management.

UNIT II

Disaster and Social Work Intervention: Scope of disaster related intervention, 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.
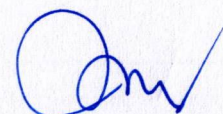
UNIT III

Disaster Prevention and Preparedness: Vulnerability analysis, hazard mapping, community based disaster preparedness programmes, training for CBDP, preparedness for post-disaster emergency response and long term rehabilitation, organization and planning, logistics; resource utilization, specialized skills and training needs; public awareness and education; first-aid training, civil defense training.

UNIT IV

Institutions and Instruments in Disaster Response: international decade for natural disaster reduction and UN resolutions, administration of relief in India - National, state, district and local levels; Disaster related legislations and policies; national and international donor agencies; NGOs, mental health institutions in disaster management and relief.

REFERENCES

1.	IFRC, 2005	World Disaster Report
2.	Birnabaum, F, Coplon, J and Scharff, T 1973	"Crisis intervention after a Natural Disaster", Social Case Work, Vol. 54, No. 9, 545-551
3.	Blaufard H and Levine J 1967	"Crisis intervention in an Earthquake", Social Work, Vol.17, No.4, 16-19
4.	Brahme S and Gole P, 1967	Deluge in Poone, Poone: Asia Publishing House
5.	Chen, L 1973	Disaster in Bangladesh: Health Crisis in a Developing Nation, New York, Oxford University Press.
6.	Fritz, C.E 1968	"Disaster", Sills D (Ed.) International Encyclopedia of Social Science. Vol 4 USA: The MacMillan Company and the Free Press, 202-208.
7.	Gangrade, K.D and Dhadde S, 1973	Challenge and Response, Delhi: Rechna Publication.
8.	Grossman, L 1973	"Train Crash: Social Work and Disaster Services" Social Work Vol.18, No.5, 38-44
9.	Hoff, A 1978	"People in Crisis", Understanding and Helping, California: Addison Wesley Publishing Company.
10.	Joint Assistance Centre 1980	Natural Disaster, New Delhi: Adhyatma Sadhana Kendra
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 1966	"Management of Reaction of Disaster", 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

OPEN ELECTIVE
COURSE-IX: CORRECTIONAL ADMINISTRATION AND SERVICES

INTRODUCTION

This course introduces the basics of the administration of correctional institutions and the integrated services provided to persons in conflict with law so as to reintegrate them into the mainstream of society as law abiding citizens.

COURSE OUTCOMES:

On successful completion of this course, each student will be able to :

a.   Acquaint with the correctional institution and non-institutional programmes.

b.   Understand the different services for juvenile, young and adult offenders and also to understand the legal provisions and procedures for their assistance.

c.   Understand the role of custodial staff in the process of correction and rehabilitation.

d.   Understand the structure, function, treatment and facilities provided by the correctional institutions.

Pedagogy

1.   Class room teaching.

2.   Visits to correctional institutions like government homes, observation homes, prisons.

3.   Participation in the conferences and seminars organized by the Universities and other professional bodies.

Course content

UNIT I

Institutional systems - Introduction to correctional administration. History of Correctional Administration in India - Concept, objectives and functions of Correctional administration.

Institutional protection for children and young offenders - Juvenile Justice (Care and Protection of Children) Act -2002, 2005.

Observation Home, Juvenile Home for Boys and Girls and their functions.

District Shelter for boys and girls and their functions.

UNIT II

Institutional Treatment for Released Offenders and Convicts.

Prison - Historical development of prison system- Indian Prison Act, Prison Manual (Karnataka).

Prison administration, prison labor, prison discipline and prison education Pre-release programmes, prisoners" welfare board.

Open-air prison - Historical development of prison system, organization and administration.Open-air

UNIT III

Non-institutional systems.

Probation and Parole - Historical development of probation system, principles and procedure.

Parole - Historical development of parole - functions and powers of Parole Board, Conditions under the Prison Manual. Indian Penal Code, provisions on Parole.

Pre-release preparation of the parolee.

UNIT IV

After care services:
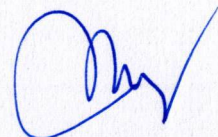
Legal provision for establishing social institution.

Provision for assistance to released prisoners - Role of voluntary organization, corporate bodies and the state in the rehabilitation.

Prevention of Immoral Traffic Act - Its objectives; State Home for Women (Sthrinikethana) Citizen committees, Police help-line.

Social Work intervention and Role of Social Worker in the prison administration. Social Work practice in correctional services.

REFERENCES:

1. Ahuja Ram, 2006 — Criminology: New Delhi, Rawat Publications

2. Afzal Qadri, S.M, and Ahmad Siddiqiue"s, 2005 — Criminology: Problems & Perspectives, Lucknow, Eastern Book Co.

3. Paranjape N.V, 1998 — Criminology and Penology; Allahabad: Central Law Publications

4. Sethna, M.J, 1964 — Society and the Criminal, Bombay, Kitab Mahal

5. Sirohi, J.P.S, 1983 — Criminology and Correctional Administration, Allahabad, Allahabad Law Agency

6. Srivastava, Surendra Sahai 2007 — Criminology, Criminal Administration; Allahabad, Allahabad Central Law Agency

93