Social work.   Encl. 6.1 to 6.4

10/03

MSW SEMESTER I

Course Code	SW-S -1.6
Course Title	Gerontological Social Work
Number of Credits	04 (L- 03, T- 01, P-00)
Course Category	SC

Course Objectives:
1. To get an overview of the perspectives on aging and scope for practice.
2. To understand the various challenges related to aging, healthy aging and problems of the elderly in difficult situations.
3. To identify agencies working with elderly, the different care settings and issues in working with elderly in different settings.
4. To gain an insight into process of working with elderly.
5. To 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 International and NGOs to ensure quality of life to the elderly.

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, Successful 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, elderly helpline, and senior citizen forum. Social security schemes for the Elderly.
Tools for assessment of the problems of elderly, intervention and follow up services and evaluation.

UNIT IV

Theories of Successful Aging: Disengagement Theory, Activity Theory – Productive aging and development.
National Policy on Older Persons, Constitutional and Legal safeguards of senior citizens, Role of HelpAge India and other prominent Organisations working for elderly - International scenario.

UNIT V

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.

References:

1. Bali. P. Arun, 2001, Care of the Elderly in India. Shimla, Indian Institute of Advanced Studies.
2. Chatterjee, S.C., Patna, Discourses on aging and Dying. New Delhi, and K.P., Charian, V. 2008., Sage Publications.
3. Dandekar, Kumudini. 1996 The Elderly in India, New Delhi, Sage Publications.
4. Desai, Murali 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.
6. Emmatty, Leena. M. 2008, an insight into Dementia Care in India. New Delhi, Sage Publications.
7. Gangadhar B. Sonar. 2010, Social Work with Elderly, in Fields of Social Work Practice, edited by B.S.Gunjal and G.M.Molankal, Baraha Publishing House, Bangalore. P-75-83.
8. Gangadhar B. Sonar. 2004, Intergenerational Issues in Old Age: A study on Gulbarga District of Karnataka, Indian Journal of Gerontology Vol.18, and No.3 & 4.
9. Gangadhar B. Sonar. 2004, Old Age Pensioners – A Socio-Psychological Study, Indian Journal of Gerontology Vol. 18, No. 1 & 2.
10. Hurlock, Elizabeth. 1981, Developmental Psychology. 5th Edition. New Delhi, Tata McGraw Hill Publications.
11. Indira Jaiprakash. 1999, Aging in India, A report submitted to World Health Organisation, Geneva.
12. Khan M.Z. 1989, Voluntary Welfare Services for the Aged, Dept. of Social Work, New Delhi, Jamia Milia Islamia.
13. Kumar, Vinod (Ed.) 1996, Aging - Indian Perspective and Global Scenario, New Delhi, AIIMS.
14. Rajan, Irudaya.S., Mishra,U. S., and Sharma, S.P. 1999. India's Elderly, New Delhi, Sage Publications.
15. Ramamurti P,V and Jamuna D (Ed) 2004. Handbook of Indian Gerontology. New Delhi, Serial Publishers.

* Latest editions of all the suggested books are recommended.

Course Outcomes:
At the end of this course, the students will:

1. Get an overview of the perspectives on aging and scope for practice.
2. Understand the various challenges related to aging, healthy aging and problems of the elderly in difficult situations.
3. Identify agencies working with elderly, the different care settings and issues in working with elderly in different settings.
4. Gain an insight into process of working with elderly.
5. 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 International and NGOs to ensure quality of life to the elderly.

MSW SEMESTER II

Course Code	SW-S -2.4
Course Title	Social Work Administration & Social Action
Number of Credits	04 (L – 03, T- 01, P-00)
Course Category	SC

Course objective:
1. To understand social work Administration and social action as a methods of social work.
2. To understand procedures involved in establishing and maintaining social welfare organizations
3. To acquire skills to participate in the management of social welfare organisations
4. To develop different skills and techniques in practicing social action in dealing with communities / its issues and problems.

Course Content:
Unit-I
Social Work Administration:
Meaning, Definition, functions and Principles.
Social Services: Need for Welfare and Developmental Organisations and their response to social needs, Factors determining Social Welfare Programmes.

Unit-II
Social Welfare Administration at Centre and State.
Various Statutory bodies of Social Welfare.
The role of State, Voluntary and Corporate Sector in Social Welfare.

Unit-III
Management in NGO's:
Functions of Management. Boards and Committees, functions and responsibilities. Financial Resources: Organisational Budget, Sources of Finance, Fund Raising, Records and Audit.
Programme Development: Project Proposal, Resource Mobilisation, Records, Evaluation and Research. Supervision, Communication and Public Relations.

Unit-IV
Concept of Social Action:
Meaning, Definition, and Characteristics of Social Action; Historical evolution of Social Action in the West and in India; Relevance of Social Action for Social Work Practice.
Principles of Social Action: Principle of credibility building, principle of legitimization, dramatization, principle of multiple strategies, principle of dual approach, principle of manifold
programmes; Skills Involved in Social Action: Relational skills, analytical and research skills, intervention skills, managerial skills, communication skills, and training skills.

Course Outcomes:

At the end of this course, the students will:

1. Understand the socio-economic and cultural realities and their impact on the organization/ community and the client system.
2. Understand programmes, programme management and participate in their delivery with the use of appropriate programme media. Show ability to write proposals for new programmes and initiate them.
3. Understand the financial management, including source of funds, efforts at fund raising.
4. Understand and appreciate the role of the social worker and the learners in the organization.
5. Familiarize them with Budgeting and Fund raising.
6. Identify problems and analyze them. Analyze the causative factors and dynamics in the problem situations. Select appropriate strategy, methods and techniques of problem solving.
7. Select and utilize appropriate tools for problem-solving, such as interviews-individual/ groups, Home visits, programme media and research.
8. Integrate theory and practice, and utilize the integrated approach in social work practice.

MSW SEMESTER II

Course Code	SW-S -2.5
Course Title	Social Policy, Planning and Development
Number of Credits	04 (L – 03, T- 01, P-00)
Course Category	SC

Course Objectives:

1. To gain knowledge of policy analysis and the policy formulation process.
2. To acquire skills in critical analysis of social policies and development plans.
3. To develop an understanding of social policy in the perspective of national goals as stated in the constitution, particularly with reference to Fundamental Rights and the Directive Principles of State Policy.
4. To critically understand the concept, content and process of social development.
5. To develop the capacity to identify linkages among social needs, problems, development issues and policies.

Course Content:
Unit-I
Introduction to Social Policy:
Meaning, Definitions, Objectives, Scope, Values, Need and Significance of Social Policy. Evolution and Historical Development of Social Policies in India 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
The Process of Social Policy Formulation:
Sectoral Social Policies in India: 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
Introduction to Social Planning:
Meaning, Definitions, Objectives, Scope and Significance of Social Planning. Historical perspective of Social Planning in India - Constitutional position of planning in India. The legal status of the NITI Aayog (National Institute for Transforming India) -Coordination between Centre and State, Need for Decentralization - Panchayat Raj, People Participation. Sectoral planning to achieve the Goals of Social Development.

Unit-IV
Social Development:
Meaning, Definition, Scope and Significance of Social Development – The Historical context of Development in India - Elements of Development - Process of Social Development - Approaches to development - Development indicators - Human Development Index, Sustainable Development Goals, Social Exclusion and Inclusive Development.

Unit-V

Strategies and Techniques of Social Action:

Research, education, cooperation, collaboration, competition, organization, disruption and confrontation, arbitration, negotiation, mild coercion, violation of legal norms, and joint action; Saul Alinsky's Rules for Radicals.

Models of Social Action: Elitist Social Action (Legislative Social Action, Economic Sanction Model, and Direct Physical Model) and Popular Models (Conscientization Model, Dialectical Mobilization Model, Direct Mobilization Model).

References:

1. Patti R., *Social Welfare Administration*, Practice – Hall, Engle Wood Cliffs.
2. Sanjay Bhattacharya, Social Work Administration and Development, Rawat Publications, Jaipur
3. Chaudhari D. Paul, *Social Welfare Administration*, Atma Ram & Sons, Delhi,2006
4. Goel S.L. & Jain R.K. *Social Welfare Administration: Theory and Practice*, Vol. I & II,
5. Goel S. L. *Social Welfare Administration, Deep and Deepa Publication, New Delhi,* Vol. I & II,
6. Siddique, H.Y. (1984) Social Work and Social Action, New Delhi: Harnam Publications
7. Veronica Coulshed and Joan Orme, 1998, Social work Practice, Palgrave Publication, New York
8. Alinsky Saul (1971) Rules for Radicals : A Practice Primer for Realistic Radicals, Vintage Books
9. Beher A and Samuel J (2006) Social Watch in India: Citizens Report on Governance and Development, Pune : NCAS
10. Dunham Arthur (1962) Community Welfare Organization: Principles and Practice, New York : Thomas Crowell
11. Friedlander, W.A. (1978) Concepts and Methods in Social Work, Eaglewood Cliffs, New Delhi :Bentice Hall International Inc.
12. Gangrade, K.D (1971) Community Organization in India, Mumbai : popular Prakashan

* Latest editions of all the suggested books are recommended.

Course Outcomes:

At the end of this course, the student will:

1. Acquaint with social work Administration and social action as a method of social work.
2. Develop understanding on procedures involved in establishing and maintaining social welfare organizations.
3. Acquire skills to participate in the management of social welfare organizations.
4. Develop different skills and techniques in practicing social action in dealing with communities, its issues and problems.

MSW SEMESTER II

Course Code	SW-S -2.6
Course Title	Child Protection
Number of Credits	04 (L – 03, T- 01, P-00)
Course Category	SC

Course Objectives:

1. To develop concept of Child Protection.
2. To understand life cycle approach and psychosocial theories of child development.
3. To make situation analysis of children in India.
4. To understand children who need care and protection and children in conflict with the law.
5. To develop clarity on institutional mechanisms for protection and promotion of rights of children in the country.

Course Content:
Unit-I
Introduction to the Concept of child protection:
Understanding childhood and child protection: Meaning and definition, Components, Objectives, Values and relevance of child protection; Preventive and protective approaches to child protection; Child demographics and profile in the country; Constitutional provisions for children and directive principles that have a bearing on children.

Unit-II
Life cycle approach and Psychosocial theories of Child Development:
Child Developmental stages in a child's life. Milestones of child development. Life cycle approach to child development. Theories of child development: Freud's psychosexual stage theory, Erikson's psychosocial stage theory, Piaget's cognitive development stage theory and Bronfenbrenner's ecological systems theory; Role of family, parents, teachers and significant others in children's growth and development. Sensitive periods in a child's life. Strengths and shortcomings of the theories.

Unit-III
Situation analysis of children in India:
Critical analysis of the situation of children in India: Child poverty, child health, child nutrition, child labour, children and education, children in conflict with the law, child sexual abuse and exploitation including child pornography, child trafficking and violence against children. migration on children, orphan and destitute children, children affected by HIV and AIDS, Children who are disabled, Child budgetary analysis.

Unit-IV
Understanding children who need care and protection and children in conflict with the law:
Categorization of children who need care and protection and children in conflict with the law as per the Juvenile Justice Act, 2000: Meaning and Definition, Special issues of children in need of care and protection: (i) Labouring child: Understanding exploitation of children in labour market, Causes and impacts, consequences of labour of children and the hurdles in their education, special problems of labouring girl children (ii) Violence against the girl child: Understanding and differentiating trafficking, abuse, maltreatment and exploitation of children, forms and purposes, causes,

consequences and impacts on children, corporal punishment in children. (iii) Child marriage: Defining child marriage, causes, consequences and impacts (iv) Children in conflict with the law (v) Special needs children: Children from SC/ST populations,

Unit-V
Institutional mechanisms for protection and promotion of rights of children in the country:
Terms of reference for various institutional mechanisms for child protection:

National level: National Commission for Protection of Rights of Children; Central adoption resource agency (CARA), Ministry of Women and Child Development, Ministry of Human Resource Development,

State level: State Commission for the Protection of Rights of Children, State Child Protection Society; State adoption resource agency (SARA), Department of Women and Child Development; State Education Department

District level: District Child Protection Society, Juvenile Justice Board, Special Juvenile Police Cell, Integrated Child Development Program; District Education Office; Observation homes; children's homes for boys and girls; short stay homes for women. Children's courts

Community based governance systems in institutions: Management committees, Children's Committee, Monitoring and watch dog functions by Voluntary organisations.

References:
1. Fieldston, Sara. Raising the World: Child Welfare in the American Century (Harvard University Press, 2015) 316 pp.
2. Handbook: Child protection UNICEF, IPU, 2004
3. Eileen Munro.2008. Effective Child Protection. Publisher-SAGE ISBN 1412946956, 9781412946957.
4. Jeff Fowler. 2003. A Practitioner's Tool for Child Protection and the Assessment of Parents. Publisher Jessica Kingsley Publishers. ISBN 1843100509, 9781843100508
5. Eileen Munro. 2007. Child Protection: Sage Course Companions Series. Publisher-SAGE. ISBN 1412911796, 9781412911795
6. Harries et al. 2008. Reforming Child Protection. Publisher- Taylor & Francis. ISBN 0415429056, 9780415429054
7. Janet Polnay. 2001. Child Protection in Primary Care. Publisher-Radcliffe Publishing. ISBN 1857752244, 9781857752243
8. Chris Beckett. 2007. Child Protection: An Introduction. Publisher-SAGE. ISBN 1412920922, 9781412920926
9. Gerald Cradock. Risk, Morality, and Child Protection: Risk Calculation as Guides to Practice. Science, Technology, & Human Values, Vol. 29, No. 3, Special Issue: Reconstructing Order through Rhetorics of Risk (Summer, 2004), pp. 314–331

* Latest editions of all the suggested books are recommended.
Course Outcomes:
At the end of this course, the student will:
1. Develop concept of Child Protection.
2. Understand life cycle approach and psychosocial theories of child development.
3. Make situation analysis of children in India.
4. Uunderstand children who need care and protection and children in conflict with the law.
5. Develop clarity on institutional mechanisms for protection and promotion of rights of children in the country.

MSW SEMESTER III

Course Code	SW-S- 3.5
Course Title	**Counselling: Theory and Practice**
Number of Credits	**04 (L – 03, T- 01, P-00)**
Course Category	**SC**

Course Objectives:

1. To develop holistic understanding of counseling as a tool for help
2. To acquire knowledge of various approaches in counseling.
3. To develop insight in need and areas of counseling in different set ups.
4. To gain competence in critically assess one's own knowledge, attitudes and skills in working with individual, families and groups.

Course Content:
Unit- I
Counselling:
Definition, Objectives and Goals of counseling, Micro skills in Counseling, Qualities of counselor (empathy, warmth, genuineness, positive regard, sense of humor and self awareness) Counseling process. Counselling and Psychotherapy. Counselling and Guidance.

Unit– II
Theoretical Orientation of Counselling:
Humanistic Counseling, Psychodynamic counseling, Behavioral Modification counseling and Cognitive behavioural counseling. Cognitive re-structuring counselling, Counselling for Skill building interventions.

Unit– III
Approaches in Counselling:
Person Centered counseling, Psychoanalytical counseling, Rational Emotive Behavior Therapy, Gestalt counseling, Transactional Analysis, Existential counseling.
Skills and Techniques of Counselling, Qualities of an effective Counsellor.

Unit– IV
Types of Counselling:
Individual counseling, Group counseling, Couple counseling and Family counseling. Career Counselling, Counselling for organ transplantation. Counselling to deal with stress, depression and suicide. Assessment of Counselling needs.

Unit– V
Counseling in Different set- up
Marriage counseling, premarital counseling, and Counseling in domestic violence.
Counseling related to sexual life, HIV counseling, and Counseling of victims of rape and sexually abused. Child Counseling. Adoption related counseling. Counselling in crisis situation and disaster. Counselling with Substance Abuse, Alcohol and Drug related cases. Geriatric Counselling.

Course Outcomes:

At the end of this course, the student will:

1. Understand the rural/urban/tribal social system with special reference to a specific poverty group.
2. Analyse the regional rural/urban/tribal social system, the approaches, and the strategies of intervention used by the organization.
3. Be having an idea of understanding the nature of government intervention in relation to poverty groups in the region, and the related structures of decision-making and intervention.
4. Develop the capacity to critique the interventions of both the voluntary organizations and the government agencies in relation to the specific poverty group.
5. Have an experience in group living, appreciate its value in terms of self-development, interpersonal relationship, sense of organization, management and taking on responsibility.
6. Acquire skills in planning, organizing, implementing the camp for example conscious use of time, communication skills, team spirit, handling relationship, conflicts and differences of opinion, decision making, evaluation, appreciation, sharing of resources, tasks, coping skills in problem situations, cooperation and coordination.
7. Be motivated to involve themselves fully in planning, implementing the plans and presenting their experience in a workshop on return from the camp.
8. Be encouraged to take on concrete tasks towards meeting basic/ civic needs of the people.

MSW SEMESTER III

Course Code	SW-S- 3.6
Course Title	**Management of Non-Governmental Organization**
Number of Credits	04 (L – 03, T- 01, P-00)
Course Category	SC

Course Objectives:

1. To develop an understanding about the role of NGOs in social development.
2. To develop knowledge about management of NGOs.
3. To develop the ability to identify collaborative strategies between NGOs and Government institutions.

Course Content:
Unit-I
Non – Governmental Organizations:

Definition, Meaning, Objectives, and Principles – Types of Non-Governmental Organizations – Non-Profit Organisations- Third Sector – Civil Society Organisations- Community Based Organizations. Formation of Societies, Trusts and Section 25 of Companies Act.

Unit-II
Project Management:

Overview of Project: Project Framework, Project Phases, Outline of Project Plan. Formulation of project and Guidelines for Proposal Writing – Project Implementation. Transparency and Accountability.

Unit-III
Budgeting:

Meaning, Steps, important items in Budget – Resource Mobilization – Central and State Government Assistance and Other Assistance – Fund Raising: Meaning, Techniques – Income Generation Programmes (IGP) – Financial Management – Financial Collaboration between Funding organization and Non-Profit Organizations. 80G of Income Tax, Foreign Contribution Regulation Act.

Unit-IV
Project Evaluation and Monitoring:

Aims, Objectives, Purposes – Creating Management Information system – Project appraisal: Meaning and techniques – Logical Frame Analysis (LFA) – Action Research - Evaluation research - Reporting in development organizations.

References:

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

* Latest editions of all the suggested books are recommended.

Course Outcomes:
At the end of this course, the student will:

1. Cultivate holistic understanding of counseling as a tool for help.
2. Secure knowledge of various approaches in counseling.
3. Develop insight in need and areas of counseling in different set ups.
4. Be able to gain competence in critically assess one's own knowledge, attitudes and skills in working with individual, families and groups.

MSW SEMESTER III

Course Code	SW-S- 3.7
Course Title	Disaster Management
Number of Credits	04 (L – 03, T- 01, P-00)
Course Category	SC

Course Objectives:

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

Course Content:
UNIT-I
Disasters: Concept, Classification of disasters according to High Power Committee, manmade disasters, natural disasters.

UNIT-II
Disaster management: Definition and concept; approaches to disaster management, importance and relevance of disaster management in the present environmental scenario.

UNIT-III
Social Work Intervention during disaster: Pre-disaster - during disaster – post disaster - Networking and co-ordination.

UNIT-IV
Disaster Prevention and Preparedness: Vulnerability analysis, hazard mapping, community based disaster preparedness programmes, specialized skills and training needs; public awareness and education; first-aid training.

UNIT-V
Administration of relief in India -National, state, district and local levels; Disaster related legislations and policies; mental health institutions in disaster management.

References:

1. Birnabaum, F,"Crisis intervention after a Natural Coplon, J and Scharff, T 1973 Disaster", Social Case Work, Vol. 54, No. 9, 545-551
2. Blaufard H and Levine J 1967, "Crisis intervention in an Earthquake", Social Work, Vol.17, No.4, 16-19
3. Brahme S and Gole P, 1967, Deluge in Poone, Poone: Asia Publishing House
4. Chen, L 1973 Disaster in Bangladesh: Health Crisis in a Developing Nation, New York, Oxford University Press.
5. Fritz, C.E 1968   "Disaster", Sills D (Ed.) International Encyclopaedia of Social Science. Vol 4 USA: The MacMillan Company and the Free Press, 202-208.
6. Gangrade, K.D and Dhadde S, 1973 Challenge and Response, Delhi: Rachna Publication.
7. Grossman, L 1973 "Train Crash: Social Work and Disaster Services" Social Work Vol.18, No.5, 38-44.
8. Hoff, A 1978 "People in Crisis", Understanding and Helping, California: Addison Wesley Publishing Company.
9. Joint Assistant Centre 1980 Natural Disaster, New Delhi: Adhyatma Sadhana Kendra
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11. Shader, I and Schwartz A "Management of Reaction of Disaster", 1966 Social Work, Vol.11.
12. Siporin, M 1966 "The Experience of Aiding the Victims of Hurricane "Betsy", Social Service
Review, Vol.10.

* Latest editions of all the suggested books are recommended.

Course Outcomes:
At the end of this course, the student will:

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

MSW SEMESTER IV

Course Code	SW-S- 4.8
Course Title	Disability Management
Number of Credits	04 (L – 03, T- 01, P-00)
Course Category	SC

Course Objectives

1. To be exposed to various perspectives in understanding disability, persons with disability and their families within their varied contexts and environments
2. To understand different policies and provisions for the person with Disabilities
3. To understand how social work practice is conducted with people with disabilities

Course Content:
UNIT I
Disability, rehabilitation and accessibility
Concept and Definition of Impairment, Disability and Handicap, Types of Disabilities: Nature, Characteristics, Causes and Prevention. Barrier-Free Environment for Persons with disabilities (Attitudinal, Development, Environmental, Learning) and How to overcome them, seven Principles of Universal Design.

UNIT II
Statutory Provisions, Concessions/Benefits for the Persons with Disabilities
Government Policies and Legislations, Government Supported Schemes, Concessions and Entitlements. Factors responsible for successful integration and inclusion

UNIT III
Growth and Development
Meaning, Definitions and Principles of Growth and Development..Stages of Development with reference to children with disabilities. Factors Affecting Development. Need for early Identification and Intervention. Tools for Screening and assessment procedures for educational placement.

UNIT IV
Disability and Education - special, integrated and Inclusive education
Special education, integrated education and inclusive education. Different approaches of Education. Child centred learning

UNIT V
Social Work and Disabilities
Models for considering disability from both individual and societal frameworks.
Effect of disability at different periods of an individual's life
Empowerment Practice with Persons with Disabilities

References:

1. "Disabilities". World Health Organization. Retrieved October 28, 2016.
2. Linton, Simi (1998). Claiming Disability: Knowledge and Identity. New York: New York University Press.
3. Mugueta-Aguinaga I, Garcia-Zapirain B (2017). "Is Technology Present in Frailty? Technology a Back-up Tool for Dealing with Frailty in the Elderly: A Systematic Review". Aging and Disease. **8** (2): 176–95. doi:10.14336/AD.2016.0901. PMC 5362177. PMID 28400984.
4. "Definition of handicap in Oxford Dictionaries (British & World English)". Retrieved April 12, 2013.
5. "Online Etymology Dictionary". Retrieved April 12, 2013.
6. Stiker, Henri (2000). A History of Disability. Ann Arbor, Michigan: University of Michigan Press. p. 91.
7. Foucault, Michel (1980). The History of Sexuality, vol. 1. New York: Vintage.
8. Davis, Lennard. "Constructing Normalcy." In his Enforcing Normalcy: Disability, Deafness, and the Body (New York: Verso, 1995), pp. 23–49.
9. Bogdan, Robert (1998). Freak Show: Presenting Human Oddities for Amusement and Profit.
10. Barlow, Kathleen (2006). "Inbreeding, Incest, and the Incest Taboo: The State of Knowledge at the Turn of the Century". American Anthropologist. **108** (2): 447–48. doi:10.1525/aa.2006.108.2.447.
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12. "Cerebral Palsy: a Guide for Care". The Nemours Foundation. Retrieved July 29, 2007.
13. Meyers, Stephen (2014). "Chapter 23. The past dividing the present". In Mitchell, David; Karr, Valerie (eds.). Crises, Conflict and Disability: Ensuring Equality. Routledge. p. 195.

* Latest editions of all the suggested books are recommended.

Course Outcomes:

At the end of this course, the students will:

1. Develop perspectives in understanding disability, persons with disability and their families within their varied contexts and environments
2. Understand different policies and provisions for the person with Disabilities
3. Understand how social work practice is conducted with people with disabilities

1.1.3

Employability Skill

MSW SEMESTER IV

Course Code	SW-S- 4.7
Course Title	**Correctional Administration and Social Defense**
Number of Credits	**04 (L – 03, T- 01, P-00)**
Course Category	**SC**

Course Objectives
1. To study and understand the basic elements of correctional methods and approaches.
2. To get familiarity with the Indian police system.
3. To gain knowledge on the provisions of judicial system.
4. To understand various aspects related to Social Defense.
5. To study and identify the practices of institutional non-institutional services.
6. To acquire skills of correctional social work and understand the role of professional social workers in correctional institutions.

Course Content:
Unit-I
Correctional Administration:
Definition, philosophy, objectives, methods and approaches of contemporary correctional social work. Origin, development and functions of police and prison in India. Prison Manual.

Unit-II
Criminal Justice System:
Courts and correctional administration. Hierarchy of courts functions and powers. Lok Adalats, Lokayukta, Legal Aid, Functions of law commission.

Unit-III
Probation, Parole and Aftercare Services:
Origin, nature, process and practice of probation and parole in India. Concept, definition, meaning and objectives of Aftercare services.

Unit-IV
Social Defense:
Meaning, development, and functions of social defense. National Institute of Social Defiance (NISD) – objectives and functions. The significance of NISD. Crime prevention strategies.

Unit-V
Correctional Social Work:
Social work Practice in Correctional Setting: Scope for social work practice in institutional (observation home, juvenile home, fit-persons institutions) and non institutional settings (juvenile service Bureau, adoptions and foster-care). Application of Social Work interventions with undertrials, prisoners, rehabilitation of prisoners, work with families of prisoners, work with victims of crime. Social Work measures with the Police, the Judiciary and prison staff - Job stress, burnout and other issues.

References:

1. Ashwatappa, K. Human Resource and Personnel Management, New Delhi: Tata Mcgraw Hill Publications.
2. Drucker Peter, F. (1989). Management Tasks, Responsibilities and Practices.
3. Fisher, Schoenfeld and Shaw: Human Resource Management; New Delhi: Tata Mcgraw Hill Publications.
4. Flippo, E.B. (1980). Principles of Personnel Management.
5. Ghosh, P. (1975). Personnel Administration in India.
6. Koontz O'Donnel. Principles of Management Toky McGraw Hill Pub
7. Monappa, Arun and Saiyadain, Mirza: Personnel Management, New Delhi: Tata Mcgraw Hill Publication.
8. Pigon, P. &Mynes, C.A. (1961). Personnel Administration, New York: Mcgraw Hill Publication
9. Venkata Ratnam, C.S. and Shrivastav. Personnel Administration and Human Resources, New Delhi: Tata Mcgraw Hill Publication

* Latest editions of all the suggested books are recommended.

Course Content:
At the end of this course, the students will:

1. Understand the concept of Human Resource Management.
2. Develop an understanding of labour legislations.
3. Acquaint with the issues of labour welfare and employee wellness.

Course Code	SW-H-1.3
Course Title	**Orientation Visit and Concurrent Field Work**
Number of Credits	**04 (L – 00, T- 01, P-03)**
Course Category	**HC**

Course Objectives:

A. Orientation Visits
1. To get acquainted with code, norms, and expectations of this teaching- learning opportunity.
2. To work as per agency timings and other such details of practice learning.
3. To understand the nature and tasks of initial phase and make learner and instructor involve in each phase.
4. To make learner responsible towards agency and the institution of learning.
5. To organize individual conference of an hour per week and group conference once a fortnight.
6. To know the nature of setting/agency, its objectives, services, programmes, structures and general environment.
7. To collect information through brochures and annual reports.
8. To introduce oneself to the setting/ agency management, its staff and on -going activities.
9. To have an idea about setting/ agency, its programmes, beneficiaries and related information of other services.

B. Concurrent Field Work
1. To develop knowledge of the socio-economic and cultural realities, and their impact on the client system with specific focus on marginalized groups.
2. To develop the ability to involve the client system in the problem-solving process, utilizing skills of social work interventions, including research.
3. To understand the agency as a system -its philosophy, thrust objectives, structure and management of service/programmes.
4. To develop beginning skills to analyse the impact of the wider social system on individuals, families, groups, communities and organizations.
5. To develop ability to work as a member of a team.
6. To reinforce belief in the inherent strengths of the people to meet their needs and resolve problems.
7. To develop skills in documenting practice.
8. To make conscious use of professional values and ethics.

Course Content:
Orientation Visits: There shall be minimum of 10 Orientation visits to be made in the beginning of academic year for the first semester students, preferably during field work days to provide an exposure to understand the services provided by the Government and Non-Government Organizations (Health setting, Education, Community, Institutional services, Criminal justice system, Civic Administration, Rehabilitation etc.) in response to the needs of the people.

Concurrent Field Work: There shall be minimum of 25 days of field work, including orientation visits. This is done simultaneously with class-room teaching of theory papers from the beginning of the session up to closure of academic term. Every student will be required to go for concurrent field work for two days in a week (excluding holidays). Concurrent field work will be of 100 marks which include 30 marks for Internal Assessment and 70 for Viva Voce examination (70+30) in each semester.

Throughout the period of professional training, classroom courses are correlated with "Learning by doing" i.e. field work in development/welfare agency. The objective and contents of instruction courses are in a way that the students learn to conduct herself as professional person in dealing with real helping situations, to apply knowledge and principles taught in the classroom reciprocally, to see richer meaning in the contents of the class-room courses. A student spends a minimum 16 hours per week in the field and submits detailed reports focused on the interaction with client, a group or community to the supervisor on the field work conference day. These records are carefully read and used to help the student develop skills in working with people and to apply her theoretical knowledge skillfully, understanding and solving social problems. Two days in a week are assigned for field work.

During the 1st semester the field work programme is of a generic nature which includes institutional study, visits and practice of social work methods.

Course Outcomes:
A. At the end orientation visits, the student will:
1. Understand forming a large group meeting to share and discuss place of practice learning as an integral part of the curriculum.
2. Get acquainted with code, norms, and expectations of this teaching- learning opportunity.
3. Work as per agency timings and other such details of practice learning.
4. Understand the nature and tasks of initial phase and make learner and instructor involve in each phase.
5. Be responsible towards agency and the institution of learning.
6. Have an idea of individual conference of an hour per week and group conference once in a fortnight.
7. Get to know the nature of setting/agency, its objectives, services, programmes, structures and general environment.
8. Get to know how to contact person in the setting/agency, role of that individual.
9. Collect information through brochures and annual.
10. Develop an idea introduce oneself to the setting/ agency management, its staff and ongoing activities.
11. Understand about setting/ agency, its programmes, beneficiaries and related information of other services.

MSW SEMESTER II

Course Code	SW-H -2.3
Course Title	Concurrent Field Work
Number of Credits	04 (L – 00, T- 01, P-03)
Course Category	HC

Course Objectives:
1. To understand the socio-economic and cultural realities and their impact on the organization/ community and the client system.
2. To understand programmes, programme management and participate in their delivery with the use of appropriate programme media. Show ability to write proposals for new programmes and initiate them.
3. To understand the financial management, including source of funds, efforts at fund raising.
4. To understand and appreciate the role of the social worker and the learners in the organization.
5. To familiarize them with Budgeting and Fund raising.
6. To identify problems and analyze them. Analyze the causative factors and dynamics in the problem situations. Select appropriate strategy, methods and techniques of problem solving.
7. To select and utilize appropriate tools for problem-solving, such as interviews-individual/ groups, Home visits, programme media and research.
8. To integrate theory and practice, and utilize the integrated approach in social work practice.

Course Content:
There shall be minimum of 25 days of field work in a semester. Carried out simultaneously with class-room teaching of theory papers from the beginning of the session up to closure of academic term. Every student will be required to go for concurrent field work for two days in a week (excluding holidays). Concurrent field work will be of 100 marks which include 30 marks for Internal Assessment and 70 for Viva Voce examination (70+30) in each semester.

Throughout the period of professional training, classroom courses are correlated with "Learning by doing" i.e. field work in development/welfare agency. The objective and contents of instruction courses are in a way that the students learn to conduct herself as professional person in dealing with real helping situations, to apply knowledge and principles taught in the classroom reciprocally, to see richer meaning in the contents of the class-room courses. A student spends a minimum 16 hours per week in the field and submits detailed reports focused on the interaction with client, a group or community to the supervisor on the field work conference day. These records are carefully read and used to help the student develop skills in working with people and to apply her theoretical knowledge skillfully, understanding and solving social problems. Two days in a week are assigned for field work.

During the 2nd semester the field work programme is of a generic nature which includes institutional study, visits and practice of social work methods. Each student should prepare action plan of the field work in the beginning of the semester and submit to department. Each student should prepare action plan of the field work in the beginning of the semester and submit to department.

Unit-V
Strategies and Roles of Community Organizer:
Unionization as a Strategy - Advocacy in community organization. Public Interest Litigation, Protests and Demonstrations. Current debates in community Organization practice: Emerging issues - Impact of macro policies. Emerging Trends in Community Work Practice.

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. Dandavate, M. 1977, Marx and Gandhi, Bombay: Popular Prakashan Pvt. Ltd.
3. P.D Misra, Social Work-Philosophy and Method sinter-India Publications, New Delhi.*
4. Zubair Meenai., Participatory Community Work: Concept Publishing Company, New Delhi.*
5. Gangrade, K. D. 1971, Community Organisation in India, Bombay, Popular Prakashan.
6. Siddiqui, H. Y. 1997, Working with Communities: An Introduction to Community Work, New Delhi: Hira Publications.
7. Marulasiddaiah, H. M. 1987, Community: Area and Regional Development in India, Bangalore, Bangalore University.
8. Robert Adams, Lena dominelli and Malcolm Payne, Edt,2002, Critical Practice in social Work: Palgrave Publisher Ltd., New York *
9. Yadav. C .P. 2007, Encyclopedia of Social Work and Community Organization, Anmol Publication Pvt. Ltd., New Delhi, Vol.,1,2,3 and 4 *
10. Polson and Sanderson. 1979, Rural Community Organisation, New York: John Wiley and Sons.
11. Ross Murray G. 1967, Community Organisation: Theory, Principles and Practice, New York: Harper and Row.
12. Shivappa R. 2009, Streams in the River- A Journey Into Inclusive Concerns, DhatriPustaka, Bangalore
13. Sussman, M. B. 1959, Community Structure and Analysis, New York: Thomas Y. Crowel

* Latest editions of all the suggested books are recommend

Course Outcomes:
At the end of this course, the students will:

1. Perceive the Critical Elements of Community Organisation Practice.
2. Understand Power Dynamics of Indian Communities.
3. Get acquainted with the Models for Community Organisation Practice.
4. Develop perspective and skills for participatory processes in the community and civil society.

Course Code	SW-H -3.3
Course Title	**Concurrent Field Work**
Number of Credits	**04 (L – 00, T- 01, P-03)**
Course Category	**HC**

Course Objectives:

1. To develop skills to effectively use the integrated approach to problem-solving and enhance skills of intervention, at the micro and the macro levels of the system, in relation to the needs and problems of the client system.
2. To develop skills to organize people to meet their needs and solve their problems use roles appropriate to work e.g. advocacy for child's right, human rights.
3. To develop an understanding of the pattern of behaviors of people- their strengths and their pathological behavior.
4. To develop the ability to carry out tasks in relation to service delivery and programme management. Routine administration, staff supervision, and training; prepare project proposals, time management, and management by objectives, and enhance skills in documenting.
5. To develop skills of recording to show interest, engagement in practice and enhanced growth as a practitioner.
6. To develop the ability to make innovative contribution to the organization's functioning.
7. To gain confidence to represent the profession in interdisciplinary teams, and integrate theory or classroom training into practice.
8. To develop the capacity to utilize instruction for enhancing and integrating field practice.
9. To utilize field instruction for enhancing and integrating professional growth.
10. To make creative use of field instructions to evaluate mutual input.
11. To utilize practice-based research test effectiveness of specific aspects of intervention.

Course Content:

There shall be minimum of 25 days of field work in a semester. It is done simultaneously with class-room teaching of theory papers from the beginning of the session up to closure of academic term. Every student will be required to go for concurrent field work for two days in a week (excluding holidays). Concurrent field work will be of 100 marks which include 30 marks for Internal Assessment and 70 for Viva Voce examination (70+30) in each semester.

Throughout the period of professional training, classroom courses are correlated with "Learning by doing" i.e. field work in development/welfare agency. The objective and contents of instruction courses are in a way that the students learn to conduct herself as professional person in dealing with real helping situations, to apply knowledge and principles taught in the classroom reciprocally, to see richer meaning in the contents of the class-room courses. A student spends a minimum 16 hours per week in the field and submits detailed reports focused on the interaction with client, a group or community to the supervisor on the field work conference day. These records are carefully read and used to help the student develop skills in working with people and to apply her theoretical knowledge skillfully, understanding and solving social problems. Two days in a week are assigned for field work.

Data Processing:
Editing data, classification, quantification, coding key, master chart, manual and mechanical tabulation of data; frequency distribution, diagrammatic and graphic presentation- use of computers.
Analysis and Interpretation of data, Research reporting: contents of research report: foot-note, references, bibliography, preparation of abstract; the art of making book review.

Unit-V
Statistics for Social Work Research:
Concept, functions, importance and scope of Statistics - Measures of Central Tendency - Measures of Dispersion – Measures of Association: Chi-square, Correlation Coefficient, 't' distribution; Analysis of Variance and 'F' distribution.
Use of Statistical Package in Social Sciences.

References:

1. Blalock H.M., *Social Statistics*, McGraw Hill, New York
2. Cranstein A. and Philips, W.R., *Understandings Social Research: An Introduction*, Allwyn and Bacon, Boston.
3. Ilongo Ponnuswami, Professional, Social Work, Authorspress Publishers of scholarly Books,2011*
4. Alston. Margaret and Bowles Wendy, Research for Social workers, Rutledge Taylor and Francis group, London and Newyork,2003
5. Laladas D.K, Social Work Research

* Latest editions of all the suggested books are recommended.

Course Outcomes:
At the end of this course, the student will:

1. Obtain the basic knowledge on social work research and statistics.
2. Understand the different process and methodology of the scientific social work research
3. Develop skills and technique in formulating research proposal, collection, analysis, Interpretation and reporting of data pertaining to individuals, groups, communities and institutions of their social issues and problems.

Course Code	SW-H -3.4
Course Title	**Social Work Camp**
Number of Credits	**04 (L – 00, T- 00, P-02)**
Course Category	**HC**

Course Objectives:

1. To understand the rural social system with special reference to a specific poverty group.
2. To analyse the regional rural social system, the approaches, and the strategies of intervention used by the organization.
3. To understand the nature of government intervention in relation to poverty groups in the region, and the related structures of decision-making and intervention.
4. To develop the capacity to critique the interventions of both the voluntary organizations and the government agencies in relation to the specific poverty group.
5. To have an experience in group living, appreciate its value in terms of self-development, interpersonal relationship, sense of organization, management and taking on responsibility.
6. To acquire skills in planning, organizing, implementing the camp for example conscious use of time, communication skills, team spirit, handling relationship, conflicts and differences of opinion, decision making, evaluation, appreciation, sharing of resources, tasks, coping skills in problem situations, cooperation and coordination.
7. To motivate learners fully involved in planning, implementing the plans and presenting their experience in a workshop on return from the camp.
8. To encourage learners to take on concrete tasks towards meeting basic/ civic needs of the people.

Course Content:

Rural/Tribal/Urban camp will be conducted in 3rd semester for duration of 7-10 days to provide an opportunity to experience rural/tribal/Urban life, analyze Rural/Tribal/Urban dynamics, and observe the functioning of Government machineries (Local Self-Government) and Voluntary Organizations. Micro-planning exercise and Participatory Rural Appraisal (PRA) activity shall also be the part of social work camp. This will be an opportunity to practice community organization method. 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. Each student is required to prepare and submit a camp report before the commencement of the semester end examination. This report shall be of 50 marks which include 15 marks for Internal Marks and 35 for Viva Voce examination (35+15).

In the 3rd semester the placement is made in an agency in the area of interest of the students, each student is expected to undertake responsibility of conducting, initiating and planning programme as directed by the supervisor and demonstrate her ability to use the concepts, methods, techniques and skills learnt by her. Each student shall prepare a plan of field work in consultation with the field work supervisor. A conscious effort is made by the staff to help the students to see that each class room course is useful to them in conducting field work purposefully. Each student should prepare action plan of the field work in the beginning of the semester and submit to department.

Course Outcomes:

At the end of this, the student will:

1. Develop skills to effectively use the integrated approach to problem-solving and enhance skills of intervention, at the micro and the macro levels of the system, in relation to the needs and problems of the client system.
2. Develop skills to organize people to meet their needs and solve their problems use roles appropriate to work e.g. advocacy for child's right, human rights.
3. Develop an understanding of the pattern of behaviors of people- their strengths and their pathological behavior.
4. Develop the ability to carry out tasks in relation to service delivery and programme management. Routine administration, staff supervision, and training; prepare project proposals, time management, and management by objectives, and enhance skills in documenting.
5. Develop skills of recording to show interest, engagement in practice and enhanced growth as a practitioner.
6. Develop the ability to make innovative contribution to the organization's functioning.
7. Gain confidence to represent the profession in interdisciplinary teams, and integrate theory or classroom training into practice.
8. Develop the capacity to utilize instruction for enhancing and integrating field practice.
9. Utilize field instruction for enhancing and integrating professional growth.
10. Make creative use of field instructions to evaluate mutual input.
11. Utilize practice-based research test effectiveness of specific aspects of intervention.

Course Code	SW-H- 4.3
Course Title	**Concurrent Field Work**
Number of Credits	**04 (L – 00, T- 01, P-03)**
Course Category	**HC**

Course Objectives:

1. To develop skills to effectively use the integrated approach to problem-solving and enhance skills of intervention, at the micro and the macro levels of the system, in relation to the needs and problems of the client system.
2. To develop skills to organize people to meet their needs and solve their problems use roles appropriate to work e.g. advocacy for child's right, human rights.
3. To develop an understanding of the pattern of behaviors of people- their strengths and their pathological behavior.
4. To develop the ability to carry out tasks in relation to service delivery and programme management. Routine administration, staff supervision, and training; prepare project proposals, time management, and management by objectives, and enhance skills in documenting.
5. To develop skills of recording to show interest, engagement in practice and enhanced growth as a practitioner.
6. To develop the ability to make innovative contribution to the organization's functioning.
7. To gain confidence to represent the profession in interdisciplinary teams, and integrate theory or classroom training into practice.
8. To develop the capacity to utilize instruction for enhancing and integrating field practice.
9. To utilize field instruction for enhancing and integrating professional growth.
10. To make creative use of field instructions to evaluate mutual input.
11. To utilize practice-based research test effectiveness of specific aspects of intervention.

Course Content:

There shall be minimum of 25 days of field work in a semester. It is done simultaneously with class-room teaching of theory papers from the beginning of the session up to closure of academic term. Every student will be required to go for concurrent field work for two days in a week (excluding holidays). Concurrent field work will be of 100 marks which include 30 marks for Internal Assessment and 70 for Viva Voce examination (70+30) in each semester.

Throughout the period of professional training, classroom courses are correlated with "Learning by doing" i.e. field work in development/welfare agency. The objective and contents of instruction courses are in a way that the students learn to conduct herself as professional person in dealing with real helping situations, to apply knowledge and principles taught in the classroom reciprocally, to see richer meaning in the contents of the class-room courses. A student spends a minimum 16 hours per week in the field and submits detailed reports focused on the interaction with client, a group or community to the supervisor on the field work conference day. These records are carefully read and used to help the student

References:

1. Abelin, T. Brzenski and V.D. Carstairs. Measurement in Health Promotion and Protection. Copenhagen: WHO.
2. Alderson, M. An Introduction to Epidemiology. 2nd Ed. 1983. London: Macmillan.
3. Francis, C. M. 1991. Promotion of Mental Health with Community Participation. Kerela: The Center for Health Care Research and Education.
4. Jay, Pee. 1994. Diagnostic and Statistical Manual of Mental Disorders (DSM IV). New Delhi: Oxford Press.
5. Kaplan, Saddock. 1994. Synopsis of Psychiatry 7th Ed. New Delhi: BI Waverly Pvt. Ltd.
6. Kappur. M. Sheppard. Child Mental Health-Proceedings of the Indo-US symposium.
7. Mane P. & Gandevia K. 1994. Mental Health in India Issues and Concerns; Tata Institute of Social Sciences, Mumbai.
8. Shepherd, Michael et al. 1971. Childhood Behavior and Mental Health. London: University Press.
9. World Health Organization. Geneva. 1992. The ICD 10 Classification of Mental and Behavioral disorders,
10. Clinical Description and Diagnostic Guidelines; Oxford University. Press
11. K Park.2002.Preventive and Social Medicine; Banarasidas Bhanot Publishers
12. Michael Gelder. Paul Harrison. Philip Cowen-Shorter Oxford Textbook of Psychiatry: Oxford University Press.
13. Niraj Ahuja 2006.A Short Textbook Of Psychiatry; Jaypee Brothers medical Publishers Ltd, New Delhi.
14. K.Shekar R. Parthsarathy and D.Muralidhar (EDT) 2007, Handbook of Psychiatric Social Work, NIMHANS, Bangalore

* Latest editions of all the suggested books are recommended.

Course Outcomes:

At the end of this course, the student will:

1. Understand the concept of health and ill health.
2. Understand the concept of mental health and problems of mental illness.
3. Develop a holistic and integrated approach to social work practice in the fields of Medical and Psychiatric Social Work.

Course Code	SW-H- 4.4
Course Title	**Research Project Report**
Number of Credits	**04 (L - 01, T- 02, P-01)**
Course Category	**HC**

Course Objectives:

1. To make learners engage meaningfully in the process of problem- formulation; reviewing some literature related to the study; preparing the research proposal; choosing an appropriate research strategy and developing instruments of data collection; collecting the data; processing, analyzing and interpreting the data; and preparing the research report.
2. To guide learners to integrate research activity within the practice learning Centre by practice teaching-learning instructor.
3. To avoid artificial or unnecessary superimposition of research activity on field work as it may cause interference in the flow of field work.
4. To motivate learners to present papers based on; a) A theme or an issue pertaining to research methodology b) Reviewing published/ unpublished research studies. c) Use of research skills in field work.

Course Content:

Each student shall be required to prepare and submit a Project Report on the topic selected by them in consultation with the faculty supervisor before the commencement of semester end examination in IV Semester. The topic of the project may be decided before completion of 3rd semester. This report shall be of 100 marks which include 30 marks for Internal Assessment and 70 for Viva Voce examination (70+30).

Course Outcomes:

At the end of this course, the student will:

1. Engage meaningfully in the process of problem- formulation; reviewing some literature related to the study; preparing the research proposal; choosing an appropriate research strategy and developing instruments of data collection; collecting the data; processing, analyzing and interpreting the data; and preparing the research report.
2. Learn to integrate research activity within the practice learning Centre by practice teaching-learning instructor.
3. Avoid artificial or unnecessary superimposition of research activity on field work as it may cause interference in the flow of field work.
4. Present papers based on; a) A theme or an issue pertaining to research methodology. b) Reviewing published / unpublished research studies. c) Use of research skills in field work.

develop skills in working with people and to apply her theoretical knowledge skillfully, understanding and solving social problems. Two days in a week are assigned for field work.

In the 4th semester the placement is made in an agency in the area of interest of the students, each student is expected to undertake responsibility of conducting, initiating and planning programme as directed by the supervisor and demonstrate her ability to use the concepts, methods, techniques and skills learnt by her. Each student shall prepare a plan of field work in consultation with the field work supervisor. A conscious effort is made by the staff to help the students to see that each class room course is useful to them in conducting field work purposefully. Each student should prepare action plan of the field work in the beginning of the semester and submit to department.

Course Outcomes:
At the end of this, the student will:

1. Develop skills to effectively use the integrated approach to problem-solving and enhance skills of intervention, at the micro and the macro levels of the system, in relation to the needs and problems of the client system.
2. Develop skills to organize people to meet their needs and solve their problems use roles appropriate to work e.g. advocacy for child's right, human rights.
3. Develop an understanding of the pattern of behaviors of people- their strengths and their pathological behavior.
4. Develop the ability to carry out tasks in relation to service delivery and programme management. Routine administration, staff supervision, and training; prepare project proposals, time management, and management by objectives, and enhance skills in documenting.
5. Develop skills of recording to show interest, engagement in practice and enhanced growth as a practitioner.
6. Develop the ability to make innovative contribution to the organization's functioning.
7. Gain confidence to represent the profession in interdisciplinary teams, and integrate theory or classroom training into practice.
8. Develop the capacity to utilize instruction for enhancing and integrating field practice.
9. Utilize field instruction for enhancing and integrating professional growth.
10. Make creative use of field instructions to evaluate mutual input.
11. Utilize practice-based research test effectiveness of specific aspects of intervention.

MSW SEMESTER IV

Course Code	SW-H- 4.5
Course Title	**Block Placement Training**
Number of Credits	04 (L – 00, T- 00, P-04)
Course Category	**HC**

Course Objectives:
1. To give an opportunity to the learner to integrate theory and practice to enhance competencies of social work practice and experience self in that role.
2. To develop enhanced practice skill and integrate learning.
3. To develop greater understanding of reality situations through involvement in day to day work.
4. To develop a habit of appreciation of other's efforts and develop sensitivity to gaps in the programme.
5. To enhance awareness of self in the role of a professional social worker.

Course Content:

Block Placement - enables learners to integrate learning and generate newer learning by Participating in the intervention over a period of one month continuously, in a specific agency. The students need to be placed in reputed organization related to their interest. The block placement gives an opportunity for the students to develop professional Preparedness for job situations. It is a way for career building. Block field work is scheduled at the end of the two-year programme. There should be professionally qualified worker in the setting willing to plan orientation and provide consultation, when needed. Each student shall be required to prepare and submit a Block Placement Report soon after its completion It comprises 100 marks of which 30 marks for Internal Assessment and 70 for Viva Voce examination (70 + 30).

Course Outcomes:
At the end of this course, the student will:
1. Able to integrate theory and practice to enhance competencies of social work practice and experience self in that role.
2. Develop enhanced practice skill and integrate learning.
3. Develop greater understanding of reality situations through involvement in day to day work.
4. Develop habit of appreciation of other's efforts and develop sensitivity to gaps in the programme.
5. Recognize awareness of self in the role of a professional social worker.

Course Code	SW-S- 4.6
Course Title	**Human Resource Management & Labour welfare**
Number of Credits	**04 (L – 03, T- 01, P-00)**
Course Category	**SC**

Course Objectives:

1. To understand Human Resource Management.
2. To develop understanding of labour legislations.
3. To develop the issues of labour welfare and employee wellness.

Course Content:
Unit-I
Human Resource Management:
Meaning and concept of Human Resource Management; Objectives and Principles of Human Resource Management - Importance of Human Resource Management; Functions of Human Resource Management; Skills of effective HR Manager; Human Resource Management in India. Human Resource Development and Employee Wellness.

Unit-II
Human Resource Planning:
Meaning and concept of Human Resource Planning; Need and process of Human Resource Planning; Recruitment, Placement and Induction; Training; Promotions, Demotions and Transfers; Performance Appraisal. Training and Development.

Unit-III
Labour Welfare in India:
Meaning and concept of Labour Welfare; Machinery of Labour Welfare in India; Intramural and Extramural types of Labour Welfare; Statutory and non statutory Labour Welfare measures; Functions of Labour Welfare Officer in industries

Unit-IV
Important features and provisions of Labour Legislations:
Industrial Dispute Act, 1947; Industrial Employment Standing Order Act, 1946; The Factories Act, 1948; The Employees State Insurance Act, 1948; The Employees Provident funds and miscellaneous provisions Act, 1952; The Payment of Gratuity Act, 1972; The Maternity Benefit Act, 1961; and Trade Union Act, 1926.

Unit-V
Industrial Relations
Meaning and concept of Industrial Relations; Objectives of Industrial Relations; Definition and meaning of Trade Unions; Objectives and principles of Trade Unions; Trade Union Movement in India; Meaning and concept of Industrial Disputes; Procedure for settlement of Industrial Disputes.