ST. JOSEPH'S UNIVERSITY

BENGALURU 560 027

MASTER OF SOCIAL WORK
COURSE, STRUCTURE AND CURRICULUM
2024-2026

SCHOOL OF SOCIAL WORK
ST. JOSEPH'S UNIVERSITY

Effective from the Academic Year 2024-2026

ABOUT THE INSTITUTION

St. Joseph's College (Autonomous), Bangalore, is one of the oldest colleges in the state of Karnataka with a history of 140 years. It was awarded the highest rating, A (3.73/4), in the re-accreditation by the National Assessment and Accreditation Council (NAAC) in 2012. It was also recognized as a college of excellence in 2015. It imparts graduate, post-graduate and research education. The college has an admission policy of preferential option for the poor.

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St. Joseph's College (Autonomous) ,Bengaluru, was one of the oldest colleges in the state of Karnataka with a history of 140 years. It was awarded the highest rating, A (3.73/4), in the re-accreditation by the National Assessment and Accreditation Council (NAAC) in 2017. It was also recognized as a college of excellence in 2015. It imparts graduate, post-graduate and research education. The college was elevated to be a University under RUSA scheme in the year 2022. The University has an admission policy of preferential option for the poor.

ABOUT THE SCHOOL OF SOCIAL WORK

VISION

Upholding the universal human dignity and the spirit of equality, liberty, fraternity, justice, and to ensure resilient, empowered and sustainable society with a greater focus on the marginalized.

GOAL

Training youth towards creating a conducive environment for protecting and sustaining the spirit of socialist, secular and democratic values and ethics in society through training in the Social Work profession, action to uphold social justice and human rights for the forth coming generations.

MISSION

- To Prepare Social Work Practitioners skilled in critical self- reflection, in working with Individuals, Families, Groups, and Communities, to promote social change and development, social cohesion, and the empowerment and liberation of all people.
- To share and create collective knowledge and competence through engaging in wholistic enquiry by supporting research and innovative curriculum at the undergraduate and post graduate and Doctoral level.
- To act on Social Justice Issues through social action initiatives by challenging the oppressive societal structure, and to reaffirm the respect for diversity, human rightsand collective responsibility as core elements of Social Work Practice.

OBJECTIVES OF THE COURSE:

1. To facilitate education and training in Professional Social Work to those desirous of making a career in the field of Social Work.

2. To sustain and enhance its excellence as an outstanding School in teaching, training, research, consultancy and extension to produce well evolved graduates with tremendous ability to provide leadership in the society and world at large.

3. To provide opportunities, knowledge, skills, attitudes and values appropriate to work with individuals, groups, communities, organizations and social movements.

4. To promote integration of theory and practice.
5. To provide interdisciplinary collaboration for better understanding of social, economic and political structures.

6. To provide a framework to the learners to work towards realization of universal rights of citizens and equal share of resources.

7. To promote among learners a sense of dedication and commitment for disadvantaged sections of the society.

8. To provide opportunities for students for personal growth and transformation.

TITLE OF THE COURSE
The Course shall be called Master of Social Work leading to **MSW** Degree.

LENGTH OF THE COURSE
The course of study for MSW Degree shall extend over a period of **two** academic years- comprising of four semesters – two semesters in each academic year.

ELIGIBILITY FOR ADMISSION
A candidate who has passed three-year Undergraduate degree (Full time) conducted by any university in India, or any other Examination considered equivalent there by the Bangalore University, is eligible for admission to the course.
A written test will be conducted of which the cut off shall be decided. Preference shall be given for students who have experience of working in an organisation as a volunteer or have good records over extension activities during their Undergraduate program.

ATTENDANCE REQUIREMENT

As per the University rules, a minimum of 75 % of attendance is mandatory.

COURSE PEDAGOGY

The curriculum frame adopted places the instructional content in four sets. Three of these are labeled as "DOMAINS". The word 'DOMAIN' here is to be understood as a sphere of knowledge be it cognitive,

affective, psychomotor/ behavioral or that to support attitudinal change and value clarification, all this singly, in combinations or all-together. Three of these domains are titled as: The Core Domain, the supportive Domain and the Interdisciplinary Domain. While the fourth, is titled as Elective Content.

- The Core Domain of Social Work Profession is that which characterizes the profession for its philosophy, ideology, practice, values, ethics, theory and concepts.
- The Supportive Domain content provides knowledge and skills to backup or assist the core domain.

- The Interdisciplinary Domain has relevant theories, concepts and perspectives from other sciences to help understand and work with social phenomena necessitating change.
- The title Elective Content in this frame provides optional courses. The content of these courses is developed to meet national and local needs, thrust of the educational institution and/or learners' interest. These courses may be offered to make up the required credits/marks or as audit content.

SOCIAL WORK PRACTICUM – GOALS AND OBJECTIVES

The Practicum for Social Work curriculum is designed to provide a variety of opportunities to develop and enhance skills. Opportunities range from those that aid learning, observation and analysis of the realities and experience participation in social intervention. Besides, the tasks are so organized as to help the learner acquire learning skills, enrich those already acquired, and enhance these for complex situations. Gradually, the learner is encouraged to move to being an independent worker. Social Work Practicum includes Fieldwork components in every Semester which includes Block Placement and Summer Placement.

The objectives are met by providing a variety of experiences to learners, to:

(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.

(v)   Develop ability to examine the process of programme management and participate in the effort at various levels.

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

(vii)   Use human rights tools, understanding of gender justice, and need for equity in all intervention.

(viii) Develop an understanding of organizational structures, resource management, and day to day administration for human service programmes-developmental and welfare.

(ix)   Develop the capacity to integrate knowledge and practice-theory by participating in intervention.

(x)   Clarify and imbibe values which sustain positive attitudes and professional ethics.

(xi)   Develop the capacity for self-direction, growth, and change, through self-awareness.

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

The Practicum for M.S.W Course will have the following

Orientation visits provide information regarding:

i. The importance and place of the practicum in the educational programme.

ii. The purpose, functions and ethics in professional practice

Concurrent practice learning - On going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning Social Work practice for two semester. The learners may be placed in agencies or in communities to initiate and participate in direct service delivery.

Rural/Tribal camps provide opportunities to experience rural life, analyze rural dynamics, and observe the functioning of local self-government and voluntary organizations. This experience aids peer participation in planning for activities for the trainee and the members of the rural community. It also helps in developing skills, to carry out, evaluate, and report the experience.

Block Placement enables the learners to integrate learning and generate newer learning by participating in the intervention processed over a period of six weeks continuously, in a specific agency. Usually, block fieldwork is provided at the end of the two-yea rprogramme.

PROGRAMME OUTCOMES (PO) AND PROGRAMME SPECIFIC OUTCOMES (PSO)

- PO 1:Our Graduates will Demonstrate professionalism in their behavior Post graduate students will be:
  - PSO 1.1 Able to uphold social work values and ethics.
  - PSO 1.2 Able to perform appropriate leadership roles in diverse situations of social work practice PSO
  - PSO 1.3 Able to demonstrate management skills in their professional practice
  - PSO 1.4 Able to perform effectively in team environments

- PO 2: Our Graduates will communicate effectively in their professional engagements Our Graduates will be:
  - PSO 2.1 Able to communicate effectively in 'working with individuals.'
  - PSO 2.2 Able to communicate effectively in 'working with group
  - PSO 2.3 Able to communicate effectively in 'working with community
  - PSO 2.4 Able to communicate effectively in corporate/organizational context

- PO 3: Our Graduates will demonstrate effective problem-solving skills in the context of micro, mezzo, and macro practices the graduates will:
  - PSO 3.1 Apply social work process with different client systems
  - PSO 3.2 Demonstrate the ability in reflective practices in their practice milieu
  - PSO 3.3Perform social work research

- PO 4: Our Graduates will demonstrate proactive civic engagement Our Graduates will:
  - PSO 4.1Demonstrate volunteerism to reach out to people in vulnerable and marginalized situations.
  - PSO 4.2Able to engage in policy practices for advancing human rights and socio-economic, political and environmental justice.

PATTERN OF QUESTIONS

Continuous Assessment Examination (CAE) and Semester Examination (SE). A question paper shall be a mix of short answers, descriptive type and essay type questions. The duration of CAE will be an hour and SE will be for 2.30 hours.

CAE for MSW could be organized by the respective faculty via quiz, assignments, presentations, group discussions as well as written examination for 30 marks

Semester Examination (SE) - MSW

Section A	Type	Marks	No. of questions	Total Marks
A	Short Answers	2	5/7	10
B	Short Essay	5	4/5	20
C	Long Essay	10	2/3	20
Total				50

CIA – Marks – MSW (50)

Activity -1&2- 10+ 10= 20
Written test – 25+ 25= 50
Total= 70 reduce it to 50

SYLLABUS FOR THEORY PAPERS

I SEMESTER

CODE	TITLE OF THE PAPER	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL
SW 7124	Social Work Profession	3	50	50	100
SW7224	Social sciences for social workers	3	50	50	100
SW7324	Working with individual and Families	3	50	50	100
SW7424	Working with groups	3	50	50	100
SW7524	Community organisation and Social Action	3	50	50	100
SWFW7124	Concurrent Fieldwork	4	50	50	100

II SEMESTER

CODE	TITLE OF THE PAPER	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL
SW 8124	Social welfare administration	3	50	50	100
SW8224	Social Work research and statistics	4	50	50	100
SW8324	Social Justice, Human rights and Empowerment	3	50	50	100
SW8424	Labour welfare in Unorganized sector	3	50	50	100
SW8524	Organizational Behaviour	3	50	50	100
SWFW8224	Concurrent field work	4	50	50	100
SWRC8324	Rural camp	2	30	20	50
SWSP8424	Summer Placement	2	30	20	50

III SEMESTER

Specialisation	Code	TITLE OF THE PAPER	CREDIT	INTERNAL MARKS	EXTERNAL MARKS	TOTAL
Common Paper	SW 9124	Counselling in Social work	3	50	50	100

Common paper	SW9224	Juvenile Justice and Correctional setting	3	50	50	100
CD	SWDS9324	Rural and Tribal community development	4	50	50	100
CD	SWDS9424	NGO management	4	50	50	100
M&P	SWDS9524	Mental health and psychiatric disorders	4	50	50	100
M&P	SWDS9624	Health Situation in India	4	50	50	100
HRM	SWDS9724	Human Resource Management	4	50	50	100
HRM	SWDSS9824	Labour Laws I	4	50	50	100
	SWFW9524	Concurrent field work	4	50	50	100
	SWST9624	Study tour	2	20	30	50

SEMESTER -IV

Specilization	Code	TITLE OF THE PAPER	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL
Common Paper	SW 0124	Corporate Social Responsibility	3	50	50	100
CD	SWDS0224	Urban Community development	3	50	50	100
CD	SWDS0324	Project Planning and Resource Mobilization	3	50	50	100
CD	SWDS0424	Sustainability in Development	3	50	50	100
M&P	SWD0S0524	Medical Social work	3	50	50	100
M&P	SWDS0624	Psychiatric Social work	3	50	50	100
M&P	SWDS0724	Therapeutic interventions in Social Work practice	3	50	50	100
HRM	SWDS0824	HRD and Employee Wellness	3	50	50	100
HRM	SWDS0924	Labour Laws II	3	50	50	100
HRM	SWDS0024	Principles and Practice of Management	3	50	50	100
	SEFW0724	Concurrent Field Work	4	50	50	100
	SWRP0824	Research Project	4	50	50	100
	SWBP0924	Block placement	4	50	50	100

SW 7124 SOCIAL WORK PROFESSION

CREDITS:3   **45 HOURS**

Attempt to create a qualitative democratic space for the younger generation to study the Social Work profession as helping individuals, groups and communities keeping in view the human rights, social justice and constitutional perspective.

Objectives

1. To familiarize the students with the history of helping processes, its philosophy, and emergence of concept of Social Work as a Profession. Emerging trends challenges and prospects.
2. To encourage the students to understand the need, importance and relevance of Professional Social Work, its ideologies, scope in the contemporary situation, also familiarize with Social Work Education, Training, Practice and Associations in India and abroad.
3. To expose the students to acquaint with various theories, ideologies, principles, approaches, methods, models and fields of professional Social Work and its application

UNITI   **9 HOURS**

Introduction to Social Work profession: History of Social Work in UK, USA and India - Social reform movements during pre & post-independence period. Social Work: Concepts, scope. Definition: Social Work, social services, social reform, social action and social welfare.

UNITII   **9 HOURS**

Sources of Social Work philosophy: Religious Sources- Christianity, Hinduism, Islam, Buddhism, Jainism Humanism; Reform movement ideologies - Ambedkarism, Gandhism, Feminism. Principles, values & ethics of Social Work practice.

UNITIII   **9 HOURS**

Methods and Fields of Social Work: Methods and fields in NGO, government sector, Correctional, health, social development, Livelihood sector, corporate sector, voluntary sector, etc. The role of CSOs in addressing social issues.

UNITIV   **9 HOURS**

Voluntary Social Work: Role of government and voluntary organization and NGOs in promoting social welfare, social action groups, Paraprofessional agencies, challenges to SW profession and the changing role & responsibilities of Social Workers. 12 hours

UNITV   **9 HOURS**

Professional organizations: Association of schools of Social Work in India and Associations of Trained Social Workers in India, status and problems of professional Social Workers, Regional, National, International organizations – Asia Pacific Association of Social Workers. 12hours

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1) Banerjee, G. R. (1973). Papers on social work: An Indian perspective (No. 24). [Bombay]: Tata Institute of SocialSciences.

2) Chowdhary, P. (1983). Introduction to Social Work, Delhi: Atmarama &Sons.

3) Chowdhry, D. P. (1964). Introduction to Social Work: History, Concept, Methods, and Fields. AtmaRam.

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SW7224 SOCIAL SCIENCES AND SOCIAL WORK

CREDITS: 3   **45HOURS**

Objectives:

1. To familiarize the students with the parent and allied disciplines from which Social Work has derived its theories and practices.
2. To encourage the students to understand and apply knowledge over Social Sciences in the contemporary situation.
3. To expose the students to acquaint with various theories, ideologies that can help in applying them at the field and gaining exposure and effective intervention.

UNIT I   11 Hours

SOCIOLOGY FOR SOCIAL WORKERS: Meaning, definition, nature, scope and importance of Sociology; Society (Meaning, Features, Types). Social Stratification (Meaning and Nature; Caste, Class, Gender, Power and Authority); Social Institutions: Family, Marriage, Religion, Education. Social Process (Concept, Nature, Types and Importance); Social Change (Overview, Characteristics and Factors). Social Control (Meaning, Nature, Social Deviance and Social Control, formal and informal means of social control) ; Socialization (Basic Aspects, Factors, and Importance); Social Anthropology. Contemporary Social Problems.

UNIT II   11 Hours

ECONOMICS FOR SOCIAL WORKERS: Meaning, definition, nature, scope and importance of Economics; Micro and Macro Economics; Basic Problems of Indian Economy; Economic systems: socialist, capitalist, Mixed; Features of developed and underdeveloped economy; Economic Growth, GDP, National Income; Human Development Index. Public Finance, Rural Banks, Women entrepreneurship. Problems of Indian Economy; Indian Agriculture; Farmer Suicides; Rapid Industrialization; Public Distribution System (PDS) and Food Safety; Inflation

UNIT III   11 Hours

POLITICAL SCIENCE FOR SOCIAL WORKERS: Meaning, definition, nature, scope and Importance of Political Science; Concept of State and Govt., Welfare State. Challenges of Indian Democracy, election commission, electoral reforms, Analysis of Indian Political Parties.

PSYCHOLOGY FOR SOCIAL WORKERS: Meaning, definition, nature, scope and importance of Psychology; Branches of Psychology, Schools of Psychology. Concept of growth and development . Factors influencing physical and emotional development, hazards in development. Early stages of development: pre-natal, post-natal, infancy, babyhood, early childhood, late childhood Late stages of development: adolescence, adulthood, middle age, old age. Concept of normality and abnormality. Coping and Defense mechanisms. Mental illness and Disorders: Dementia, Schizophrenia, Bipolar Affective Disorder, Anxiety disorders, Substance abuse, Personality disorders, and Sexual deviations.

References

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Sociological Bulletin (Journal of the Indian Sociological Society), Social change, Issues and Perspectives (Journal of the Council for Social Development)

Economic and Political Weekly, EPW Research Foundations, Mumbai.

DIGITAL REFERENCES:
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https://www.youtube.com/watch?v=4tyydBtlcfw
https://www.advocatesforyouth.org/issue/growth-and-development/
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SW7324 WORKING WITH INDIVIDUALS AND FAMILIES

CREDITS: 3   **15 HOURS**

Objectives:

1. To understand the case work method and its application in practice.
2. To equip learners with theoretical knowledge for work with persons and families.
3. To develop competencies in learners to use the method in practice while working with persons (clients) and families.
4. To equip learners with values, skills and principles necessary for working with persons and families.

UNIT-1   **9 Hours**

History and Development of Casework in the World; Social Casework as a Method of Social Work: Concept; definitions; Objectives; **Scope of Social Case Work**; **Components of casework**: Person; Problem; Place; Process; **Principles & application of Social Casework:** Begin where the client is; Individualization; Purposeful expression of feelings; Controlled emotional involvement; Acceptance; Non-judgemental attitude; Client self determination; Confidentiality.

UNIT– 2   **9 Hours**
Tools & Skills for Working with Individuals and Families: Home visit; Interviewing skills; Recording; Use of Casework Records as tool of intervention; Caseworker – client relationship; Knowledge of resources (networking); Communication ; Basic Counselling Skills; Case presentation as tool of professional development.

UNIT:3   **9 Hours**

The Process of Case Work intervention: Intake**,** Study; Psycho-social Diagnosis /Assessment, Treatment/ Intervention, Evaluation, Termination & Follow up; Case presentation based on field work practice.

UNIT:4   **9 Hours**

Models of Casework Practice: Social Diagnostic (Richmond); Supportive and Modificatory (Hamilton); Problem Solving (Perlman); Crisis Intervention; Rapport; Classified Treatment Method (Florence Hollies); Competence based approach (ElleenGrabrill); Behavioral modification, Transactional Analysis, Gestalt Approach, Person (Client) - Centred Approach, Life Model, Solution Focused Model

UNIT:5   **9 Hours**

Social Casework in Practice: Working with Persons & Families in primary and secondary settings & fields of Social Case Work practice; Fieldwork instruction on Casework & Social Work with Families; Social casework & Counselling – similarities and differences; Limitations of the method; Role of a Caseworker as Enabler, Facilitator, Resource Mobilizer, Change agent, Social advocate.

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SW7424 WORKING WITH GROUPS

CREDITS: 3   **45 HOURS**

Objectives

1. To understand Social Work intervention with groups as a method of Social Work.

2. To gain knowledge of the scope of this method in various settings.

3. To develop skills to apply the method for therapeutic group work

UNITI   **9 HOURS**

Understanding Group Work and Defining Group Work: Definition and meaning of group work; history and evolution of group work in India and abroad; Objectives of group work; Types of groups; Principles of group work; Use of groups in social work; and Impact of groups on participants

UNITII   **9 HOURS**

Group work process: Pre-group planning; size and composition of the group, nature of group membership, and duration of meetings; The beginning stage: Gaining familiarity with the group; establishing objectives; laying out responsibilities of members; The middle stage: Monitoring and evaluation; Termination stage: termination and follow up. Stages in group development: forming, storming, norming, performing and adjourning.

UNITIII   **9 HOURS**

Theories, models, and processes in group work: Theories: Systems theory; conflict theory; Field theory; Exchange theory; psychoanalytic theory; Models: Reciprocal model, Remedial model, Social goals model; Group Dynamics/Processes: communication, cohesiveness, and group conflict.

UNITIV   **9 HOURS**

Skills and Techniques in group Work: Skills: listening, observation, analytical thinking, empathy, self-control, and leadership; Techniques in group work; group counselling, group discussion, group decision making, role play, programme media, and individual sessions;

UNITV   **9 HOURS**
Group Work with different groups and different settings: Group work with children, youth, women, the elderly, the physically differently abled, the intellectually differently abled; people with substance abuse; survivors of physical, sexual, and psychological abuse, survivors of disasters; Group work in community settings vs group work in institutional settings.

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SW 7524: COMMUNITY ORGANISATION & SOCIAL ACTION

CREDITS: 3   **45 HOURS**

Objectives

1. To acquaint with Community, community organization and dynamics.
2. To understand and assess the needs of the community and to link them with there sources.
3. To apply the ways and methods to organize the communities.
4. To develop understanding of social action initiatives, movements, ideological &developmental perspectives both present and past
5. To develop functional skills in creating social action methods, models, network and joint action

UNITI   **9 HOURS**

Community Organisation - Historical development of community organization in UK, USA and India, definition, objective and a brief; Community – meaning, types, structure and dynamics, with special reference to India; difference between community organization and community development.

UNITII   **9 HOURS**

Community organization as a method of Social Work – The concept of community, types of communities, dynamics. Community organization principles, approaches, phases of community organization – study, analysis, assessment, discussion, organization, action, evaluation, modification and continuation, etc.

UNITIII   **9 HOURS**

Community organization models: Empowerment models - Rockmans Model, Paulo Faire, HR model, NGO model. LSG models – Area development model, Panchayat Raj Model, National & international model. Participatory Rural Appraisal tools & techniques in community organization, community participation as tool for empowerment, etc.

UNITIV   **9 HOURS**

Social Action – meaning, objectives, principles, dynamics – networking & coalition building strategies and steps involved in negotiations with authorities. Social action by civil society groups: Contemporary issues being addressed by social action groups in India by Civil society organizations, CBOs, NGOs & federations.

Contemporary social action movements: Issues addressed, strategies adopted by mass movements at different levels such as Kisan movement, dalit movements, Backward classes, movements against communalism, Anti-imperialist movements, Anti-Naxal movements, hindutva movements, their contributions & impact on the society.

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SW-8124: SOCIAL WELFARE ADMINISTRATION

CREDITS: 3   **45 HOURS**

Objectives:

1) To acquire knowledge of the basic concepts and process of administration in Social Work practice.
2) To understand the principles, procedures and policies involved in establishing and maintaining social welfare organizations and in implementing social welfare policies, programs and projects.
3) To develop skills to participate positively in administrative process.

UNIT I   **9 HOURS**

SOCIAL WORK ADMINISTRATION: Concept of Administration & Management; Concept of Principles, tools of Management; Social Welfare Administration: Concept, Definition, History, Objectives, Principles, Scope, Tasks and functions, POSDCORB, Integrated View; Social Welfare Administration and Public Administration, Problems of Corruption & Bureaucracy of Social Welfare Administration in India.

UNIT II   **9 HOURS**

MANAGEMENT OF SOCIAL WELFARE ORGANIZATIONS (Govt. and Voluntary): Organization: meaning, features, legal status, rules, procedures, personnel policies; Management, Training & Development of Human Resources, Staff Development, Executive Boards, Committees, Staff Relationship, Organizational Skills: Communication, Leadership, Teamwork, Public Relations, Supervision, Recording, Reporting, Concept of Good Governance, Social Justice; E-governance; Accountability, Transparency, Social Audit.

UNIT III   **9 HOURS**

ADMINISTRATIVE STRUCTURE: Salient Features of Schools & Agencies, Functions of Govt. Schools in public welfare; Office of the Director General for Weaker Sections; Department of Women and Child Welfare, Department of Social Welfare: Central Social Welfare Board; State Social Welfare Board, Union Ministry of Social Justice & Empowerment; National Commissions, NRLM, Social Welfare Programmes, Schemes of Government in Karnataka; Role of PRIs & SHGs in Welfare Administration; NGO MANAGEMENT: Establishment and Registration of NGOs: Societies Registration Act, Co-operatives Registration Act-1860, Company's Registration Act, 1956; Trust Act 1882; FCRA (Foreign Contribution Regulation Act).

UNIT IV   **9 HOURS**
PROJECT MANAGEMENT: Concept of Project: Features, Types of Projects, Participatory and non participatory projects; Project Management: Project Cycle (phases), Project Feasibility Studies, Project Planning, Project Identification &Formulation, Project Matrix: Logical

Framework, Project Monitoring, Project Control, Project Network Analysis (PERT, CPM), and Project Evaluation, Project Reporting; Project Financial Management: Sources of Finance, Resource Mobilization, Budgeting, Zero base Budgeting, Break Even Analysis, Cost Benefit Analysis, Fundraising, Funding Agencies (National & International).

UNIT V   **9 HOURS**

SOCIAL WELFARE & SOCIAL LEGISLATION: Concept of Social Welfare, Social Service, Social Security, Social Insurance, Social Assistance, Public Assistance; Concept of Social Policy: Objectives, Scope, evolution, Trends and Prospects; Distinction between Social and Economic policy, Social Planning-content & Stages, Review of major national policies and programmes: National Policy on Education-2017, National Policy on Adult Education, National Health Policy, National Policy on Children, National Policy on Women, National Policy on Youth, Policies for the Welfare of Weaker Sections (SCs & STs), Welfare of the Elderly and Welfare of the Differently abled.

References:

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SW8224: SOCIAL WORK RESEARCH AND STATISTICS

CREDITS: 4   **60 HOURS**

Objectives:

1) To stress the significance of Social Work Research in addressing Social Problems
2) To impart the knowledge over research and make students undertake independent research projects
3) To enable students in the usage of statistics, its inter-linkage between research and document evidence-based research practices

UNITI   **12 HOURS**

SOCIAL WORK RESEARCH – INTRODUCTION
Research - Definition, Concepts, Purpose and Scope. Characteristics of Social Work Research – Scientific – Concept, Variable, Facts and Theory in research. Difference between Social Research and Social Work Research. Multi-Disciplinary Approach to Social Work Research. Selection of Research Topic – Criterion – Analysis over Social Problem – Need for Research – Formulation of Research problem - Scope of Research – Limitations in Research. Ethics in Social Work Research.

UNITII   **12 HOURS**

LITERATURE REVIEW ANDANALYSIS
Types of Research, Mixed Methodologies in Social Work Research. Steps in the process of Social Work Research. Secondary Data Analysis: Different sources of data, Research Gap, Paraphrasing and Comprehension of literature.

UNITIII   **12 HOURS**

RESEARCH METHODOLOGY
Research Design: Concept, Importance, Types. Sampling Techniques: Definition, Concept, Probability and Non-Probability techniques. Tools of Data Collection: Concept, use and application of Scaling Techniques, Reliability and Validity, Measures of Data: Nominal, Ordinal, Ratio and Interval.

UNITIV   **12 HOURS**

DATA PROCESSING, ANALYSIS AND REPORTING
Analysis of Case studies, Focus Group Discussions. Analysis and interpretation of survey data (quantitative research) - Data Processing (Editing, Coding, classification, Data Entry and Tabulation). Triangulation in Social Work Research. Presentation of Data: Organizing the data, Graphs, charts and Tables-Univariate, Bivariate, Multivariate. Research Reporting – Ethics and legal requisites. Preparation of Abstract, Proposal and Recommendations for research.

STATISTICS UTILITY

Meaning, definition and Functions of Statistics in Social Work Research. Scope and Limitations of Statistics. Measures of Central Tendency: Definition, Merits and Demerits – Manual Calculation of Mean, Median and Mode (Simple, Discrete and Continuous Series). Measures of Dispersion: Range, Quartile Deviation, Standard Deviation. Hypothesis – Concepts, Types, Error Levels, Significance levels, Usage of Hypothesis in Social Work Research. Chi Square, Correlation, 't' Test, ANOVA, Regression, Time Series.

References

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SW 8324 SOCIAL JUSTICE, HUMAN RIGHTS AND EMPOWERMENT

CREDITS: 3   **45 HOURS**

Objectives:

1) To expose students on contemporary situation of human rights & social justice in India
2) To familiarize the students on safeguards under constitution of India & international declarations and implementation systems &structures
3) To study the social justice & human rights mechanisms for monitoring the implementation of various safeguards under Constitution of India & international declarations.

UNIT I   **9 HOURS**

Concept of Justice enshrined in constitution: Natural Justice, Distributory Justice, Corrective Justice, Social Justice. Obligation of State in complying with International Human Rights declarations; Judicial Interventions, Judicial Activism, Landmark judgments on Human Rights issues and Public Interest Litigation.

UNIT II   **9 HOURS**

Human Rights concepts: Meaning, definition and concept of human rights in the context of constitution (fundamental rights & directive principles) and international framework. Nature of Human rights, the UN Declarations of Human Rights, International covenants on Civil & Political rights also Social, Economic &Cultrual rights, and Fundamental duties of citizens under the Constitution of India,

UNIT III   **9 HOURS**

Nature & extent of social discriminations & human rights violations in India: Social discriminations such as caste, class, gender, ethnicity, language, place of birth (under article 15, 17, 19, 21, 24, 24, 25, 29 & 30) etc with special reference to dalits, tribals& minorities and the obligatory responsibilities of government in prevention of practice of untouchability, protection of civil rights against atrocities, etc.

UNIT IV   **9 HOURS**

Violation of rights of Women, children & differently-abled persons – Laws and mechanisms to safeguards: Child Rights, Child Labour Regulation, Care and Protection of Children in conflict with law, Protection of Children from Sexual Offenses, Free and Compulsory Education, Sexual Harassment of Women at Workplace, domestic violence, persons with disabilities,etc.

UNIT V 9HOURS

Constitutional monitoring mechanisms: Commissions as instrument ensure of social change; Social welfare and Social justice; Role of Human Rights Institution (National and State Human Rights Commissions, Child Rights Commissions, Women's Commissions, SC/ST Commissions, SafaiKaramcharis Commissions) in India to Protect Human Rights; Role of CSOs, & Human Rights Organizations & Social Work practitioners in Promoting human rights and SocialJustice.

References:

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SW 8424: LABOUR WELFARE IN UNORGANIZED SECTOR

CREDITS: 3   **45 HOURS**

Objectives:

1) To develop comprehensive understanding of Social Work students on the lives & livelihoods of workers engaged in un-organized sector, emerging trends and challenges being faced
2) To familiarize the students on the political & corporate systems & structures and its influence on un-organized sector workers welfare and workers and strategies to tackle the deviations through un-organized workers unions
3) To prepare students to study constitutionally established labor welfare governing systems and structures, Labour policies, Laws and labour welfare schemes and programs also procedures & formalities to access as a matter of right.
4) To expose the students to workers rights, entitlements, vigilance mechanisms, International labour standards, ILO conventions and methods of using them

UNIT I   **9 HOURS**

Contemporary developments: Liberalization, privatization and globalization, The emerging concepts, trends, opportunities – outsourcing; overview of the challenges posed by globalization, liberalization & privatization policies on workers engaged in un-organized sector; International trade and market competition; role of WTO, GAAT and UNCTAD, ILO, Free Trade Agreements and bi-lateral agreements.

UNIT II   **9 HOURS**

Labour welfare: Labour School classification of un-organized workers, characteristics of workers, living & working conditions. Emerging trends, need and importance of collectivize the unorganized workers to address their issues.

UNIT III   **9 HOURS**

Labour welfare system: principles, Comparison of social security for workers in organized and unorganized sectors; statutory and non-statutory welfare measures; Employees' State Insurance Corporation (ESIC), Provident Fund, Gratuity, Health Services, Labour Welfare Boards; right to join Trade Union; disparity in wages; wage payment practices; living wage, fair wage, equal wage and minimum wage; labour welfare laws;

UNIT IV   **9 HOURS**

Constitutional provisions relating to worker rights: Unorganized Workers *Social Security Act, 2008*; labour welfare laws; national policies for promotion of welfare and protection of un-organized workers; Labour courts; organizational systems & administrative structures of Ministry of Labour & Employment, Government of India; state level organizational systems & administrative structures; Labour dispute redressal mechanisms.

UNIT V   **9 HOURS**

Trade Union movements in India: Historical perspective, need & importance of unionization/organizing workers engaged in un-organized sector in India. Role of Civil Society Organizations in protecting the rights of workers safety & social security, ILO Labour standards & social protection, ILO core conventions mainly Equal remuneration - 1951, Freedom of association 1948, Collective bargaining 1951, Forced Labour 1957, Minimum Age 1973, Worst forms of Child labour 1999 and Discrimination (Employment & Occupation) 1958 Conventions & Inc Covenants on Social Economic & Cultural rights; laws re contract labour.

References

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SW8524 ORGANISATIONAL BEHAVIOUR

CREDIT3   **45 HOURS**

Objectives

1) To gain knowledge about organizational behavior
2) To understand the functions and activities of organizational behavior
3) To acquire skills of working with organized sectors

UNIT1   9 HOURS

Organizational Behaviour–Meaning, importance, challenges, opportunities, models and contributory behavioural science disciplines. Contributions of Hawthorne studies

UNIT2   9 HOURS

Foundations of Individual behaviour –Physical and intellectual ability, emotional intelligence – Attitudes-job satisfaction, job involvement and organizational commitment –Personality, Perception and decision making. Motivation –Definition and theories-Transactional analysis – Johari window

UNIT3   9 HOURS

Foundation of group behaviour –Group structure, group decision making, teamwork – Communication -Concept, process, types and effectiveness. Leadership-concept, styles, finding and creating effective leaders –Conflict in organizations-nature, level, sources, effects and resolution strategies

UNIT4   9 HOURS

Functions of organization structure–Organization structure-concept, work specialization, Formalization, Span of control, Centralization and decentralization. Organizational culture-Definition, types, creating an ethical Organizational culture –Organizational values, Organizational Climate. Organizational Change and Development.

UNIT5   9 HOURS

Organizational Dynamics–Work stress –Definition, potential forces, consequences and managing stress –Quality of work life –Work Life Balance –Employee Engagement

References

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SW 9124-COUNSELING IN SOCIAL WORK

CREDITS: 3   **45 HOURS**

Objectives

1) To acquire knowledge of the theoretical approaches to counselling.
2) To understand the process and skills in Counselling.
3) To gain knowledge of practice of Counselling in different settings

UNIT I   **12 HOURS**

Counselling: Meaning & Definition, Need, Scope, Characteristics, Goals, of Counselling. Counselling as a tool for help. Evolution.

Types of Counselling: Individual and Group Counselling. Concepts-similarities & differences: Guidance, Counselling, Social Case Work, Psychotherapy.

Important Psychological tests and tools and its applications in Counselling

UNIT II   **12 HOURS**

Foundations of Counselling- Philosophical Foundations – dignity of the human beings. Sociological foundations – influence of social system. Psychological foundations – concept of self, goal directed Behavior, learning principles, developmental needs at different stages.

Theories/Approaches in Counselling: Psychoanalysis, Client-Centered, Gestalt, Rational Emotive, Behavior, Cognitive Behavior, Reality and Transactional Analysis, Eclectic approach.

UNIT III   **12 HOURS**

Counselling Relationship: Importance, Respect & Regard. Authenticity & Empathy. Problems in establishing Counselling Relationships.

Counsellor as a Professional: Personal and Professional Characteristics of a counsellor. Values and Ethics in Counselling.

Client as a Person: voluntary and non-voluntary client, expectations, client behavior. Self-explanation, Non-Defensive Listening and Dynamic Self-Understanding.

UNIT IV   **12 HOURS**

Stages of Counselling: Attending (Physical and Psychological), Relationship building, Self-exploration, Goal Setting, Intervention, Facilitating Action, Termination and Evaluation Phase.

Counselling Skills: Listening – types, barriers, responding (EISPU), Communication – types, barriers, Concreteness, Focusing, Questioning (open and closed), Paraphrasing, Reflection of feelings and content, Summarization, Clarification, Reinforcement, Extinguishing, Leading, Informing, Probing, Interpretation, Analysis.

Advanced Counselling Skills: Advanced accurate empathy, Caring Confrontation, Immediacy, Self-Disclosure.

UNIT V   **12 HOURS**

Counselling in different settings: School Counselling, Family counselling- premarital, marital counselling; Geriatric Counselling, Industrial counselling; De-addiction Counselling, Career Counselling; Crisis Counselling; Genetic Counselling; Counselling related to chronic illness. Post-traumatic Stress Counselling, Grief Counselling, HIV/ AIDS Counselling, and Counselling during pandemic.

Group Counselling: Meaning, Types of Groups. Group Counselling Skills & Process of Group Counselling.

Stress management, Anger management, Need for research in counselling practice, Recording in counselling.

Counselling skills practice in different settings.

References:

1) Fuster, J. M., (2002). Personal Counselling. Mumbai : Better Yourself Books
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SW9224 JUVENILE JUSTICE & CORRECTIONAL SETTING

CREDITS: 3   **15 HOURS**

Objectives:

1. To introduce and familiarize students on concepts, types & theories related to crime & criminology
2. To expose the students to the existing regulatory systems & structures for prevention & rehabilitation of criminals & prisoners and need for Social Work interventions
3. To familiarize the students on institutions engaged in prevention of crime and rehabilitation of criminals & prisoners. Also find the areas of Social Work interventions required
4. To develop understanding of National and UN policies in respect of human rights

UNIT I   **9 HOURS**

Introduction: History of prisons in India, Concept of crime, criminal & criminology, Nature & extent of crimes in India using NCRB statistics and reports. Theories of crimes: Types of crime; Classical and Neoclassical, Biological School, Sociological and psycho-social Theories.

UNIT II   **9 HOURS**

Laws related to Criminal Justice: Criminal Procedure Code (CrPC), Indian Penal Code (IPC), National policy on Prison reforms & correctional administration, Model Prison manual, Prisons Act 1963, Preventive and rehabilitative schemes for prisoners required to be designed.

UNIT III   **9 HOURS**

Prison institutions & management: Prisons Act types of prisons & condition in prisons in India, welfare of prisoners, their rights & entitlements

UNIT IV   **9 HOURS**

Juvenile & young offenders' management Systems & Structures: Juvenile offenders & institutions established under the JJ Act, care & management, Probation of Offenders Act 1958. Children institutions and management

UNIT V   **9 HOURS**

UN standard Minimum Rules for the Treatment of Prisoners 1955, Inc Civil & political rights, Human Rights Commission, Legal Services Authority, Police Complaint Authority & UN declaration on Child rights PIL

References and Readings

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SWDS 9324 Rural and Tribal community development

CREDITS: 4   **60 HOURS**

Objectives

1) To understand the meaning and problems of rural and tribal community development.
2) To understand the history, philosophy, principles, objectives and skills of rural community development.
3) To understand Tribal Culture and empower them.
4) To assess their needs and promote their development.
5) To appreciate the role of various stakeholders of rural and tribal development

UNIT I   **12 HOURS**

Rural Community Development History and Introduction: Rural Community Development: Definition, Concept, Philosophy & Objective, Scope, Principles & Approaches and Characteristics of Rural Communities in India, Historical Perspectives of Rural Community Development in India: Origin & Background, Early Experiments: Sri Niketan, Marthandam, Gurgaon, Wardha project.

UNIT II   **12 HOURS**

Rural Power Structures- Local and National: Rural Governance: Structure, Organization, Functions of Elected and Appointed Functionaries. Panchayat Systems: History: Learnings from Balwanth Rai Mehtha Committee & Ashok Mehtha Committee Recommendations, Panchayat Raj: Concept of Democratic Decentralization & 73rd Constitution Amendment. Importance of IRDP, CAPART, PURA, SGSY, NREGA, PMRY, NRLM, NRHM in Rural Community Development.

UNIT III   **12 HOURS**

Analysis of Rural Community Problems: Socioeconomic, Socio-Cultural and Socio-Political Background, Rural Community Its Influence on Poverty, Farmers Suicides, Land Alienation, Land Acquisition, Migration, Unemployment, Ill Health, Illiteracy, Social Exclusion, Access to amenities. Role of different stake holders in alleviating rural communities. Emerging Trends Its Threats and Opportunities / Advantages in The Context of SEZs, Corporate / Contract Forming, Land Mining, Land Acquisition Relocation, Rehabilitation, Flood & Other Disaster and Management in RCD.

UNIT IV   **12 HOURS**

Tribal Community Development- Introduction and History: Definition, Concept, Objectives, Principles & Approaches to Tribal Communities in India**,** Tribal Communities in India: Demographic Profile and Status, Governing Structures of Tribal Communities: Indigenous Governing Systems & Leadership Vs Constitutional System Of Governance. Tribal Community Problems: Land Alienation, Land Acquisition in The Name of Development, Mining in Forest, Migration, Mechanization, Land Redistribution, Development and Displacement: Resettlement, Rescue, Relief, Reconstruction, Rehabilitation of Displaced Communities; Tribal Movements During British Rule, BODO Movement, Maoist Movement, Anti-POSCO Movement and Impact on The Lives of Tribes and Developing Trends

Tribal Status and Problems: Status of Implementation of PESA Act and Article 244 Provision of Constituting Tribal Councils, Status of Implementation And The Inherent Contradictions, Vulnerable Sections Among Tribes: Primitive Tribes, Nomadic, Semi Nomadic And De-Notified Tribes In India. Forest Rights Act, Status - Implementation & Progress, Ministry of Tribal Affairs: National Policies – Criterion for Government Classification of Tribes, National Commission for Tribes. Reservation for Rural and Tribal People, Role of SC, ST and OBC Commissions in Ensuring Implementation, Role of Banks, Human Rights Groups, NGO, Community Developers in Alleviating Rural and Tribal Communities, Usage of The Methods of Social Work in Alleviating Rural and Tribal Communities.

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SWDS 9424 NGO MANAGEMENT

CREDITS: 4   **60 HOURS**

Objectives:

1. Develop deeper understanding of the concept, perspectives, approaches and strategies for the effective management of NGOs.
2. To understand the legal and other implications for the establishment and administrative functioning of the NGOs.
3. To understand the role and contribution of NGOs towards the welfare and development of marginalized groups of society.

UNIT I   **12 HOURS**

Ngo's: Meaning, Definition, Terminologies of Voluntary Agencies, Nature, Features of NGOs; Genesis, growth and functioning of NGOs; Classification & Types of NGOs, Levels of operation,/ Contributions of the Voluntary agencies & NGOs around the World & in India in education, health and sustainable development; Establishment, Formation and Registration of NGOs as Trust, Society, Company; Societies Registration Act;/ Co-operatives Registration Act-1860, Company's Registration Act, 1956; Trust Act 1882; FCRA (Foreign Contribution Regulation Act)

UNIT II   **12 HOURS**

Administration & Management Of NGOs: Human Resources Management: Skills required of an NGO, Leadership, Communication, Teamwork, Training of NGO personnel & Performance Appraisal of NGOs, Social Audit; Funding Agencies (Govt. & Private); CSR funding of Companies, NGO's and Income Tax; Accountability & Transparency; Role of Govt. towards NGOs; Methods, Strategies & Skills of NGOs: Formal and non formal education; Programme Planning, Social awareness campaigns, training & skill building, advocacy & legal aid, Prevention, Rehabilitation, & Counseling; Networking with PRI institutions & civic society; Public Private Partnership (PPP).

UNIT III   **12 HOURS**

Role of NGOs in the promotion of People's power; children & women parliaments; local self-governance, NGOs & Human rights, Social & Environmental Movements; Role of NGOs in Rural, tribal, Urban community & sustainable development; Role of NGOs in dealing with Social Problems of Poverty & Unemployment; Role of NGOs in promoting - organic farming, animal husbandry, small scale industries through PRIs; Promotion of SHGs& women entrepreneurship; Role of NGOs in the implementation of UN, & Govt. policies, programs and projects.

UNIT IV   **12 HOURS**

Role of NGOs towards different Focus Groups: NGO's role in the Welfare & Empowerment of: children, youth, elderly, women, dalits, tribals, broken families, differently-abled, terminally ill & drug-dependents; Unorganized workers: farmers, fisherfolk & traditional artisans, Minorities, migrants, refugees, prisoners, displaced, disaster victims.

Case Studies of NGOs: NGOs in Bangalore, Karnataka & India (Vision, Mission, Projects, Programs, Activities); Problems, Limitations and challenges of NGOs; Need for greater Collaboration, Linkages, Networking among NGOs with Govt. and other civic societies; Research, Innovations, Best Practices of Model NGOs.

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SWDS 9524: MENTAL HEALTH AND PSYCHIATRIC DISORDERS

CREDITS: 4   **60 HOURS**

Objectives:

1) To acquire knowledge of the phenomenology, symptomatology and treatment of Common Mental Disorders.
2) To develop skills in identifying Mental Disorders in Health Care and Community settings.
3) To develop the capacity of the student to apply knowledge and skills of the methods of Professional Social Work, as a member of the Mental Health Team, in Field Work setting in Psychiatry.

UNIT I   **12 HOURS**

History of Psychiatry- Concept of Mental Health- Mental Health in India- Mental Health Problems - Changing Trends in Mental Health Care- View of Mental Health and well-being.

UNIT II   **12 HOURS**

Psychiatric Interviewing - Case History Recording and Mental State Examination- Psychiatric Assessment - Psycho-Social and Multidimensional- Use of Mental Health Scales in assessment and intervention.

UNIT III   **12 HOURS**

Study of the Clinical Signs, Symptoms, Causes and Treatment of the following Common Mental Disorders: Organic Mental Disorders- Mental and Behavioral Disorders due to Psychoactive substance use- Schizophrenia-Mood (Affective Disorders) - Neurotic stress related and somatoform disorders.

UNIT IV   **12 HOURS**

Study of the Clinical Signs, Symptoms, Causes and Treatment of : Behavioral syndromes associated with physiological disturbances and physical factors- disorders of adult personality and behavior - Mental Retardation- Disorders of Psychological Development Behavioral and emotional disorders with onset in childhood and adolescence- suicide.

UNIT V   **12 HOURS**

National Mental Health Programme – Mental Health Act, District Mental Health Progrramme. Socio-cultural factors in Psychiatry – Magico-religious practices – Cultural beliefs – Stigma.

References:

1. Ayonrinde, O. (2006). Handbook of psychiatry: a South Asian perspective.
2. Coleman, J. C. (1970). Abnormal psychology and modern life 3rd.
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SWDS 9624 HEALTH SITUATION IN INDIA

CREDITS: 4   **60 HOURS**

Objectives:

1) To understand the health situation existing in India.
2) To develop an understanding of multidimensional approach to Health.
3) To understand the basic health infrastructure in the country and their administration.
4) To relate the knowledge of health situations to Social Work Practice in India.

UNIT I   12 HOURS

Understanding Health- a critical review of various interpretations of health. A brief review of the various systems of medicine practiced in India. Health status of the people of India with specific focus on marginalized and vulnerable groups- A comparative study of rural and urban health in India. Social economic and cultural factors that influence the health status of individuals, groups and communities.

UNIT II   12 HOURS

Understanding health from the human rights perspective – Environment issues and health – media and health – positive and negative factors – focus on health movements and campaigns – role of the Medical Social Worker. Legislations pertaining to health – a critical review.

UNIT III   12 HOURS
Health administration at the National and State and district levels – Primary health centres – structure and functions – corporation and municipal health services. Health policies and health planning – review of current reports on health – Govt. of India, Govt. of Karnataka.

UNIT IV   12 HOURS

Partners in health care – Role of NGOs, health networks, corporate sector, Educational institutions and religious institutions – preventive, promotive and rehabilitative aspects – a critical analysis. Community health – principles and models of intervention – role and functions of the Medical Social Worker.

UNIT V   12 HOURS
Current studies on health care and health services and public health – a review and analysis from scientific journals, health magazines.

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2. Bajpai, P. K. (Ed.). (1998). *Social work perspectives on health*. Rawat Publications.

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SWDS9724- MSW HUMAN RESOURCE MANAGEMENT
Credits -4   **60 HOURS**

Course Objectives:
- To understand HRM as a profession.

- To understand the role of HRM in business
- To equip learners with knowledge, skills, attitude, professional competencies and social sensitivities essential for a successful career in HRM.
- To integrate the knowledge obtained from theory with the practice.

UNIT – I
INTRODUCTION TO HUMAN RESOURCE MANGEMENT   12 HOURS
- Concept, scope and applicability of Human Resource Management
- Structure, functions, mechanisms of HRM.
- Functional area of Human Resource Management.
- Role, characteristics and skill essentials of Human Resource Managers.
- International HRM.
- The basics of Job Analysis (Organisational chart, Job Analysis, Job description & job Specification)

UNIT –II

HUMAN RESOURCE MANGEMENT PLANNING & PROCESS   12 HOURS
- Human Resource Planning - (Objectives, Current manpower Inventory, Forecasting demand & supply, manpower gaps, employee plan, Training and development, Appraisal of manpower planning)
- HRM Process - Recruitment, selection, orientation or on-boarding, (in Detail) and introduction to training & development, Performance management, Compensation & benefits, career development, employee retention.
- Mobility of people – concept of promotion, transfer, separation – Management and issues.
- Wage determination and Administration
- Employee off-boarding

UNIT – III
IMPORTANCE OF HUMAN RESOURCE MANGEMENT   12 HOURS
- Human Resource - The Strategic Business Partner. (Process, benefits and relevance of strategic HR.)
- Mergers and acquisitions – Concept, meaning, process and issues.
- Performance Management System – Meaning, Methods, Merits and limitations
- Employee engagement   – Meaning, concept and best practices.
- Bench marking – Meaning, concept and purpose.
- Career development and succession planning - Concept and changing aspects.

UNIT – IV

CONTEMPORARY HUMAN RESOURCE MANGEMENT   12 HOURS
- HR Analytics – Meaning & Importance
- HR Audit.
- Balanced Score Card
- Volatility, Uncertainty, Complexity and Ambiguity (VUCA) Environment.
- SWOT Analysis
- Current issues in HRM (managing Downsizing, Work force diversity, Sexual harassment, Work life balance, Controlling HR Costs)

UNIT- V
INTERNATIONAL HRM AND EMERGING HORIZONS OF HRM   12 HOURS

Concept, importance, and models of International HRM -Challenges of International HR Managers -Global HR practices -E-HRM: Human Resource Information System (HRIS) - Human Resource Auditing -Contemporary trends in HRM Benchmarking, , Core Competency, Business Process Outsourcing (BPO), Business Process Reengineering (BPR), Competency Mapping, Balanced Scorecard , Skill Matrix, People Capability Maturity Model (PCMM), Quality Circle, Total Quality Management (TQM)

References:

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- Rao, T.V. Strategies of Developing Human Recourses; Experiences from 14 organizations. IIM Ahmedabad
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FOR SUPPLEMENTARY READING:

- James Watkins. First 90 days, HBR
- Dave Ulrich, Mark A. Huselid, Brian E. Becker (2001)The HR Scorecard; linking people strategy and performance.
- Glenn Elliott & Debra Corey (2018). Build it: The rebel playbook for world class employee engagement
- Susan Scott. Fierce conversations: Achieving success at work and in life one conversation at a time.
- Beverly Kaye and Sharon Jordan-Evans. Love'em Or Lose'em: Getting Good People To Stay
- **Marcus Buckingham, Curt Coffman**. First, Break All The Rules: What the World's Greatest Managers Do Differently
- Sharma K.K. Organization Behaviour, New Delhi: Deep & Deep Publications
- SubrotoBagchi (2008) Go kiss the world. Penguin India.
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SWDS9824 LABOUR LAWS-I

Credits -4   **60 HOURS**

Course Objectives

- To understand the Historical growth of Labour movement and Legislations in India.
- To understand the administrative and judicial set up of labour in India.
- To develop conceptual clarity on various legislations pertaining to conditions of labour in India
- To provide in depth knowledge of labour laws with regard Industrial Relations and their impact in major industrial and service sectors.

UNIT I
INTRODUCTION   **15 HOURS**

- History and Development of Labour Legislation in India
- Importance and purpose of Labour Legislation
- Labour Policy of India
- Principles of Labour Legislation
- Constitution of India and labour law.
- Social justice and Human rights from Labour perspective.

UNIT II
ADMINISTRATIVE STRUCTURE OF LABOUR LEGISLATION   **15 HOURS hours 08**

- Administrative setup and judicial systems in relation to labour laws.
- Classification of Labour Laws in India.
- Understanding the organization, structure and functions of the Department of Labour.
- Social Security system in India.
- Women labour and the law.
- International Labour Organisation (ILO).

UNIT III
LAWS PERTAINING TO SERVICE CONDITIONS   **15 HOURS**
- The Factories Act, 1948
    Object& Scope, Application and Major provisions
- The Karnataka Shops and Commercial Establishment Act, 1961
    Object & Scope, Application &Major provisions
- The Contract Labour (Regulation and Abolition) Act, 1970.
    Object & Scope, Application &Major provisions
- Plantation Labour Act,1951
    Object & Scope, Application &Major provisions
- The Mines Act, 1952
    Object & Scope, Application &Major provisions
- Legal Compliances and Filing of Returns

UNIT IV
INDUSTRIAL RELATIONS AND OTHER LAWS   **15 HOURS**
- The Trade Unions Act, 1926
  Object & Scope, Application &Major provisions
- The Industrial Establishment (Standing Orders) Act, 1946
  Object & Scope, Application &Major provisions

- The Industrial Disputes Act, 1947
  Object & Scope, Application &Major provisions
- The Workmen's Compensation Act, 1924
  Object & Scope, Application &Major provisions
- The Apprentices Act, 1941
  Object & Scope, Application &Major provisions
- Legal Compliances and Filing of Returns

References:

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- Taxman (2018): Labour Laws, Taxman Publishing Huse, New Delhi
- Journal : Labour Law Journal, Journal of Industrial Relations
- Bare Act : Published by various law Agencies like Allahabad Law , Delhi Law House & Eastern Book Company

SW 0124: CORPORATE SOCIAL RESPONSIBILITY

CREDITS: 3   **45 HOURS**

Objectives

1) To understand the concept and perspectives of Corporate Social Responsibility and Social Responsibility in Corporate Governance.
2) To know the models, principles, strategies of CSR and to understand its legal and ethical implications.
3) To know the present CSR practices in India and in the global context.

UNIT I   **9 HOURS**

UNDERSTANDING THE CONCEPT OF CSR: Concept of Ethics & Social Responsibility, Business Ethics; Meaning & definition of CSR; Various Perspectives of CSR in the context of Business & global world; Elements of CSR: Responsibility, Accountability, Sustainability, Social contract. History of CSR in India, Phases of CSR; Areas of CSR; Skills for CSR, Role of state, Impact of religion, Emergence of merchant class, Dimensions and Importance of CSR.

UNIT II   **9 HOURS**

PRINCIPLES, STRATEGIES & LEGISLATIONS OF CSR: Principles of CSR; strategies of CSR; CSR Models: Carrol's Model of CSR; Classical and Modern views of CSR; Stakeholder theory; Trusteeship model of CSR; Arguments for and against CSR; Optimistic & Pessimistic View of CSR; **Legislations and CSR**: Companies Act, 2013; Labour Legislations, Stakeholder Legislations, Environmental Legislations, Pollution Control Acts.

UNIT III   **9 HOURS**

CONCEPT OF CORPORATE GOVERNANCE: Meaning, Features, Nature, Objectives, Principles, Models, Benefits of Corporate Governance; Evolution of Company: Shareholders, Directors, Management; Theories of Corporate Governance: Importance of CSR in Corporate governance; Comparison between CSR & Corporate Philanthropy; Good Corporate Governance, Green Governance: Sustainable Human Development; Public Private Partnership; Creating CSR framework; CSR Patnerships, Framework for rating CSR; Sustainability and its challenges; Role of HR towards CSR – Managing, Monitoring, and Reporting; Social Return on Investement.

UNIT IV   **9 HOURS**

Country Specific CSR Initiatives- US, UK, Indonesia, New Zealand; Differences in CSR practice; Challenges of multinationals; Roles of various institutions in CSR: Role of International Agencies; Role of Government/state, contribution of NGOs/NPO's to CSR, Role of Educational Institutions, Role of Media in CSR.

PRESENT CSR PRACTICES IN INDIA: Mechanisms & Areas of Intervention; **Case studies** of Successful CSR initiatives - Anand, Aptech, ICICI Bank Ltd, ITC, Mahindra & Mahindra, Dalmia, JCB India, Larsen & Toubro, Dabur, SBI, Bajaj Auto, ITC, NLC, Hindustan Lever, Infosys Technologies, Wipro, Ranbaxy, TATA, Titan, TVS, MRF, Orchid and ACC. General concerns & Issues, Future Trends in CSR in India; Best CSR Practices; Impact of CSR Initiatives on the socio economic Development of Rural India. (9 Hrs)

References

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5) Companies Act, 2015 – Govt. of India

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15) Majumdar, A. B. (2014). India's journey with corporate social responsibility-What next. *JL & Com.*, *33*, 165.

16) Nirmala K., Reddy. B.A.K., & Rani, N. A. (2015). *Business Ethics & Corporate Governance*. Mumbai: Himalaya Publishing House.

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19) Werther Jr, W. B., & Chandler, D. (2010). *Strategic corporate social responsibility: Stakeholders in a global environment*. Sage.

SWDS 0224 URBAN COMMUNITY DEVELOPMENT

CREDITS: 3   **45 HOURS**

Objectives
1) To understand urban social systems and their problems and the change processes in these communities
2) To gain knowledge on the issues, concerns and their impacts in urban communities
3) To acquire skills for interventions by the community workers
4) To enhance knowledge about Urban social organizations

UNIT I   **9 HOURS**
INTRODUCTION TO URBAN COMMUNITY
Urban Community: Meaning, Characteristics, classification of City, Sub- Urbans, Satellite Towns, hinterlands and Rural Urban contrast. Urbanization, Urban community Development: Urban Community Development - Definition, Objectives and Historical Development, Principles, Process and methods.

UNIT II   **9 HOURS**
URBAN INFRASTRUCTURES
Urban Development indicators. Administration: National, state and local levels; Structure and functions of urban local bodies and its administration – Agencies; Metropolitans, Corporations, Municipality, Town Panchayats; Townships and Cantonments board - Changing urban leadership & power structures operating in urban areas especially the influence of corporate sector and its influence on urban policies and Programs; Smart cities & Special economic zones

UNIT III   **9 HOURS**
URBAN COMMUNITY PROBLEMS
Urban Problems: Drug addiction, Sex workers, Juvenile Delinquency, Urban Poverty, Urban Employment, Urban Settlement & Housing, Urban pollution, street living, pavement dwelling and street vendors, problems with unorganized sector, waste management and transport -Impact of globalization, liberalization and Urbanization, globalization and liberalization – emerging trends and challenges, causes for speedy growth & changing characteristics of urban areas, displacement, relocation, urban renewal & its impact, micro and macro levels- Issues and challenges – Occupations, livelihood, work, corporate and unorganized sector. Slums – characteristics and theories.

UNIT IV   **9 HOURS**
URBAN GOVERNANCE AND ADMINISTRATION
Governing structure and functions of ULBs – 74th Constitutional Amendment/ Nagarpalika Act and 12th Schedule, urban community development policies & programs: government structure such as urban development Schools, Commissions, Boards, Corporations, Salient features, objectives and schemes under Urban Development Authorities Act, Slum Clearance & Improvement Act, Housing Board Act, Land Acquisition 58 Act, Karnataka Water Supply Drainage Board Act, etc, – their role in meeting the Requirement of urban poor.

UNIT V   **9 HOURS**
URBAN DEVELOPMENT AND STAKE HOLDERS
Role & responsibilities of Civil society organization in the implementation of urban community development programs, their strategies and interventions. Participation of social movements, dalit, human rights organisations and urban NGOs in addressing urban poor issues and development interventions / programs. The role and responsibilities of urban community development worker.

Reference:

1) Shah, G. (2004). Social movements in India: A review of literature.

2) Bose, A. (1971): India's Urbanisation

3) Battacharya B (1979): Urban development in India.

4) Chandra, S. (1974). An evaluation of urban community development in India. *Community Development Journal,* 9(3), 191-202.

5) Wiebe, P. D. (1975). *Social life in an Indian slum. Durham*, NC: Carolina Academic Press

6) Thudipara, J. Z. (2007). *Urban Community Development: Second Edition.* Rawat.

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8) Dubey, S. N. (1973). *Administration of social welfare programmes in India* (No. 27). Bombay: Somaiya Publications

9) Elwood, S. (1948). *A handbook for social agency administration*. Harper New York.

10) Chowdhry, D. P. (1992). *Social welfare administration*. Atma Ram & Sons.

11) 2011 Census for demographic profile of urban Community and trends

12) Planning Commission for Five Year Plans

13) Ministry of Urban Development, Housing and Foreign Direct Investment

14) Ministry – priorities, programs and strategies

15) Housing & Urban Development Corporation

16) State & National Gazetteers

17) National & State Urban Community Development Legislations

SWDS0324 PROJECT PLANNING AND RESOURCE MOBILISATION

CREDIT 3   **45 HOURS**

Objectives
1) Work efficiently in development sector
2) Develop a campaign strategy to plan project
3) Develop project proposal
4) Carry out Planning, Monitoring and Evaluation using different methods and tools

Unit 1   **9 HOURS**
Project proposal project-definition and components of project proposal, project title, objectives, defining problem, activities, Budget, Outcome/impact, Evaluation, developing a developing a proposal. Project Planning, conceptual awareness on Project Planning,

Unit 2   **9 HOURS**
Introduction to Project Cycle; Community Need Assessment; Developing Project Mission Statement; Developing Objectives, Developing Activities- Output, Outcome and Impact Matrix; Utilizing Basic Budgeting Skills for Creating Monitoring Indicators, M&E tools: Log Frame Analysis and Result Based Management; Stakeholders Participation in PME/ Project Cycle Evaluation: Principles, Ethics, Methodologies and Basic Skill

Unit 3   **9 HOURS**
Fundraising Management – Basic Principles in Fundraising; Importance of Strategic Fundraising Management, Analysis and Planning for Resource Development; The Effectiveness and Efficiency Question; Fundraising Modes, Issues Related to Small and Large Operations; Ethics of Fundraising, Building Case for Support and Fundraising Materials; Developing and Managing Fundraising Information System , Prospect Identification, Research, and Segmentation; Nurturing Relationships with Donors; Four Parts of an Acknowledgment Program.

Unit 4   **9 HOURS**
Mail and Email Fundraising: Acquisition Mailings; Renew and Upgrade; Lapsed Donors; Public Relations and Information; Frequency; Ensuring Success; Elements of the Appeal Package; Mail Lists; Mail Preparation; Newsletters as Part of the Direct Mail Program; Updating Websites, Telephone Solicitations: Volunteer Telephone Solicitations; Professional Telephone Solicitation Campaigns, Special Event Fundraisers: Choosing a Special Event; Implementing the Event; Cause-Related Marketing, Grantmanship: Government Grants and Contracts; Foundations; Project Development; Acknowledgment and Reporting Requirements

Unit 5   **9 HOURS**
Human Resources in Fundraising: The Board of Directors; Resource Development Staff and Volunteers; Working with Consultants, Evaluation of Fundraising Plans and Process, Presentation of Fundraising Plan.

References

1) Fogle, M. (2014).NPO Governance and Laws in South Asia. New Delhi: FMSF ·ISHR (nd.).Project and Organizational Development for NGOs and CBOs. New York: Columbia University Retrieved from http://hrcolumbia.org/peacebuilding/cbos_manual_en.pdf

2) ·Weinstein, S. (2009). The Complete Guide to Fundraising Management(Third Edition). New Jersey: John Wiley & Sons, Inc.

3) ·Fogle, M., and Patra, S. (2007). Handbook on Financial Audit and Reporting in NGOs. New Delhi: FMSF

4) ·Fogle, M. (2012). Finance and Legal Handbook for NPOs (Fourth Edition). New Delhi: FMSF

5) ·Fogle, M. (2012).Comprehensive commentaries on FCRA 2010. New Delhi: FMSF

SWDS 0424 SUSTAINABILITY IN DEVELOPMENT

CREDIT 3   **45 HOURS**

Objectives:

1) To inculcate the knowledge base on sustainable development with a view to balance our economic, environmental and social needs, allowing prosperity for now and future generations.
2) To train students to undertake major initiatives in the efficient management of natural resources and the prevention of environmental pollution with focus on Sustainable Development.
3) To promote understanding of efforts that can be made at the Industry and Government level to improve the environment, the economy and the quality of life of biotic and abiotic communities.
4) To assess local vulnerabilities with respect to climate, natural disasters and to achieve sustainable developmental needs.

Unit I   **9 HOURS**

Principles of Sustainable Development: History and emergence of the concept of Sustainable Development, Definitions, Environmental issues and crisis, Resource degradation, greenhouse gases, desertification, social insecurity, Industrialization, Globalization and Environment.

Unit II   **9 HOURS**

Sustainable development goals, No poverty, zero hunger, good health and well-being, quality education, gender equality, clean water and sanitization, alternative and clean energy, decent work and economic growth, industry innovation and infrastructure. Reduced inequalities, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace justice and strong institution, partnership. Discuss the corporate monopoly over the goals with examples, bring to light the need and necessity for such goals in our society today, Community Based Rehabilitation (CBR)

Unit III   **9 HOURS**

Socio-economic Sustainable Development Systems: Socio-economic policies for sustainable development, Strategies for implementing eco-development programs, Sustainable development through trade, Economic growth, Carrying Capacity, Public participation.

Unit IV   **9 HOURS**

The Water (Prevention and Control of Pollution) Act, 1974, amended 1988 and rules, The Water (Prevention and Control of Pollution) Cess Act, 1977, amended 1992 and 2003 including Cell Rules of MOEFCC, The Air (Prevention and Control of Pollution) Act 1981, amended 1987 and rules, Plastic Waste (Management & Handling) Rules, 2011The Recycled Plastics Manufacture and Usage (Amendment) Rules, 2003

Unit V **9 HOURS**

VISITS & SEMINAR PRESENTATIONS: Exercise on Sustainability reporting, Biodiversity index reporting, Experience of ISO14001 Auditing, Study of EIA report, the role of social worker in creating partnership, promoting stakeholders and working towards sustainable development.

References

1) Edwards, A. R. (2005). The sustainability revolution: Portrait of a paradigm shift. New Society Publishers.

2) Sustainable development in India: Stocktaking in the run up to Rio+20: Report prepared by TERI for MoEF, 2011.

3) Report of the School for Policy Coordination and Sustainable Development (DPCSD), United Nations Division for Sustainable Development.

4) Corporate Social Responsibility Part I, Part II, Part III by David Crowther and Guler Aras

5) Environmental Protection and Laws, Jadhav and Bhosale, V.M.

6) Environmental Policy in India, Shekhar Singh

7) Environmental Law and Policy of India, Diwan,S. and Rosencranz, A

SWDS 0524 MEDICAL SOCIAL WORK

CREDITS: 3   **45 HOURS**

Objectives:

1) Understand the changing concept of health as an aspect of social development.
2) Develop a critical perspective of healthcare services and programmes in the context of health scenario in the country.
3) Gain understanding of relevance, domains and nature of Social Work intervention in different health settings.

UNIT I   **9 HOURS**

Understanding the concept of Medical Social Work in India: Origin and History of Medical Work: USA/UK/India: Concept of Health, Well-Being and Disease: Health: Meaning, components, determinants of health; Indicators of health status of people in a community; Disease: Causation and prevention; Health scenario of India: epidemiology and etiology of major communicable and non-communicable diseases; Health as an aspect of social development.

UNIT II   **9 HOURS**

Concept of Disability: Causes, Management and Rehabilitation of Physical Disabilities-Rehabilitation : Definition, Objectives, Principles, Approaches and Models - Commmunity Based Rehabiliation - Multi Disciplinary approaches in Medical Social Work: Importance of Team Work and Case Conference, - Role of the Medical Social Worker.

UNIT III   **9 HOURS**

Medical Information for Medical & Psychiatric Social Workers: Anatomy and Physiology of the human body: a) Respiratory System, b) Digestive System, c) Central Nervous System, d) Cardio Vascular System, e) Skeleto-Muscular System, f) Genitourinary System, g) Reproductive System (male and female), h) Endocrine System; Advanced Medical Information for Medical & Psychiatric Social Workers.

UNIT IV   **9 HOURS**

Healthcare Services and Programmes : Structure of healthcare services in India: Primary, secondary and tertiary level health care structure and their functions; Primary healthcare: Concept, issues of availability, affordability and accessibility of healthcare services, Post Alma Ata declaration initiatives in India; Health planning and policy: National health policy, 2002 and health planning over five year plans; National Epidemiological Studies.

UNIT V   **9 HOURS**

Medical Social Work in Various Settings: Functions of medical and psychiatric Social Workers: a) General Hospitals, Government, Corporate and private, specific disease hospitals, Specialized Clinics, community health centers, blood banks, eye banks, health camps; b) Schools for the physically and mentally challenged, sheltered workshops, residential institutions for physically and mentally challenged. Emerging Concerns in Healthcare: Public-private participation and

collaboration in health care: Role of NGO and private sector in health care; Health Activism, Social mobilization at the grassroots: Case study of People's Health Movement; RCH: Concept, components, strategies, and emphasis on reproductive rights.

References:

1) Baru, R.V. (1998) Private Health Care in India: Social Characteristics and Trends. New Delhi: Sage Publications.

2) Burman, P. & Khan, M.E. (1993) Paying for India's Health Care. New Delhi: Sage Publications.

3) Dasgupta, M. & Lincoln, C. C. (1996) Health, Poverty and Development in India. New Delhi: Oxford University Press.

4) Dhillon, H.S. & Philip, L. (1994) Health Promotion and Community Action for Health in Developing Countries. Geneva: WHO.

5) Drinka, T. J. K. & Clark, P.G. (2000) Health Care Teamwork: Interdisciplinary Practice and Teaching. Westport, CT: Auburn House.

6) Germain, C.B. (1993) Social Work Practice in Health Care: An Ecological Perspective. New York: The Free Press.

7) Katja, J. (Ed.) (1996) Health Policy and Systems Development. Geneva: WHO.

8) Oak, T.M. (Ed.) (1991) Sociology of Health in India. Jaipur: Rawat Publications.

9) Park, K. (2005) Textbook of Prevention and Social Medicine (18th edition). Jabalpur: Banarsidas Bhanot.

10) Phillips, D.R.&Verhasselt, Y. (1994) Health and Development. London: Routledge.

11) WHO (1978) Primary Health Care: A Joint Report by Director General of WHO and Director of UNICEF. International Conference on Primary Health Care. Alma Ata: USSR

SWDS 0624 PSYCHIATRIC SOCIAL WORK

CREDITS: 3   **45 HOURS**

Objectives

1) To enable the student to understand the basic Principles underlying various forms of Psycho Social Intervention techniques in Clinical Settings.

2) To facilitate the development of skills in Practicing various psychosocial interventions while working with patients, their families and communities.

3) To initiate the student into integrating indigenous and holistic therapeutic practices in keeping with the principles and the code of ethics of Professional Intervention.

UNIT I   **9 HOURS**

A brief historical development of psychiatric social work in U.K, U.S.A, and India. Psychiatric social work: its significance as a field of social work in India. The mental hospital as a social system. The concept of partial hospitalization, the role of the psychiatric social worker in a mental hospital.

UNIT II   **9 HOURS**

Clinical Setting-Definition, Types, Models of Clinical Practice, Multidisciplinary team in psychiatric setting -role and functioning, Individual and Family factors in mental illness, Recent advances in knowledge about causation of mental illness and treatment, Ecological systems theory by Bronfenbrenner-Systems Theory

UNIT III   **9 HOURS**

Psycho- Social Therapies-Case management, Psychoeducation, Supportive Therapy-Social Diagnosis -Telemedicine. Psychotherapies- Cognitive Behaviour Therapy, Family Therapy, Motivation Enhancement Therapy (MET), Exposure Response Prevention (ERP), Gestalt Therapy

UNIT IV   **9 HOURS**

Psychiatric Disability: Definition and Classification of Psychiatric Disability-Welfare measures for persons with psychiatric disability. Indigenous therapeutic Techniques- Yoga, Meditation-Current trends in Healing- Transactional Analysis, Neurolinguistic Programming, Positive Imaging, Pain Management techniques

UNIT V   **9 HOURS**

Psychosocial Rehabilitation: Theory and concept of psychosocial rehabilitation- Community Based Rehabilitation (CBR)

Community Psychiatry and role of social Worker -Mental Health Gap Action Programme (mhGAP) and Mental Health Action Plan by World Health Organization (WHO)

worksers in The Mental Health Care Act 2017 Limitations and difficulties faced by the psychiatric social

tackle the the field. Practical measures that can be taken by psychiatric social works in our country to

problems in the field; National and District Mental Health Programmes.

References

1) Hamil ton, Gordon, (1955), Theory and Practice of Social Case Work, Columbia University Press, New York, USA

2) Helen, (1995), Social Case Work: A Problem Solving Process, The University of Chicago Press, Chicago, USA

3) Coleman, Comprehensive Textbook of Abnormal Psychology

4) Mangal, S.K. (2006). An Introduction to Psychology, Sterling Publishers Pvt. Ltd.

5) Konopka, (1983) Social Group Work: A helping Process, Prentice Hall, New Jersy, USA

6) Lapworth, Phil, (2001), Integration in Counselling and Psychotherapy: Developing a personal approach, sage publications, New Delhi .

7) Windy, Dryden, (2002), Handbook of Individual Therapy, Sage Publications, New Delhi.

8) Egan, Gerard, (2006), The skilled helper: A problem management and opportunity, Development Approach to helping, Wadsworth publishers, Boston, USA.

SW0724 THERAPEUTIC INTERVENTIONS IN SOCIAL WORK

CREDITS 3   **45 HOURS**

UNIT I -Frameworks for Clinical Practice   **9 HOURS**
Behavioral and Cognitive Theories, Psychoanalytic Theory, Humanistic-existentialist theory, Models of Clinical Practice –Medical, Friendship, Artistic and Educational. Standards for the Practice of Clinical Social Work.

UNIT II -Psychotherapy   **9 HOURS**
History, Definition and Techniques of Psychotherapy, Specific Treatment Modalities -Clinical Practice With Children and Adolescents, Family Therapy, Psychoanalytic Psychotherapy, Couples Therapy, Group Treatment of Children and Adolescents, Group Treatment With Adults, Interpersonal Therapy.

UNIT III -Specialized Clinical Issues   **9 HOURS**
 Emergencies, Elderly, Interpersonal Violence, Depressed Clients, Dynamic Approaches to Brief and Time-Limited intervention, Cross-Cultural Clinical Social Work Practice, Urban School Settings, Researching Clinical Practice.

UNIT IV -Indigenous therapeutic Techniques   **9 HOURS**
Yoga therapy, Meditation, Spiritual Healing and Relaxation Therapy. Use of Art Based Therapies and expressive therapies in the healing Process.

UNIT V -Emerging Trends in Healing   **9 HOURS**

Neuro-linguistic Programming, Positive Imaging, Self-analysis, Pain Management techniques, Caregiver Support, Mental Health intervention related to Pandemic/Disaster.

References

1) Brandell, J. R. (Ed.). (2010). *Theory & practice in clinical social work*. Sage.
2) Corrie, S., Townend, M., & Cockx, A. (Eds.). (2015). *Assessment and case formulation in cognitive behavioural therapy*. Sage.
3) Dryden, W. (2007). *Dryden's handbook of individual therapy*. Sage.
4) Lapworth, P., & Sills, C. (2010). *Integration in counselling & psychotherapy: Developing a personal approach*. Sage Publications.
5) Mangal, S. K. (2009). *An introduction to psychology*. Sterling Publishers Pvt. Ltd.
6) Tinsley, H. E., Lease, S. H., & Wiersma, N. S. G. (Eds.). (2015). *Contemporary theory and practice in counseling and psychotherapy*. Sage Publications.
7) Van Deurzen, E., & Adams, M. (2016). *Skills in existential counselling & psychotherapy*. Sage.
8) Veereshwar, P. (2002). *Indian System of Psychotherapy*. South Dumdum: Gyan Books Pvt. Ltd.

SWDS 0824 HUMAN RESOURCE DEVELOPMENT AND EMPLOYEE WELLNESS

CREDITS 3   **45 HOURS**

OBJECTIVES

1. To develop multi facets of the personality and to build self-confidence.
2. To develop a spirit of continuous learning and innovation.
3. To strengthen the competency base of individuals, teams and organization and also familiar with the organizational culture.
4. Understand and further the organization culture.
5. To appreciate the importance of bottom-line focus to the Human Resource function and trend toward HR Accountability.

UNIT I   **9 hours**

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

UNIT II   **9 hours**

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. Approaches to measuring HR: - Competitive Benchmarking, HR Accounting, HR Auditing, HR Effectiveness Index, HR Key Indicators, HR MBO (Management by Objectives).

UNIT III   **9 hours**

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 IV   **9 hours**

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.

UNIT V   **9 hours**

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. Social responsibility guidance standard, environmental impact   assessment

References

1. Bhattacharyya, D.P. (1999) *Managing People*. New Delhi: Excel Books.

2. Cowling, A. G., & James, P. (1994). *The essence of personnel management and industrial relations*. London: Prentice Hall.

3. Davis, K. (1983). *Human Behaviour at Work*. New Delhi: Tata McGraw-Hill

4. Fisher, C., Schoenfeldt, L. F.,. & Shaw, J. B., (1997). *Human Resource Management, Third Edition*. Boston: Houghton Mifflin Company.

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9. Prasad, L. M., (1996). *Organizational Behavior*. New Delhi: S. Chand & Co.

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11. Rao, T. V. (1990). The HRD missionary. New Delhi: Oxford & IBH.

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13. Sahni, P. & Sharma, K. K. (1988). *Organisational Behaviour.* New Delhi: Deep and Deep Publications.

14. Swanson, R. A., Holton, E., & Holton, E. F. (2001). *Foundations of human resource development*. Berrett-Koehler Publishers.

15. Swayze, J. S., & Burke, L. A. (2013). Employee wellness program outcomes: A case study. *Journal of Workplace Behavioral Health*, *28*(1), 46-61.

16. Werner, J. M., & DeSimone, R. L. R. L. (2011). *Human resource development*. Cengage Learning.

CREDITS 3   **45 HOURS**

Course Objectives:
- To understand the laws pertaining to service conditions of labour in certain establishments
- To provide knowledge with regard to wage legislations
- To understand the Employment / Social Security and other important legislations
- To provide skills in interpreting labour laws.

UNIT I

9 hours

LAWS PERTAINING TO CONDITIONS OF LABOUR:
- Motor Transport Workers Act, 1961
  Object & Scope, Application &Major provisions
- The Building and other Construction Workers (Regulation of Employment and Conditions of Employment) Act, 1996.
  Object & Scope, Application &Major provisions
- The Sales Promotion Employee (Conditions of Service) Act, 1976
  Object & Scope, Application &Major provisions
- The Child Labour (Prohibition and Regulation) Act, 1986.
  Object & Scope, Application &Major provisions
- The Interstate Migrant Workman (Regulation and Conditions of Employment) Act 1979.
  Object & Scope, Application &Major provisions
- Legal Compliances and Filing of Returns

UNIT II

9 hours

WAGE RELATED LAWS
- The Payment of Wages Act, 1936
  Object & Scope, Application &Major provisions
- The Minimum Wages Act, 1948
  Object & Scope, Application &Major provisions
- The Equal Remuneration Act, 1976
  Object & Scope, Application &Major provisions
- Working Journalists (Fixation of Rates of Wages) Act, 1958
  Object & Scope, Application &Major provisions
- The Payment of Bonus Act, 1965
  Object & Scope, Application &Major provisions
- Legal Compliances and filing of Returns

UNIT III

9 hours

EMPLOYMENT/ SOCIAL SECURITY LAWS
- The Employment Exchanges (Compulsory Notification of Vacancies) Act, 1959   Object & Scope, Application &Major provisions
- The Karnataka Industrial Establishment (National and Festival Holidays) Act, 1965   Object & Scope, Application &Major provisions
- The Employee State Insurance Act, 1948
  Object & Scope, Application &Major provisions
- The Employee Provident Fund and Miscellaneous Provisions Act, 1952
  Object & Scope, Application &Major provisions

- The Payment of Gratuity Act, 1972
  - Object & Scope, Application &Major provisions
- Legal Compliances and filing of Returns

UNIT IV

OTHER LAWS   **9 hours**
- The Environment Protection Act, 1986
- The Air (Prevention and Control of Pollution) 1981
  - Object & Scope, Application &Major provisions
- The Water (Prevention and Control of Pollution) 1974
  - Object & Scope, Application &Major provisions
- Provisions on Corporate Social Responsibility (CSR) in Companies Act, 2013
- The Sexual Harassment of Women at workplace (Prevention, Prohibition and Redressal) Act,2013
  - Object & Scope, Application &Major provisions
- Legal Compliances and filing of Returns

References:

- Garg. Ajay (2012). Nabhis Labor Laws, Nabhis Publication, New Delhi.
- Chatterjee, Benimadab (2008):Labour Laws & Industrial Relations, Deep &Deep Publishers, New DelhiGiri V. V. (1958). Labour Problems in Indian Industry Madras: Asia Publishing House
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- Journal : Labour Law Journal, Journal of Industrial Relations
- Bare Act : Published by various law Agencies like Allahabad Law , Delhi Law House & Eastern Book Company

SW0024 ORGANISATIONAL BEHAVIOUR

CREDIT 3   **45 HOURS**

Objectives

4) To gain knowledge about organizational behavior
5) To understand the functions and activities of organizational behavior
6) To acquire skills of working with organized sectors

UNIT 1   **9 HOURS**

Organizational Behaviour–Meaning, importance, challenges, opportunities, models and contributory behavioural science disciplines. Contributions of Hawthorne studies

UNIT 2   **9 HOURS**

Foundations of Individual behaviour –Physical and intellectual ability, emotional intelligence – Attitudes-job satisfaction, job involvement and organizational commitment –Personality, Perception and decision making. Motivation – Definition and theories-Transactional analysis – Johari window

UNIT 3   **9 HOURS**

Foundation of group behaviour –Group structure, group decision making, teamwork – Communication -Concept, process, types and effectiveness. Leadership-concept, styles, finding and creating effective leaders –Conflict in organizations-nature, level, sources, effects and resolution strategies

UNIT 4   **9 HOURS**

Functions of organization structure–Organization structure-concept, work specialization, Schoolalization, Span of control, Centralization and decentralization. Organizational culture- Definition, types, creating a ethical Organizational culture –Organizational values, Organizational Climate

UNIT 5   **9 HOURS**

Organizational Dynamics–Work stress –Definition, potential forces, consequences and managing stress –Quality of work life –Work Life Balance –Employee Engagement

References

13) Aswathappa K. (2012) Organizational behaviour. Himalaya Publication house. Mumbai.

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    Prayer House. Mumbai

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    and performance. Scott Foresman and Company. London.

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FIELD WORK PRACTICUM- SCHOOL OF SOCIAL WORK (MSW) ST. JOSEPH'S UNIVERSITY, BANGALORE. EFFECTIVE FROM THE ACADEMIC YEAR 2024-24

Welcome to the School of Social Work, St. Joseph's University. Field Work is an integral part of Social Work Education and occupies an important role in the professional development of our BSW and MSW Students. Field Work gives to our students' hands on experience and helps them integrate theory to practice. It is designed to provide authentic practice situations where learning that occurs in the practicum setting complements academic course work through practical application of theories, concepts, and specific practice behaviors for the field experience thus, the term "practicum."

Field Work Practicum provides students a platform to refine their professional competence and challenges students to apply Social Work, knowledge, skills and values in an organizational setup.

Each year the School of Social Work provides field instruction to over 200 graduate and undergraduate students in more than 200 Social Work Agencies in the Bangalore area and throughout the Indian Subcontinent. The School is affiliated with an array of agencies that offer a variety of service models and orientations that highly value our students and provide quality learning experiences to them. Matching students to a field placement site is done through the field work office where the Field Work Coordinators take into consideration the following: the students' previous experiences, their future goals and professional interests, geographical location, and the requirements of the agency.

Field Work participation is truly a rewarding learning experience.

SOCIAL WORK PRACTICUM

Social Work Education is a professional curriculum where a student is taught with equal weight age over theory and practice. Like that of the medical, law professions, Social Work is also a professional course. Though less realized in India, it has been gaining momentum and for sure, it shall become a licensed profession in some years. Realizing such importance, the School of Social Work, St. Joseph's University, Bengaluru has prepared a fieldwork curriculum wherein a student is put in the field for 15 hours every week. He/ she shall experiment and apply at the field, the principles, theories, values, ethics and techniques taught in the theory classes.

Among the various skills that a Social Worker needs to apply, the skill of Reporting, Documenting and Consolidating stands prominent, as these skills not only bring out the intensity of the work done by the Social Work trainee but also help in professional evaluation of the candidate.

Students are requested to carefully read through the manual and record your fieldwork experiences based on the format given below. The manual has initial sections with forewords from the Head, the fieldwork officers, followed by the rules and regulations we follow at the School over Fieldwork matters. Students are expected to read this and follow the guidelines throughout their tenure here.

Students are expected to affix their signature and get their parent's signature in the consent form provided in the upcoming pages (Eligibility Criteria for Viva-voce page). By the end of the manual, two sheets for affixing students signatures post IC/GC. The students are expected to fill them accordingly and get it signed by the fieldwork supervisors every week without fail. Two certificates are provided by the end which the students need to fill during their end semester viva-voce and get it signed from the faculty supervisor and head.

OFFICE OF FIELD WORK EDUCATION

The Office of Field Work Education at the School of Social Work was established in the year 2013 under the guidance and recommendation of the then Head, Prof. Kiran D. Jeevan. The Office of Field Work Education comprises of the Staff Coordinator who manage Field Work, Rural Camps, Tribal Camps, Study Tours and Block Placement. The purpose of the Office of Field Work Education is to manage Field based activities of the School.

The Office of Field Work Education is dedicated to arranging, monitoring and assuring the quality of each student placement. The goal is to foster the connection between the theoretical and conceptual contributions of the classroom and practice setting. Field education is systematically designed, supervised, coordinated and evaluated based on criteria by which students demonstrate the achievement of the practice behaviors that operationalize each of the MSW program's core competencies.

FIELD LIAISONS / FACULTY SUPERVISOR

The Field Liaisons/Faculty Supervisor are assigned specific students and agencies where they support the efforts of the agency, the student, and the program. Once students are placed, the Field Liaisons are their primary contact regarding fieldwork. Students report to the Faculty Supervisor on a regular basis and must submit Field Work Reports to the respective Faculty Supervisor.

ROLE AND RESPONSIBILITY OF FIELD WORK COORDINATOR

1. Directs daily operations of the Office of Field Work Education.
2. Recruits and selects field agencies and instructors.
3. Arranges student placements.
4. Maintains regular contact with field instructors and Faculty Supervisors.
5. Monitors and evaluates student field experiences.
6. Teaches the Seminar in Field Instruction.
7. Teaches Pre-Field Workshop.
8. Determines and grades for Field Practicum of all BSW and MSW Students.
9. Consults with students, field instructors and liaisons on all aspects of the field.
10. Troubleshoots and resolves student problems in a proactive and timely manner.

ROLES AND RESPONSIBILITIES OF FACULTY SUPERVISORS

The Faculty Supervisor acts as the connection between the agency, the student and the School. The Faculty Supervisor provides support for the Field Instructor and serves as a mentor for the student.

It is expected that the Faculty Supervisor will be available to both the student and the Field Instructor for consultation and advice as often as needed. The Faculty Supervisor's ongoing monitoring assures that the student is learning the core competencies as demonstrated by the required practice behaviors. An orientation to field education policies, procedures, and requirements is provided, detailing, among other things, the core competencies and practice behaviors.

Faculty Supervisor make agency site visits to meet with the student and the Field Instructor at least once a semester, and more, if necessary, through the identification of need by any party (student, Field Instructor, field agency administrator, field education staff). An agency visit report is submitted for each field visit detailing student progress in meeting the core competencies through demonstration of practice behaviors.

The goals of the field work visit are to:

1) Review the student's assignments and tasks
2) Provide support for the student.
3) Provide support for the Field Instructor.
4) Discuss any issues that have arisen.
5) Monitor that the student is receiving a quality experience.
6) Ensure that the student is receiving appropriate supervision (1 hour per week).
7) Review the portfolio to verify that the student is completing the work and that the Field Instructor is commenting on process/journal recordings.
8) Discuss the integration of class and fieldwork.
9) Promote discussion of the student's performance, potential, and interests.
10) Troubleshoot problems and difficulties.
11) Compile a report to Field EducationOffice

MASTER OF SOCIAL WORK (MSW)

FIELD WORK PRACTICUM MANUAL

OBJECTIVES OF FIELD WORK:

The fieldwork programme has been designed to achieve the following objectives:

1. To help students understand the socio-economic, cultural and political milieu and develop capacity for critical examination of causative and maintenance factors of social problems and their consequences.

2. To provide students with an opportunity to apply theories in practical situations for problem solving with individuals, groups and communities.

3. To help students identify, plan and implement Social Work interventions through the application of the methods of Social Work and to assess their impact on different client systems in various specializations.

4. To help students appreciate the role of Social Work profession empowering individuals, groups and communities and in facilitating social change, ensuring human rights and social justice.

5. To help students develop skills and appropriate personality qualities required for professional Social Work practice.

6. To provide opportunities to accept challenges and respond tothem.

7. To understand the nature of Social Work practice in differentspecializations.

8. Develop practice skills and efficacy through the application of research knowledge, critical thinking, problem-solving, logic, and reason to the implementation and evaluation of practice.

9. Develop professional interpersonal skills that reflect a disciplined, differential, and conscious use of self, including openness to constructive criticism and a capacity for self-critique.

10. Instill in students an appreciation for the ongoing nature of Social Work education and instruction that can be realized through post-graduation professional development.

OPERATIONAL PROCEDURES FOR FIELD WORK PRACTICE

1) Supervised Field Work will be an integral part of the training program of Masters in Social Work and academic credit will be given. Under the Concurrent Field Work there will be no class room lectures on two day in a week and on such days students will report to the Field Work Agencies.

2) Dual supervision is adopted in the Field Work, the programme where the School faculty and the Field instructors assume responsibility for the supervision of the students through individual weekly conference and periodical consultation with the agency staff.

3) Students are expected to put in 100% of attendance in the field work. Those who absent themselves for more than two fields work days will have to repeat entire field work of that semester.

4) Each student shall submit his/her work records on every Monday by 9 AM (If Monday is a holiday, then on the following working day).

5) Every student of first, second, third, fourth is required to undergo fieldwork with commitment and dedication with appropriate professional behaviour. When students go to Field Work they must be aware that they represent St. Joseph's College and must conduct themselves in a neat, ethical, professional manner and must behave in a dignified manner keeping in mind the Ethics of Social Work Practice. Students must be dressed appropriately.

6) All students must attend Individual Conference (IC)/ Group Conference (GC) with their respective Faculty Supervisors on mutually agreed day in the week.

7) A candidate who fails to satisfy the attendance requirement in fieldwork shall repeat the programme. He/ She shall not be eligible for promotion.

Ref.No: Date:

Dear parents/guardian/warden,

This is to bring to your notice that the college is sending your child/ward for **Field Work** twice a week, i.e. every Thursday and Friday. It is part of the Social Work curriculum and is compulsory.

The purpose of this Field Work is to provide students with the opportunity to apply their knowledge and information gained in classroom to reality situations. Given below are the eligibility criteria for field work (viva voce).

ELIGIBILITY CRITERIA FOR FIELD WORK (VIVA – VOCE)

1) A student has to have 100% attendance in field work, report submission, individual conference and group conference hours.

2) Reports should be submitted in the standardized format provided by the School mandatorily.

3) Absence due to medical reasons should be informed no later than 3 days of the illness and the required documents should be submitted to the Field Work Coordinator.

4) In any case of emergency or absence during fieldwork, the student needs to inform the field work coordinator, the faculty supervisor and agency supervisor at the earliest.

5) The fieldwork will be done concurrently two days a week for **15 weeks (25 days)** by the students in the agencies selected by the School. No change of agencies is allowed under any circumstances.

6) Any disciplinary issues relating to the student raised by the field work organization or the faculty supervisor will result in ineligibility after an enquiry by the field work grievance committee set up by the School.

7) All cases of ineligibility will be heard by the field work grievance committee and the decision taken by the committee is final and binding

Thank you.

Dr. G. Augustine Lourdu
Dean cum PG Coordinator, School of Social Work

Signature of the Student   Signature of the Parent

STRUCTURED EXPERIENCE LABORATORY

In the first semester, Structured Experience Laboratory (Skill Lab Sessions) will be organized for the students. It provides the opportunity of "learning by doing" in a conducive environment. This environment, i.e. a laboratory, wherein learners and facilitators meet jointly to experience certain intervention skills, needs to use the most creative methods of learning. This learning opportunity is conducted through activities or other simulated exercises. Structured experience are directed to helping the learners enhance their awareness about self and others to aid conscious use of intervention tools. Five sessions would be done based on the skills.

Objectives

1) Understanding of situations in the world of reality through experiencing situations in a laboratory setting, using imagination and cognitive abilities.
2) Reflect over one's own behaviour, and its effect on self and others.
3) Observe others' behaviour and with the help of the facilitator, understand the same.
4) Express feelings and appropriate reaction/response to others' feelings.
5) Confront situations wherein conflicts, decision-making and reflections are necessary.
6) Observe self, recognize own strengths and limitations, and also observe behavior patterns that call for change.

Specific objectives for orientation in the initial phase of first year of PG Social Work programme.

1) Acquire beginner's skills to establish relationship with clients and client groups by participating in activities to develop systematic observation, listening, verbal-communication and understanding non-verbal messages-body language, empathy and life skills.
2) Develop better understanding of one another through group processes.
3) Enhancing self-awareness in relationship to professional role.
4) Reinforcing professional values.

Outcome of Learning

The learners' enhance their ability to adapt, be flexible to experience, discuss and share the learning.

ORIENTATION VISITS

Two types of orientation activities are organized. One is orientation to Social Work practice learning and its place in the curriculum. While the other is orientation to the setting/agency. The learner is placed in for the Social Work practice learning. This orientation is carried out at the setting/agency in the first two weeks

A. Orientation to Social Work practice

1) This orientation may be through a large group meeting to share and discuss place of practice learning as an integral part of the curriculum.
2) Code, norms, and expectations of this teaching-learning opportunity.
3) Requirements of working like days, hours, agency timings and other such details of practice learning.
4) Nature and tasks of initial phase and involvement of learner and instructor.
5) Learner responsibility to setting agency and the institution of learning.
6) Details regarding records and their submission.
7) Practice learning instruction: individual conferences – four hours per week, group conferences once a fortnight.

B. Orientation to Social Work setting/agency

1) Nature of setting/agency - its objectives services programmes, structure, general environment.
2) Contact person in the setting/agency, role of that individual.
3) Annual and other brochures for information.
4) Introduction to setting/agency management, staff and on-going activities.
5) General introduction to setting/agency its programmes and beneficiaries. Information of other similar services.
6) Policies supporting the service agency, local, national.
7) Brief reference to other developmental and welfare services in the location. Learners may in the first four weeks make a local directory to include emergency numbers of hospitals/Primary Health Centers, police, ward of panchayat office, and network agencies.

Ten visits in the First semester shall be arranged for the students to get an exposure to Social Work settings.

CONCURRENT FIELD WORK:

In all the four semester the students will have to go to fieldwork two days a week to agencies/settings allotted by the School. The aim is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situation. This learning experience should provide an opportunity of working with communities, groups, individuals/ families and managing organization tasks. The areas for concurrent practice learning are:

1) Understanding both the agency and the clients as systems.
2) Developing knowledge of administrative procedures, programme management, and utilizing these skills in practice.
3) Developing skills of problem-solving process, and practice based research.
4) Developing as a professional person.
5) Using instruction to learn practice.

Objectives of Concurrent Field Work:

1) Develop understanding and ability to critically analyse various problems and needs of the individuals, groups and communities.
2) Develop knowledge about community resources and services, and utilize them independently and effectively.
3) Develop process-oriented skills in work with individuals, families, groups and communities in relation to tasks.
4) Participate in administrative processes.
5) Learn to integrate theory with practice.
6) Plan and organize tasks independently.
7) Utilize practice principles based on professional Social Work values.
8) Use field-instruction to develop as a professional person.

RURAL CAMPS

In the second semester of the Social Work Practice a ten-day rural camp is conducted. Rural camps provide opportunities to experience rural life, analyze rural dynamics, and observe the functioning of local self-government and voluntary organizations. This experience aids peer participation in planning for activities for own group and those for local people. It also helps develop skills, carry out, evaluate, and report the experience.

Objectives of Rural Camp:

- Develop understanding and ability to critically analyse various problems and needs of the individuals, groups and communities.
- Develop knowledge about community resources and services, and utilize them independently and effectively.
- Develop process-oriented skills in work with individuals, families, groups and communities in relation to tasks.
- Participate in administrative processes.
- Learn to integrate theory with practice.
- Plan and organize tasks independently and evaluate them.
- Utilize practice principles based on professional Social Work values.
- Use field-instruction to develop as a professional person.

Participatory Rural Appraisal:

- Living conditions, housing, water supply and other amenities.
- Social life - power structure, community life, social norms and social institutions, dominant caste, untouchability,etc.
- Marriage and types of families, family life.
- Economic life - Occupation, extent of employment, ownership of house, land, average size of holding, proportion of landless labourers, proportion of land held by non-tribals and average size of holding (in a tribal area), income and indebtedness, bonded labour.
- Exploitation by landlord, moneylender, and traders, extent and areas of exploitation, efforts made to obtain justice and with what effect, conflict and conflict resolution methods.
- Political life-dominant politicians in the region and taluka, the bases of their power, their links with other economic exploiters and politicians at different levels, their influence with respect to the police, judiciary, government officials, factional politics that affect development and social justice.

- Education - level of education, education facilities and who controls them, suitability of education system, use of education facilities by different caste and class groups.
- Conditions of health and nutrition, services available and their use.
- Positive local initiatives in the area.
- Other problems and issues.
- Analysis of intervention programmes/services approach/strategies, participation of the client system.
- Gaps and suggestions.
- Role of the Social Worker.

Guidelines for observation of a voluntary agency in a rural setting:

- The approach and methods used for achieving objectives.
- Organizational structure.
- Priorities and programs evolved, participation of people in decision-making and in programme implementation, problems encountered in programme implementation.
- Impact on the villagers in terms of their problems, social justice, development of leadership, development of an alert and democratic community.
- Relationship with Panchayat Raj, Block Development personnel, the magistracy and other government institutions and bodies, difficulties encountered, benefits received.

Guidelines for Observation of community development organizations and Panchayat Raj:
- Administrative set up of both the above.
- Who the zilla parishad samiti/panchayat members are, their socio- economic and caste status.
- Problems of administrative personnel in working with elected persons at different levels.
- Decision making process: type of problems that come before the zilla parishad, panchayat samiti/panchayat, who initiates projects, process of assessing them.
- How decisions are made - manipulations, lobbying, pressure tactics used.
- Current major programmes, budget allocations for the programmes, methods of implementation, participation of people, impact on development and social justice.

Rural Camp carries 100 Marks. This is awarded on the basis of report submitted by the students, on basis of every day evaluation and students involvement in planning and execution of the activities in the camp. The Student must complete all ten days of the rural camp to become eligible for the viva-voce. The student must secure 50% to pass the Rural Camp-Practicum examination through viva. Failed candidates must re-do the Rural Camp.

ST.JOSEPH'S UNIVERSITY

SCHOOL OF SOCIAL WORK

CAMP STANDARD GUIDELINES

Greetings from School of Social Work, St. Joseph's University. As a mandatory requirement for the Social Work Education Course, a ten day rural camp is being organised at_____ panchayat_____ district From _____to _____. We wanted to let you know in advance about the following standard rules that the student have to adhere to.

1. **Cell Phones**. Students will not be allowed the use of cell phones during work hours. Calls and other usage of phone will only be permitted during free time. The School will not be responsible for loss or damage of the cell phone during the camp (7.45- 9 am, 1.30-3.30, 7-9 pm and after 10 pm).

2. **Clothing**: Student are expected to wear formal dresses or appropriate dressing as per village cultural context. . Wearing of shorts will not be allowed.

3. **Conduct**: Indiscipline and Inappropriate behaviour at camp will be reviewed by a committee consisting of students chaired by the camp co-ordinator. The final decision will be taken based on consensus .In the event of no consensus the co-ordinators decision will be final

4. **Camp Property:** Please respect the facilities and ground at camp. You are expected to keep the premises and camp equipments neat and clean

5. **The Schedule** Students are expected to follow the camp schedule. The schedule will be prepared by the students and camp convener in consultation with camp coordinator and other faculties.

7. **Prescription Medication**: The Camp will only have basic First aid and medicines for common illness like dehydration, diahrea, fever, common cold, allergy. If the student has any known medical conditions, information should be given to the camp co-ordinator. If you anticipate that you will need to take any other medication please ensure you are stocked up with your own supply.

9. **Smoking**. During camp students will not be allowed to smoke. (Please plan ahead if this will be an area of concern for you)* conditions apply.

10. **Drugs and Alcohol**: there will be a zero tolerance policy for alcohol and illegal drugs onsite. If a camper is caught with these substances, disciplinary action will be initiated

10. **Motorised Transportation**: Students MAY NOT bring a motorised vehicle of any kind for use during the Camp or ride with anyone else during their stay here.

11. **Lights Out**. Students will be in their rooms for the night by 10:30 PM with lights out .*Work out daily schedule*

12.**Law** prohibits firearms, weapons, and fireworks of any type. We have a zero tolerance policy towards the same

13. **Any complaints** should be directed to the camp convenor or any staff present there. They will be the ones who will deal with them directly, either at once or by carrying them to the appropriate authority.

14. **Curfew:** All campers should be in campus after 6.00pm.

15. **Personal responsibilities of students**; (a) Keep rooms clean, (b) Loss of personal property, property damage, induced accident, or injury; (c) Cost of mischievous acts or vandalism; (d) Know the daily schedule and adhering to it.

I have read the above said rules and assure that my ward_____bearing the

roll number_____shall abide by it. If any mishap happens whatsoever,

I shall not hold anyone responsible for it.

Signature of the parents.   Signature of the student

Name.   Name

Phno   Reg no

BLOCK PLACEMENT

At the end of the fourth semester, students have to undergo a six week block placement programme. It is a time for the learner to integrate theory and practice to enhance competencies of Social Work practice and experience self in that role.

Objectives

- Develop enhanced practice skill and integrate learning.
- Develop greater understanding of reality situations through involvement in day to day work.
- Develop appreciation of other's efforts and develop sensitivity to gaps in the programme.
- Enhance awareness of self in the role of a professional Social Worker.

Note—

The learner must volunteer to locate a setting of choice about two to three months in advance and explore further possibilities of a four week practice learning placement, after which a confirmation letter must be submitted to the Block Placement Coordinator. Once confirmed, changes shall not be entertained. Students who have special classes/supplementary examination during the tenure of the block placement should take prior permission from the block placement coordinator for flexibility in the dates, failing which the students become ineligible and must redo the block placement. The practice learning setting should preferably have a professionally trained Social Worker on the team of the staff. The learner is to record the learning in a format provided for concurrent learning and submitted to both the setting and the teaching institutions. During the placement, weekly reports have to be submitted online or by post. Block placement has to be carried out individually. On the successful completion of the block placement, a certificate from the agency must be produced in original along with a photocopy of the same.

Field work (PIA) marks pattern

Report Grading

O+	45 -50
O	40 - 45
A+	35 -36
A	30 -35
B+	25 -30
B	20 - 25
C+	15 - 20
C	10 -15

| D+ | 05 - 10 |

PRECAUTIONARY GUIDELINES FOR FIELDWORK

How much time should I spend in the organization?

Students placed in an organization is expected to work for a minimum of 15 hours per week.

What is the procedure for taking a CL on a Fieldwork day?

No student is allowed to take a CL on a fieldwork day.

If a student due to unavoidable circumstances is taking a CL on a fieldwork day then it is supposed to be intimated to the agency supervisor in advance, after which the faculty supervisor and fieldwork coordinator are supposed to be intimated and when returning from the CL the student is expected to submit a letter stating the reason of absence with relevant documents signed by their parent or guardian, duly forwarded by the respective faculty supervisor and submitted to the fieldwork coordinator.

What will happen if I didn't follow the protocol over CL on a fieldwork day?

Failing the above procedure students shall appear at the grievance meet for consideration over viva-voce.

Students who are not present at the field/organisation during the faculty's visit shall appear at the grievance meet for consideration over viva-voce.

Am I allowed to compensate the fieldworks missed?

Those students whose cases are found to be genuine in missing fieldworks are allowed to compensate through written intimation to the fieldwork coordinator and the faculty supervisor. The students whose reasons are not considered by the fieldwork coordinator shall be deemed ineligible, such fieldworks are not added as compensation resulting in an ineligibility to attend the viva.

How much marks am I allotted for fieldwork? Is there an evaluation pattern for fieldwork?

Yes! There is a pattern being followed. 50 marks internal (PIA) and 50 marks external. The Practical Internal Assessment (PIA) is allotted 50 marks of which 10 marks are allotted for IC and 5 marks for GC (1 mark per week), 25 marks based on the content of the report (1 mark per report), 10 marks for participation and reporting of programs in the field (1 mark per report).

The other 50 marks for semester shall have criterion as follows:

20 marks for agency supervisor evaluation, 5 marks for your consolidated report, 5 marks for the presentation during viva, 10 marks for the knowledge over the fieldwork, 10 marks for application of Social Work theory into practice.

What am I expected in a fieldwork as a mandate?

1. Setting up fieldwork objectives in collaboration with the agency supervisor.
2. Creating a fieldwork plan and submitting to the faculty supervisor.
3. Practicing Social Work methods such as Case Work, Group Work and Community Program is a fieldwork mandate, failing which students shall come for the grievance meet for consideration over viva-voce.

What am I supposed to do in my concurrent placement?

Students would be placed in different NGOs/voluntary agencies/industries/companies/hospitals/govt bodies/ trade unions. The students should follow the following procedure:

- Visit the agency supervisor and submit the letter requesting for field work.
- On confirmation of the agency, the student is supposed to get an orientation of the agency (Write according to the orientation visit format prescribed) and the possible field based works the students maybe assisted with.
- Create a fieldwork plan with the specific objectives in consultation with the agency supervisor. The plan should be done in accordance with the fieldwork calendar that the Office of Fieldwork Education proposes.

- Based on the plan the student is supposed to carry out the tasks diligently for 15 hours every week.
- Whenever finding it hard and difficult the agency supervisor and faculty supervisor need to be consulted to learn how the issues could be addressed.
- Towards the end of the semester make a consolidated report and submit soft copy to the agency and hard copy to the School.
- On submission of the consolidated report, the agency shall given you an evaluation of your skills in the agency proforma format (attached in this document) with their seal and signature along with the certificate (in original) stating your concurrent placement with them for the set period.

What are fieldwork records for?

Report writing and documentation is an important skill in Social Work Practice as part of which every week the students are supposed to submit the report of the two days of fieldwork done in the previous week. The report submission is to be done within 9 AM in the morning of every Monday (or Tuesday if Monday is a holiday). Failing report submission, the student may not be allowed to attend IC/GC. For every two late report submission, the student would be asked to do one day of fieldwork compensation apart from the regular fieldwork.

What are IC/GCs?

Individual and Group Conferences (IC/GC) are integral components of fieldwork practice. This is a mentoring of the candidate over their perspectives over the field exposure in written, spoken manner. It is a one to one or one to group guided interaction where the faculty supervisor shall help in understanding how a report needs to be written and how the changes in perspectives can alter development in the practicum areas.

Under what circumstances does a student be deemed ineligible for the final viva voce?

- When the student is not having 100 Per cent attendance in fieldwork.
- When the student isn't having 100 per cent attendance in report submission.
- When the student isn't having 100 per cent attendance in IC/GC.
- When the student hasn't informed their absence in the field, prior to being absent.
- When the student hasn't completed his fieldwork requirements such as Case Work, Group Work and Community program.
- When the student fails to complete the fieldwork mandate of 10 programs, visits,etc.

Format for Orientation Visits

Students must write TWO reports every week based on the organisations visited. The reports should be written in the format given below.

Report on Orientation Visit

Visit No:

Day and date:

Name of the agency:

Location of the agency:

Background of the agency:

Vision:

Mission:

Objectives of the agency:

Board of directors:

Activities and programs run by the agency:

Role of Social Worker:

Observations:

Learning experience:

Remarks:

Date of Submission:

Faculty Supervisor   **Date:**

<div align="center">

REPORT FORMAT

ORGANISATION PROFILE

</div>

REG.NO: **REPORT NO:**

NAME:

VISION:

MISSION:

HISTORY OF THE ORGANISATION:

OBJECTIVES:

BOARD OF MEMBERS:

ACTIVITIES CARRIED OUT:

FUTURE PROJECTS:

BENEFECIARIES:

BENEFACTORS:

ROLE OF SOCIAL WORKERS:

LEARNINGS:

EVALUATION:

REPORT FORMAT

SEMESTER I

<div align="center">

REPORT FORMAT

SEMESTER I, II, III, IV AND BLOCK PLACEMENT

</div>

REG.NO: **REPORT NO:**

OBJECTIVES:

TIME CHART:

PROCESS:

OBSERVATIONS:

LEARNING EXPERIENCE:

APPLICATION OF THEORY INTO PRACTICE (SKILLS/THEORIES/PRINCIPLES APPLIED/VALUES INHIBITED OR EXHIBITED):

FOLLOW UP PLAN:

EVALUATION:

CASE WORK FORMAT

Name:

Age:

Sex:

Education:

Occupation:

Income (monthly):

Family details:

DRAW A GENOGRAM

Income of the family:

Physical appearance(only if necessary):

Study:

Problem:

Diagnosis:

Intervention Plan:

Intervention (session-wise description):

Evaluation:

Termination/Referral service:

Follow Up:

Professional Assessment
>   Barriers encountered during the session
>   Overall Assessment
>   Principles of Case Work applied
>   Skills developed
>   Evaluation & Personal Reflections

Date of Submission:

Faculty Supervisor   **Date**

SOCIAL GROUP WORK FORMAT

(A) Group Profile

Name of the group
Type of group: (specify the target population)
(a) Treatment group
(b) Task group
Nature of group: (permanent/ floating, homogenous/ heterogeneous)
Total no. of members in the group:
Name list of the participants
Demographic details of the group (percentage wise distribution)

(a) Age
(b) Education
(c) Occupation
(d) Income
(e) Marital status

(B) Objectives of the group

Long term /short term goals

Group norms/ rules & regulations formulated

Plan of Action for the Group Work sessions to be organized in this semester

Title	Group	Contents	Methodology	Resources used	Date	Expected outcomes

(C) Process recording of the Group WorkSessions:

Title of the group work session:
Objectives:
Members present for the session:
Members absent for the session:
Contents of the session: (record in detail)
Methodology used:
Resource persons involved/ agencies coordinated:

(D) Group Work Process

(i) Group Dynamics

1. Level of communication and interaction in the group

2. Level of attraction and cohesion in the group

3. Group culture during the session

4. Adherence to the expected norms

5. Emotional reactions to the session

6. Relationship with the Group worker

7. Leadership pattern followed

8. Level of participation of the members

(ii) Sociogram / Sociometry (diagrammatic representation of the communication and interaction pattern that existed in the group)

(iii) Professional Assessment

Barriers encountered during the session
Overall Assessment
Principles of Group Work applied
Skills developed
Evaluation & Personal Reflections

FacultySupervisor   **Date:**

COMMUNITY PROGRAM FORMAT

Name of the Program:

Date:

Venue:

Introduction:

Problem/ Need Identified:

Objective of the Program:

Plan with Budget Allocation:

Process/ Implementation (In Phases):

Outcome:

Professional Learning:

Principles Applied:

Skills Developed/ Used:

Evaluation:

FacultySupervisor   **Date:**

CURRICULUM FOR MSW FIELDWORK

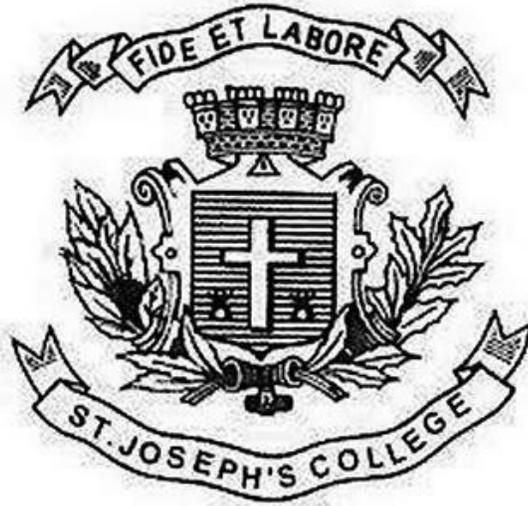| SEMESTER I	CURRICULUM
I	ORIENTATION VISITS, CONCURRENT FIELDWORK
II	UNORGANISED LABOUR FORCE/TRADE UNIONS/NGOs
III	CD: NGO BASED – RURAL OR TRIBAL SETTING MnP: MEDICAL OR PSYCHATRIC SETTING HRM: INDUSTRIES/CORPORATE
IV	CD: URBAN VICINITY – NGO BASED/CSR MnP: MEDICAL OR PSYCHIATRIC SETTING HRM: INDUSTRIES/CORPORATE/ CSR BASED
BLOCK PLACEMENT	ANY SETTING AT ANY PLACE ACCORDING TO THE STUDENT'S CHOICE

Objectives

SEMESTER I

ORIENTATION VISITS

SETTING
Public Health Organisations
Disability Organisations/ Mental Health Organisations
Urban Slum Development/ Anti Trafficking/ Children's Org
Women's Rights/Human Rights

SEMESTER II, III AND IV

1. Concurrent field visits with predefined field work plan.
2. Practicing methods such as Case Work, Group Work.
- II -Sem – case work -1- 5 sessions, Group work – 1- 5 sessions and a community programme – 1
- III- Sem
- CD case work-1- 5 sessions -Group work– 1- 5 session, Social action -1
- MnP-case work -1- 5 sessions, Group work – 1- 5 sessions and a Community programme.
- HRM- Project proposal – 2, the functioning and rules and regulations of the company.

- IV -Sem – MnP- case history and MSE -1, Group work – 1- 5 sessions and a community programme – 1. CD- case work -project development- 1 and a Social Action-1. HRM – CSR project proposal -1, training and development-1, policy on welfare.

3. Community Program needs to be organized with the help of the organization over the real need of the people belonging to any particular community.
4. Presenting a paper in an International / national conference is a course mandate for the II year PG students.

CERTIFICATE

SCHOOL OF SOCIAL WORK

MSW FIRST SEMESTER

 This is to certify that this record contains a genuine account of the field work done by _____bearing register number _____, during the period from _____. This is in partial fulfillment of the requirements for the award of degree of Master of Social Work.

Head   **Faculty Supervisor**   **Student**

DATE:

CERTIFICATE

SCHOOL OF SOCIAL WORK

MSW FIRST SEMESTER

This is to certify that this record contains a genuine account of the field work done by _____ bearing register number _____, during the period from _____. This is in partial fulfillment of the requirements for the award of degree of Master of Social Work.

Head   **Faculty Supervisor**   **Student**

DATE:

CERTIFICATE

SCHOOL OF SOCIAL WORK

MSW FIRST SEMESTER

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Head   **Faculty Supervisor**   **Student**

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CERTIFICATE

SCHOOL OF SOCIAL WORK

MSW FIRST SEMESTER

  This is to certify that this record contains a genuine account of the field work done by _____bearing register number _____, during the period from _____. This is in partial fulfillment of the requirements for the award of degree of Master of Social Work.

Head   **Faculty Supervisor**   **Student**

DATE:

ST. JOSEPH'S UNIVERSITY

SCHOOL OF SOCIAL WORK
OFFICE OF FIELD WORK PRACTICE
BLUE PRINT FOR VIVAVOCE

SL NO	CONTENT	VIVA VOCE	MARK S	TOTAL
1	BLUE PRINT FOR VIVAVOCE FIELD WORK I-IV SEMESTER	INTERNAL EXTERNAL	50 50	100
2	BLUE PRINT FOR VIVAVOCE RURAL CAMP II SEMESTER	EXTERNAL	20	50
		INTERNAL	30	
3	BLUE PRINT FOR VIVAVOCE BLOCK PLACEMENT IV SEMESTER	INTERNAL EXTERNAL	50 50	100

BOS MEMBERS

1)   6)

2)   7)

3)   8)

4)   9)

5)

SCHOOL OF SOCIAL WORK
OFFICE OF FIELD WORK EDUCATION
ST. JOSEPH'S COLLEGE (AUTONOMOUS), BENGALURU

FIELD WORK EVALUATION

Name of the student:

Class:

	1	2	3	4	5
Poise and self-control					
Assertiveness					
Personal Appearance as related to Agency standards					
Effectiveness in planning and arranging work responsibilities					
Ability to assume responsibility of own learning					
Ability to work within the purpose, structure and constraints of the agency and to make suggestions for change in a responsible manner					
Ability to identify and use community resources					
Interviewing skills, including the ability to recognize and interpret the meaning of non verbal communication					
Written communication skills including the ability to record with clarity and Promptness					
Ability to assess situations both within and outside the client system and determine priorities					
Ability to develop and maintain professional relationships with consumers from different backgrounds					
Relationship with Co-Workers (Other students in the agency as well as agency staff)					
Relationship with staff of other Agencies					
Demonstration of the acceptance and use of basic Social Work values, ethics and principles					
Effectiveness in providing services to Individuals and Families					
Effectiveness in providing services to small Groups					
Effectiveness in providing services at the Community level					
Use of Supervision including the ability to accept correction					
Development of a professional self-awareness, including the need for continued professional growth					
Regularity and punctuality / submission of report / time keeping etc					
Involvement in group work and case work					

*#1 denotes lowest score and #5 highest score

Sign of the supervisor:

Organization Name and Address:

SCHOOL OF SOCIAL WORK

ST. JOSEPH'S COLLEGE (AUTONOMOUS)

FIELDWORK VIVA VOCE – SEMESTER I,II,III,IV – BLUE PRINT

DATE: VENUE:

CLASS: TIME:

PANEL I

S.N O	REG NO	NAME	Understanding of agency and works done-10M	Social Work Methods Practiced-10M	Application of theory into practice-10M	Agency Evaluation – 10M	Consolidated Report -10M	TOTAL (50)
1								
2								

EXAMINER'S NAME:	EXAMINER'S NAME:
SIGNATURE:	SIGNATURE:

SCHOOL OF SOCIAL WORK

OFFICE OF FIELD WORK EDUCATION

STUDY TOUR VIVA VOCE – BLUE PRINT

DATE: VENUE:

CLASS: TIME:

SL. NO	REG. NO.	NAME	STUDY TOUR COORDI NATOR MARKS 20 M	KNOWLED GE ABOUT ORGANISA TIONS- 10M	LEARNIN G EXPERIE NCE - 10M	CONSOL IDATED REPORT -10M	TOTAL (50)
1							
2							

EXAMINER'S NAME:	EXAMINER'S NAME:
SIGNATURE:	SIGNATURE:

SCHOOL OF SOCIAL WORK

OFFICE OF FIELD WORK EDUCATION

BLOCK PLACEMENT VIVA VOCE – BLUE PRINT

S.NO	REG NO	NAME	INTERNAL REPORTS (30MARKS)	UNDERSTANDING OVER FIELDS OF SOCIAL WORK (5MARKS)	KNOWLEDGE ABOUT ORGANISATION (5MARKS)	ACTIVITIES CONDUCTED (5MARKS)	LEARNING EXPERIENCE (5MARKS)	TOTAL (50 MARKS)
1								
2								

EXAMINER'S NAME:	**EXAMINER'S NAME:**
SIGNATURE:	**SIGNATURE:**

SCHOOL OF SOCIAL WORK

OFFICE OF FIELD WORK EDUCATION

RURAL CAMP VIVA VOCE – BLUE PRINT

Sl. No	Reg. No.	Name	Pre-Camp 10	In Camp 20						Post Camp 20		TOTAL (50)
			Participation 10	Time Maintenance 2.5	Discipline 2.5	Fulfilling Task 2.5	Fulfilling Objective 5	Using Social Work Values And Skills 5	Participation In Evaluation 2.5	Report &Presentation 7.5	External Assessment 10	
1												
2												

EXAMINER'S NAME:	EXAMINER'S NAME:
SIGNATURE:	SIGNATURE:

SCHOOL OF SOCIAL WORK

OFFICE OF FIELD WORK EDUCATION

MSW RESEARCH PROJECT VIVA VOCE – BLUE PRINT

SL. NO	REG. NO.	NAME	INTRODUCTION (10M)	REVIEW (5M)	METHODOLOGY (20M)	FINDINGS (20 M)	SUGGESTIONS (5M)	REPORT PRESENTATION (10 M)	TOTAL (70)
1									
2									

INTERNAL- 30

SL. NO	REG. NO.	NAME	Timely submission (10M)	Regularity for discussion (10M)	Quality of work (10M)	TO TA L (30)
1						
2						

BOS MEMBERS

1)

2)

3)

4)

5)

6)

7)

8)

9)