



Regulations and Programme Structure  
**Master of Social Work (MSW)**  
(I to IV Semesters)

Master Degree Programme under Choice Based Credit System

(Framed under section 43(1)(i) of KFU Act.2011)

*With effect from 2018-19*

(Draft copy approved by the Finance Committee, Academic Council and Syndicate of the University, in their meetings held on 22<sup>nd</sup> October, 2018 and 11<sup>th</sup> June 2018 and 22<sup>nd</sup> October, 2018 respectively)

# Regulations

Regulations Governing Post-Graduate Programme M.A. in Social Work in the Department of Social Work under the Faculty of Social Sciences under Choice Based Credit System

(Framed under Section 43(1)(i) of the K.F.U Act. 2011)

## 1.0 Title

The Regulations shall be called “Regulations Governing the Post-Graduate Programme M.A. in Social Work in the Department of Social Work under the Faculty of Social Sciences under the Choice Based Credit System” in Karnataka Folklore University, Gotagodi.

## 2.0 Commencement

These Regulations shall come into force from the date assented to by His Excellency the Chancellor.

## 3.0 Definitions

a In these Regulations, unless otherwise provided:

“Academic Council” means Academic Council of the University constituted according to the Karnataka Folklore University Act. 2011.

b “**Choice Based Credit System (CBCS)**” The CBCS provides choice for students to select from the prescribed courses (core, elective, soft core etc. courses).

c “Board of Studies” means P.G. Board of Studies of the University, Adhoc/Combined and Steering Committees of Diploma Programmes in the discipline/subjects concerned.

d “**Board of Examiars (BoE)**” means **P G Board of Examiars (BoE)** panel of examiners who does all the examination related activities such as evaluation, question paper setting, viva-voca examination etc. This panel of eximaers should be indentified and approved by BoS.

e “Compulsory Course” means fundamental paper, which the student admitted to a particular Post-Graduate Programme, should successfully complete to receive the Post Graduate Degree in the concerned subject.

f “**Course**” Usually referred to, as ‘papers’ is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ field work/ project work/ vocational training/viva/ seminars/term papers / assignments / presentations/ self-study etc. or a combination of some of these.

g “**Course Weightage**” means number of credits assigned to a particular course.

h “**Credit**” means the unit by which the course work is measured. One Credit means one hour of teaching work or two hours of practical work per week. As regards the marks for the course, 1 Credit is equal to

25 marks, 2 Credits are equal to 50 marks, 3 Credits are equal to 75 marks and 4 Credits are equal to 100 marks.

- i **“Cumulative Grade Point Average (CGPA)”** refers to the cumulative Grade Point Averages weighted across all the semesters and is carried forward from first semester to subsequent semesters.
- j **“Degree”** means Post-Graduate Degree.
- k **“Grade”** is an index to indicate the performance of a student in the selected course. These Grades are arrived at by converting marks scored in each course by the candidate in both Internal Assessment and Semester-end Examinations.
- l **“Transcript or Grade Card or Certificate”** Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured).
- m **“Semester Grade Point Average (SGPA)”** is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester.
- n **“General Elective Course (GEC)”** means a paper offered by a department to the students of other Departments.
- o **“Post Graduate Programme”** means semesterised Master’s Degree Programme excluding P.G. Diploma, under CBCS.
- p **“Specialization course”** means advanced paper offered by a Department that a student of that Department can opt as a special course.
- q **“Student”** means the student admitted to programmes under (k)
- r **“University”** means Karnataka Folklore University, Gotagodi.

#### 4.0 **Minimum Eligibility for Admission**

A candidate, who has successfully completed Bachelor’s Degree programme or any other Degree programme of this University or of any other University recognized as equivalent thereto by this University, shall be eligible for admission to the post Graduates Programmes provided the candidate also satisfies the conditions like the minimum percentage of marks and other eligibility conditions as prescribed by the University from time to time.

Admission shall be as per Government of Karnataka reservation policy and the directions issued in this regard from time to time.

## 5.0 Duration of the Programme

Unless otherwise provided, the duration of study for the Post-Graduate Degree Programme shall extend over a period of two consecutive academic years, each academic year comprising two semesters, and each semester comprising sixteen weeks with a minimum of ninety working days.

However, the students, who discontinue the programme after one or more semesters due to extraordinary circumstances, are allowed to continue and complete the programme with due approval from the Registrar subjected to double the duration of the programme and full fill other conditions like minimum attendance etc. Further with clear recommendation from the department council.. Candidates shall not register for any other regular course other than Diploma and Certificate courses being offered on the campus during the duration of P.G. Programme.

5.1 However if students fails to continue 2<sup>nd</sup> Semester or fails to fulfil 75% attendance he/she may take this semester immediately after completion of fourth semester by paying full fees.

## 6.0 Medium of Instruction and Evaluation

The medium of instruction for all programmes except languages shall be normally in English. However, the students may write the examinations in Kannada if so provided by the concerned Board of Studies.

## 7.0 Programme Structure

7.1 The students of Post-Graduate Programme shall study the courses as may be approved by the concerned Board of Studies (BoS), Faculty and the Academic Council of the University from time to time subject to minimum and maximum credits as outlined in these regulations.

7.2 The BOS of the concerned department shall prepare programme structure, syllabus and question paper pattern. The suggestive pattern of matrix for two years master's programme is presented in **Appendix A**.

7.3 The category of courses which shall be included in the programme structure and their descriptions are given in the following Table:

Sl. No.	Category of Course	Description
1	Disciplines Specific Core (DSC)Course	DSC courses aim to cover the basics that a student is expected to imbibe in that particular discipline. They provide fundamental knowledge and expertise to produce competent, creative graduates with a strong scientific, technical and academic acumen.

2	Discipline Specific Elective (DSE) Course	DSE Course is a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or enables an exposure to some other discipline/ subject/domain or which nurtures the candidate's proficiency/skill.
3	Generic Elective Course (GEC)	GEC is a course to be chosen from an unrelated discipline/ Subject, with an intention to seek exposure beyond discipline/s of choice. The purpose of GEC is to offer the students the option to explore disciplines of interest beyond the choices they make in core and discipline specific elective courses.
4	Skill Enhancement Course (SEC)	SEC is a Course to promote skills pertaining to a particular field of study. The purpose of these courses is to provide students life-skills in hands-on mode so as to increase their employability/ Self-employment. The objective is to integrate discipline related skills in a holistic manner with general education.
5	Research Project (RP)	Project work is a special course involving application of knowledge in solving / analyzing / exploring a real life situation / difficult problem/ data analysis. Project Work has the intention to provide research competencies. It enables to acquire special/ advanced knowledge through support study.
6	Internship (IP)	<p>Internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest. An internship gives a student the opportunity for career exploration and development, and to learn new skills.</p> <p><b>Note:</b> Assessment pattern shall be decided by the BoS of the concerned discipline from time to time.</p> <p>[Internship is offered in Programmes wherever necessary]</p>

7.4 No minimum mark is prescribed for internal assessment.

7.5 Internal assessment marks once awarded will hold good even if a candidate reappears for the examination.

7.6 Credit for a course will be fixed by the BoS of the concerned department. However, it should be minimum of 2 credits and maximum of 4 credits for a particular course within the respective programme.

7.7 There shall be three components of teaching-learning viz., Lecture, Tutorial and Practical/Field Work. A course shall have Lecture (L) or Tutorial(T) or Practical/Field work component or the combination of

any two or all the three components. The instruction pattern of the course is indicated as L: T: P. The credits of the course shall be the sum of credits allotted for L, T and P components.

**7.6** The Number of seats per elective paper is as per the facility and infrastructure available in the department/campus/affiliated college. However, there should be minimum of 10 students per elective or any other conditions as prescribed by the University from time to time.

**8.0 Attendance:**

**8.1** For the programme, calculation of attendance shall not be done at aggregate level for whole semester. Each course shall be taken as a unit for the purpose of calculating attendance. A student requires a minimum of 75% of attendance for each course to be eligible for the Semester End Examination (SEE).

**8.2** In case of a candidate who represents his/her institution/university/state/nation in Sports/NCC /NSS/Cultural or any Official activities with shortage of attendance, up to a maximum of 15 working days in a semester may be condoned, based on the prior permission and recommendation of the Chairperson of the Department in the University / Director/Special Officer/Coordinator of PG Centre / Principal of the College.

**8.3** A candidate who does not satisfy the requirement of attendance shall not be eligible to take examination of the concerned course and he/she shall repeat that course when offered with the current syllabus of course(s). This facility shall be available only for TWO times in the entire course of duration.

**8.4** The Chairperson of the Department in the University / Director/Special Officer/Coordinator PG Centres / Principal of the College shall send the list of such students with shortage of attendance immediately after the last working day of the semester to the Registrar (Evaluation). The Registrar (Evaluation) shall not include the course(s) in the Examination Hall Ticket where there is a shortage of attendance.

**9.0 Miscellaneous:**

**9.1** Students are required to take active part in the research / survey programmes arranged by the department.

**9.2** Students are required to learn Typing, shorthand and Computer applications.

**9.3** A student shall be considered to have satisfied the required attendance for each course if he / she has attended minimum 75% of the total number of instructional hours during the semester.

**9.4** There is no provision for condoning shortage of attendance.

**9.5** The students who do not satisfy the prescribed requirement of attendance shall not be eligible for the ensuing examination. Such candidates may seek a fresh admission.

**9.6** Such of the candidates who have participated in State / National level Sports, NSS, NCC, Cultural activities and other related activities as stipulated under the existing regulations shall be considered for giving attendance for actual number of days utilized in such activities (including travel days) subject to the production of certificates from the relevant authorities within two weeks after the event.

9.7. Student should take GEC subject offered by the other department as an Open Elective subject. However, there should be minimum of 10 students per elective.

## **10.0 Examination**

10.1. Assessment and evaluation processes happen in a continuous mode. However, for reporting purposes, a course assessment is divided into 3 discrete components identified as C1, C2, and C3. The components C1 and C2 are based on Continuous Internal Assessment (CIA) and C3 is based on Semester-End Examination (SEE).

10.2 There shall be an examination at the end of each semester conducted by the University.

10.3 Unless otherwise provided, there shall be semester-end examination of 2/3 hours duration for 50/80 marks;

10.4 Every student shall register for each semester-end examination as per the University Notification by submitting duly completed application form through the proper channel and shall also pay the fees prescribed.

10.5 The Office of the Registrar shall allot the Register Number to the candidate at the in the beginning of the 1<sup>st</sup> semester, after receiving course registration list from the Chairman of the Department. That will be the Register Number of the candidate for all subsequent appearances and semester-end examinations.

10.6 The Answer scripts shall be in the safe custody of the University for a maximum period of one year from the date of announcement of results. These shall be disposed off after one year.

10.7 The programme under CBCS is a fully carry-over system. A candidate reappearing for either the odd or even semester examinations shall be permitted to take examinations as and when they are conducted (even semester examination in even semester and odd semester examination in odd semester).

10.8 Candidates who have failed, remained absent or opted for improvement in any course / courses shall appear for such course / courses in the two immediate successive examinations that are conducted with subjected to minimum of 75% attendance. However, in the case of the candidate appearing for improvement of their marks, the marks secured in the previous examination shall be retained, if the same is higher.

10.9 Candidates who desire to challenge the marks awarded to them, in the odd (first and third) semester-end examination, may do so by submitting an application along with the prescribed fees to the Registrar (Evaluation) within 15 days from the announcement of results.

## **11.0 Evaluation**

11.1 Each Course shall have two evaluation components – Continuous Internal Assessment (CIA) and the Semester End Exams (SEE).

- 11.2 The CIA component in a course shall carry 20% /20% / 50% and the Semester End Examination shall carry 80% /80% / 50% respectively. However, in case of project work, the distribution of marks for Internal Assessment and Examination shall be left to the discretion of the concerned BOS.
- 11.3 Each course shall be taken as a unit for the purpose of calculating attendance. A student shall be considered to have put in the required attendance for the course, if he / she have attended minimum 75% of the total number of instructional hours during the semester.
- 11.4 Continues Internal Assessment (CIA) shall be based on written tests / assignments / seminars and / or any other instructional activity as specified by the concerned Board of Studies from time to time. However, IA components can be referred as below;

**Outline for Continuous Internal Assessment activities:**

The Internal Assessment activity can be classified as C1 and C2. The session test should be conducted as per the university calendar of events. The semester end examination can be called as C3. Continuous Internal Assessment (CIA) activities for C1 and C2 of a 4-credit course shall be as under;

**For courses of 04 Credits:**

<b>Activities</b>	<b>C1</b>	<b>C2</b>	<b>Total Marks</b>
Session test	10 Marks	10 Marks	20 Marks
Seminars/Presentations/Activity	05 Marks	--	05 Marks
Case Study/Assignment/Field work	--	05 Marks	05 Marks
<b>TOTAL</b>	15 Marks	15 Marks	<b>20 Marks</b>

**For courses of 02 Credits:**

<b>Activities</b>	<b>C1</b>	<b>C2</b>	<b>Total Marks</b>
Session test	05 Marks	05 Marks	10 Marks
Seminars/Presentations/Activity	05 Marks	--	05 Marks
Case Study/Assignment/Field work	--	05 Marks	05 Marks
<b>TOTAL</b>	10 Marks	10 Marks	<b>20 Marks</b>

For C3 (semester end examination) question paper pattern is as per the recommendation of concerned Board of Studies (BoS).

- 11.5 The IA marks list shall be notified on the Department Notice Board as and when the individual IA components are completed and the consolidated list shall be submitted to the Office of the Registrar Evaluation before the commencement of semester-end examination, or as directed by the University.
- 11.6 The tests shall be written in a separately designated book which shall be open for inspection, after evaluation.
- 11.7 There is no provision for seeking improvement of Internal Assessment marks.
- 11.8 The IA records, pertaining to Semester Examination, shall be preserved by the department / Centres / Colleges for a period of one year from the date of semester examination. These records may be called by the University or a body constituted by the University as and when deemed necessary.

- 11.9 The dissertation / project work evaluation and viva-voce shall be conducted by an internal and external examiner, appointed by Chairperson, BoE chosen from the panel of examiners approved by the concerned BoS.

**12.0 Semester-end Examination (C3)**

- 12.1 There shall be a Board of Examiners to set, scrutinize and approve question papers. These examiners are appointed by Chairperson, BoE chosen from the panel of examiners approved by the concerned BoS.

- 12.2 The BOE shall scrutinize the question papers submitted in two sets by the Papers setters and submit the same to the office to the Registrar (Evaluation).

- 12.3 The office of the Registrar Evaluation shall dispatch the question papers to the Departments/ P.G Centres/ Collages who shall conduct the Examinations according to the Schedule announced by the University.

- 12.4 Registrar (Evaluation) shall appoint a full-time course teacher as an internal senior supervisor and if required one external senior supervisor who shall conduct the examinations.

Each answer script (theory) of the odd semester-end examination (first and third semester) shall be a single valuation and each answer script (theory) of even semester semester-end examination (second and fourth semester) shall be assessed by two examiners (one internal and another external). The marks awarded to that answer script/project work shall be the average of these two evaluations. If the difference in marks between two evaluation exceeds 20% of the maximum marks, such a script shall be assessed by third examiner. The marks allotted by the third examiner shall be averaged with nearer awarded of the evaluations.

Provided that in case the number of answer scripts to be referred to the third examiner in a course exceeds minimum of 20% of the total number of scripts, at the even semester-end examinations, such answer scripts shall be valued by the Board of Examiners on the date to be notified by the Chairperson of the Board of Examiners and the marks awarded by the Board shall be final.

- 12.5 Wherever dissertation / project work is prescribed in the even semesters of a programme, the same shall be evaluated by both internal and external examiners. The evaluation shall be as prescribed by the concerned Board of Studies.

- 12.6 In case of programmes with practical examination details of maximum marks, credits or duration may vary from Department to Department as specified by the concerned Board of Studies.

- 12.7 The Office of the Registrar Evaluation shall process and announce the results.

**13.0 Submission and Evaluation of Project / Dissertation:**

- 13.1 The candidate has to submit the project / dissertation within the time frame as prescribed by the Board of Studies

- 13.2 The responsibility of allocating the project work including the topic of the project, duration and the time for the field work etc., shall be decided by the beginning of the commencement of the semester.

The Project work titles should be in line with aims and objectives of the folklore university

**13.3** Right from the initial stage of defining the problem, the candidate has to submit the progress reports periodically and also present his/her progress in the form seminar in addition to regular discussion with guide.

**13.4** The components of evaluation of the project/dissertation are as follows;

C1: periodic progress of the project work (15%) or (15 marks)

C2: Results of work and draft report (15%) or (15 marks)

C3: Final Project Evaluation (50%) or (50 marks)

Final viva – voce (20%) or (20 marks) The marks of report evaluation and viva-voce examination pattern shall be decided by the Board of Studies

13.4.1 50 marks for Dissertation, 20 marks for Viva-voce and 20 marks for Internal Assessment

#### **Marks allocation for Dissertation is 50**

Sl.No	Aspects	Marks
1	Introduction and Methodology	05
2	Profile of the study area/ Background	05
3	Theoretical Background of the Study	05
4	Research Design	05
5	Data Analysis and interpretation	15
6	Presentation of the findings	15
	Total	50

#### **Viva-voce Examination for 20 Marks**

Sl.No	Aspects	Marks
1	Presentation and Communication Skills	03
2	Domain Knowledge	03
3	Research Design and application of quantitative tools	04
4	Results and suggestions	05
5	Presentations/Publications	05
	Total	20

#### **14.0 Maximum duration for completion of the Programme**

**14.1** A candidate admitted to a post graduate programme shall complete it within a period, which is double the duration of the programme from the date of admission.

**14.2** Whenever the syllabus is revised, the candidate reappearing shall be allowed for the examinations only according to the new syllabus.

## 15.0 Declaration of Results

- 15.1 The minimum for a pass in each course shall be 40% of the total marks including both the IA and the semester-end examinations. Further, the candidate shall obtain at least 40% of the marks in the semester-end examination. There is no minimum for the IA marks.
- 15.2 Candidates shall secure a minimum of 50% in aggregate in all course of a programme in each semester to successfully complete the programme.
- 15.3 Candidates shall earn the prescribed number of credits for the programme to qualify for the PG Degree.
- 15.4 For the purpose of announcing the results, the aggregate of the marks secured by a candidate in all the semester examinations shall be taken into account. However, Ranks shall not be awarded in case the candidate has not successfully completed each of the semesters in first attempt or has not completed the programme in the stipulated time (vide Regulation 5) or had applied for improvement of results.
- 16.0 Award of Grace Marks
- 16.1 A candidate shall be eligible to a maximum of 5 grace marks, provided the candidate: a) appears for the entire examination b) he/she has failed in only one paper and c) gets the minimum prescribed marks in the paper and aggregate for passing by such gracing. This is applicable only in the last (final) semester examination of the programme.
- 16.2. Grace Marks awarded for making up of deficiency in a paper/s of a semester, shall be deducted first from out of the component/s of the same paper which has no minimum for pass. After such deduction the balance of a grace marks, if any, shall be deducted equally (as far as possible) from the marks obtained in other paper/s of that semester, in the order of their appearance, without affecting the result (pass etc) of the candidate.
- 16.3. Grace marks awarded as per 16.1 for passing a paper and the corresponding marks deducted as per 16.2 to be shown only in the ledger and not in the statement of marks. However, grace marks awarded for declaration of grade as per 14.2 shall be indicated in the statement of marks.

## 17.0 Award of Ranks

- 17.1 For the purpose of announcing the results, the aggregate of the marks secured by a candidate in all the semester examinations shall be taken into account. However, Ranks shall not be awarded in case the candidate has not successfully completed each of the semesters in first attempt or has not completed the programme in the stipulated time (vide Regulation 5) or had applied for improvement of results.

## 17.2 Marks, Credit Points, Grade Points, Grades and Grade Point Average

- 17.3 The grade points and the grade letters to candidates in each course shall awarded as follows:

Percentage of Marks	Grade Points	Grade Letter
75 and above, up to 100.00%	7.50 to 10.00	A
60 and above but less than 75%	6.00 and above but less than 07.5%	B

50 and above but less than 60%	5.00 and above but less than 6.0	C
40 and above but less than 50%	4.00 and above but less than 05.00	D
Less than 40.00%	Less than 4.00	E

17.4 Credit Point (CP): The Credit Point for each course shall be calculated by multiplying the grade point obtained by the credit of course.

17.5 The award of Grade Point Average (GPA) for any student is based on the performance in the whole semester. The student is awarded Grade Point Average for each semester based on the Total Credit Points obtained and the total number of credits opted for. The GPA is calculated by dividing the total credit points earned by the student in all the courses by the total number of credits of those courses of the semester.

17.6 The Cumulative Grade Point Average (CGPA) shall be calculated by dividing the total number of credit points in all the semesters by the total number of credits in all the semesters. The CGPA to date shall be calculated by dividing the total number of credit points in all semesters to date by the total number of credits in all the semesters to date.

CGPA for the I Semester=

Sum of the CP of the I Semester ÷ Sum of the credits of the I Semester

CGPA for the II Semester =

Sum of the CP of the I Sem. ÷ Sum of the CP of II Sem. ÷ Sum of the credits of the I Semester ÷ II Semester

CGPA for the III and IV Semesters shall be computed accordingly.

17.7 The Grade Card at each semester examination shall indicate the course opted by the student, the credit for the course chosen by the student, the credit points obtained in each course, the grade letter and the grade point average. No class shall be awarded for each semester and the same would only be awarded at the end of all the semesters based on Cumulative Grade Point Average.

17.8 Class shall be awarded to the successful candidates based on the Cumulative Grade Point Average (CGPA) as specified below:

**Cumulative Grade Point Average (CGPA)**

7.5 to 10.0

6.0 and above but below 7.5

5.0 and above but below 6.0

**Class to be awarded**

First class with Distinction

First Class

Second Class

**18.0 Miscellaneous**

a Notwithstanding anything contained in these regulations, the semester system at post-Graduate level is hereby repealed.

- b** The provisions of any order, Rules or Regulations in force shall be inapplicable to the extent of its inconsistency with these Regulation.
- c** The University shall issue such orders, instructions, procedures and prescribe such format as it may deem fit to implement the provisions of this Regulations.
- d** The procedural details may be given by the University from time to time.
- e** Any unforeseen problems / difficulties may be resolved by the Vice Chancellor, whose decision in the matter shall be final.

Illustrative Model:

## Grade Card

Programme: (Faculty of Social Sciences)

Name of the candidate:

Semester: I

Seat No:

Month &amp; Year:

Course	Course code no	Credits	Max Marks	Mark Obtained	Semester Grade Point	Credit Points
<b>DSC</b>						
• Course-I		04	100	60	6.00	24.00
• Course-II		04	100	74	7.40	29.60
• Course-III		04	100	43	4.20	17.20
<b>DSE</b>						
• Course-I		04	100	60	6.00	24.00
• Course-II		04	100	74	7.40	29.60
<b>GEC</b>						
• Course-I		04	100	60	6.00	24.00
<b>Total</b>		24	600	341		136.40

GPA for I Semester = Total no. of CP ÷ Total no. of Credits = 136.40/24.00 = 5.68

CGPA for I Semester = GPA = 5.68

Calculation of CGPA for II, III and the Final Semester

$$\text{CGPA for II Sem} = \frac{\text{CP (ISem)} + \text{CP (II Sem)}}{\text{Credits (I Sem)} + \text{Credits (II Sem)}}$$

$$\text{CGPA for III Sem} = \frac{\text{CP (ISem)} + \text{CP (II Sem)} + \text{CP (III Sem)}}{\text{Credits (I Sem)} + \text{Credits (II Sem)} + \text{Credits (III Sem)}}$$

$$\text{CGPA for the programme} = \frac{\text{CP (ISem)} + \text{CP (II Sem)} + \text{CP (III Sem)} + \text{CP (IV Sem)}}{\text{Credits (I Sem)} + \text{Credits (II Sem)} + \text{Credits (III Sem)} + \text{Credits (IV Sem)}}$$

(\*CP: Credit Points)

**I. Suggestive pattern of matrix for two years Masters programme**

Distribution of Courses/Papers in Postgraduate Programme I to IV Semester as per Choice Based Credit System (CBCS) Proposed for PG Programme

**I-SEMESTER**

Semester	Category	Subject	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
FIRST	DSC1		Course 1	20	80	100	4	-	-	4	3
	DSC2		Course 2	20	80	100	4	-	-	4	3
	DSC3		Course 3	20	80	100	4	-	-	4	3
	DSC4		Course 4	20	80	100	4	-	-	4	-
	DSC5		Course 5	20	80	100	4	-	-	4	3
	DSE1		A. Elective Course 6	20	80	100	4	-	-	4	3
	B. Elective Course 6										
<b>Total Marks and Credits for I Semester</b>						<b>600</b>				<b>24</b>	

\* Student shall opt for any one course i.e A/B

## II-SEMESTER

Semester No.	Category	Subject	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
SECO ND	DSC6		Course 1	20	80	100	4	-	-	4	3
	DSC7		Course 2	20	80	100	4	-	-	4	3
	DSC8		Course 3	20	80	100	4	-	-	4	-
	DSC9		Course 4	20	80	100	4	-	-	4	-
	DSE 2		A) Elective Course 5	20	80	100	4	-	-	4	3
			B) Elective Course 5								
	GEC1		A) Generic Elective Course 6	20	80	100	4	-	-	4	3
			B) Generic Elective Course 6								
<b>Total Marks and Credits for II Semester</b>					240	<b>600</b>				<b>24</b>	

\* Student shall opt for any one course i.e A/B

### III-SEMESTER

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
<b>Third</b>	DSC10		Course 1	20	80	100	4	-	-	4	3
	DSC11		Course 2	20	80	100	4	-	-	4	3
	DSC12		Course 3	20	80	100	4	-	-	4	-
	DSC13		Course 4	20	80	100	4	-	-	4	-
	DSE3		A. Elective Course 5	20	80	100	4	-	-	4	3
			B. Elective Course 5								
	GEC2		A) Generic Elective Course 6	20	80	100	4	-	-	4	3
			B) Generic Elective Course 6								
<b>Total Marks and Credits for II Semester</b>						<b>600</b>				<b>24</b>	

\* Student shall opt for any one course i.e A/B

## IV-SEMESTER

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
<b>Fourth</b>	DSC14		Course 1	20	80	100	4	-	-	4	3
	DSC15		Course 2	20	80	100	4	-	-	4	3
	DSC16		Course 3	20	80	100	4	-	-	4	3
	DSC17		Course 4	20	80	100	4	-	-	4	-
	DSC18		Course 5	20	80	100	4	-	-	4	-
	DSE5		A. Elective Course 6	20	80	100	4	-	-	4	3
			B. Elective Course 6								
	RP-1		Dissertation (Course 7)	20	80	100	4	-	-	4	3
Total Credits for Fourth Semester						800				<b>28</b>	

**\* Student shall opt for any one course i.e A/B**

EXAMPLE FOR PROGRAMMES Distribution of Courses/Papers in Postgraduate Programme I to IV Semester as per Choice Based Credit System (CBCS) Proposed for PG Programme in Social Work

**SEMESTER I**

Paper No.	Title of the Paper	Credit Hours	Teaching Hrs. per Week	Marks		Scheme of Examination	
				Written Exam.	Internal Assessment	Total	Examination Duration
DSC1	Introduction to Professional Social Work	4	4	80	20	100	3 Hours
DSC2	Dynamics of Human Behaviour	4	4	80	20	100	3 Hours
DSC3	Social Case Work	4	4	80	20	100	3 Hours
DSC4	Concurrent field Work Practicum-1 (Skill Development Lab -1)	4	4	80	20	100	VIVA - VOCE
DSC5	<b>Introduction to Folklore</b>	4	4	80	20	100	3 Hours
<b>Soft core any One</b>							
DSE1	A) Indian Society & Culture	4	4	80	20	100	3 Hours
	B) Introduction to Contemporary Indian Society						
<b>Total Marks and Credits for I Semester</b>		<b>24</b>	<b>24</b>	<b>480</b>	<b>120</b>	<b>600</b>	<b>-</b>

\* Student shall opt for any one course i.e A/B

**SEMESTER II**

Paper No.	Title of the Paper	Credit Hours	Teaching Hrs. per Week	Marks		Scheme of Examination	
				Written Exam.	Internal Assessment	Total	Examination Duration
DSC6	Working with groups	4	4	80	20	100	3 Hours
DSC7	Working with Communities	4	4	80	20	100	3 Hours
DSC8	Concurrent field Work Practicum – 2 (Skill Development Lab -2)	4	4	80	20	100	VIVA - VOCE
DSC9	Developments of Folklore Studies	4	4	80	20	100	VIVA - VOCE
<b>Soft core any One</b>							
DSE2	A) Human Rights and social Work, Communication Skills	4	4	80	20	100	3 Hours
	B) Social Action, Advocacy and Communication Skills						
<b>GEC any One</b>							
GEC1	A) Social Justice and Empowerment for promotion of Welfare.	4	4	80	20	100	3 Hours
	B) Social & Psychological Foundations for Social Work Practice						
<b>Total Marks and Credits for II Semester</b>		<b>24</b>	<b>24</b>	<b>480</b>	<b>120</b>	<b>600</b>	<b>-</b>

\* Student shall opt for any one course i.e A/B

### SEMESTER III

Paper No.	Title of the Paper	Credit Hours	Teaching Hrs. per Week	Marks		Scheme of Examination	
				Written Exam.	Internal Assessment	Total	Examination Duration
DSC10	Social Policy, Planning & Social Development	4	4	80	20	100	3 Hours
DSC11	Social work Research & Statistics	4	4	80	20	100	3 Hours
DSC12	Social Work Camp	4	4	80	20	100	5 days
DSC13	Concurrent field Work Practicum	4	4	80	20	100	VIVA - VOCE
<b>Soft core (any One)</b>							
DSE3	A) Social Work Administration and Computer Application	4	4	80	20	100	3 Hours
	B) Correctional Administration and Computer Application						
<b>GEC any One</b>							
GEC2	A) Management of Non Profit Organizations	4	4	80	20	100	3 Hours
	B) Social Moments and Social Action						
<b>Total Marks and Credits for III Semester</b>		<b>24</b>	<b>24</b>	<b>480</b>	<b>120</b>	<b>600</b>	<b>-</b>

\* Student shall opt for any one course i.e A/B

### IV Semester

Paper No.	Title of the Paper	Credit Hours	Teaching Hrs. per Week	Marks		Scheme of Examination	
				Written Exam.	Internal Assessment	Total	Examination Duration
DSC14	Human Resource Management and Labour welfare	4	4	80	20	100	3 Hours
DSC15	Urban, Rural and Tribal community Development	4	4	80	20	100	3 Hours
DSC16	Medical & Psychiatric Social Work	4	4	80	20	100	3 Hours
DSC17	Concurrent field Work Practicum	4	4	80	20	100	VIVA - VOCE
DSC18	Block Placement Training -	4	4	80	20	100	VIVA - VOCE
<b>Soft core (any One)</b>							
DSE4	A) Labour Legislation	4	4	80	20	100	3 Hours
	B) Public Health and Social Work C) Counseling Theory & Practice						
RP-1	Research Project (Dissertation)	4	** Guiding two students equal to one hour of teaching per week	80 (Dissertation work and viva voce)	20	100	-
<b>Total Credit for IV Semester</b>		<b>28</b>	24	560	140	800	
<b>Total Number of Credits: I-IV Semester</b>		<b>100</b>	96	2000	500	2500	

\* Student shall opt for any one course i.e A/B

## Semester- I

### DSC 1. Introduction to Professional Social Work

#### **Unit-1: Meaning and Definitions of Social Work** **12 hours**

Social Work – Meaning, Definition, Objectives, scope.

Concept of related terms: Social service, Social welfare, Social development, Social Security, Social Justice.

Introduction to the Methods of Social Work.

#### **Unit-2: Evolution of social work:** **12 hours**

Historical development of Social work in the west. (UK and USA)).

Historical development of Social work in India.

Gandhian Philosophy of Social Work; Marxist Perspective of Social Work.

Social Reformers, Reform Movements of 19<sup>th</sup> and 20<sup>th</sup> centuries and Social Work.

#### **Unit-3: Social Work profession in India:** **12 hours**

Basic Assumptions of Social Work; Philosophy and Principles of Social work practice;

Values and code of ethics in social work practice.

Social work as a profession; Professional Traits in social work.

Goals and Functions of social Work.

#### **Unit-4: Contemporary Ideologies of Social work profession** **12 hours**

Concept of Ideology; Indian history of ideologies of Social Work profession: Beginning of Social work education, Professionalization of Social Work.

Contemporary ideologies for social change and professional social work

Contemporary process of Systematic Marginalization of Vulnerable groups.

Emerging ideologies of professional social work and challenges ahead.

#### **Unit-5: Skills and Fields of social work:** **12 hours**

**Skills** – Communication, Self-awareness, Analytical, Self- management, Presentation, Sensitivity, Observation, Participation, Partnership, Resilience Skills.

**Fields** - Social work in Community Development and correctional setting, Medical and Psychiatric social work, Family, Women and child centered Social work, Industrial social work, Social work with marginalized sections of the society, Social work with Vulnerable groups in the society, Emerging Areas of Social Work: Environmental Protection, Disaster management, HIV/AIDS, etc...

### **Reference Books :**

1. Mishra P. D., Social Work- Philosophy and Methods, Inter-India Publications\*
2. Mishra P. D., Social Work- Profession in India, New Royal Book Company
3. Singh Surendra&Soodan, K. S. (eds.), Horizons of Social Work, Jyotsna Publications, Lucknow.
4. Singh D. K. &Bhartiya, A. K., Social Work- Concepts & Methods, New Royal Book Company, Lucknow.
- 5.Brion Sheldon and Geraldine Macdonald-A Textbook of social work\*
- 6.Chris Becket-Essential Theory For social Work Practice\*
- 7.Sanjay Bhattacharya-Social Work:An Integrated approach\*
- 8.Neil Thampson-Understanding social Work-Preparing for practice\*
- 9.Sanjay Roy-Introduction to Social Work and Practice in India.\*
- 10.Desai, M. (2000), curriculum development on history of ideologies for social change and social work, Mimbai.
11. Gore M. S., Social Work and Social Work Education, Bombay: Asia Publishing House, 1965
12. Encyclopedia of Social Work in India, Ministry of welfare, Govt. of India, New Delhi, 1987.
13. Ganguli B. N., Gandhi's Social Philosophy, Vikas Publishing House, Delhi, 1973.
14. Friedlander W. A., Introduction to Social Welfare, Popular Prakashan, New Delhi.
15. Banks S., Ethics and Values in Social Work, Practical Social Work Series, Macmillan Press Limited, London.
- 16.Sociology and Social Work-Jo Cunningham and Steve Cunningham\*
17. ಮರುಳ ಸಿದ್ಧಯ್ಯ ಹೆಚ್.ಎಂ. (1981, 1983, 1993, 2001, 2005) ಸಮಾಜಕಾರ್ಯ .
18. ಮರುಳ ಸಿದ್ಧಯ್ಯ ಹೆಚ್.ಎಂ. (2008) ಸಮಾಜಕಾರ್ಯ ಸಮಗ್ರ ಸಂಪುಟ 1: ಅರಿವಿನ ಆಳ, ಸತ್ಯಶ್ರೀ ಪ್ರಿಂಟರ್ಸ್, ಪ್ರೈ, ಲಿ., ಬೆಂಗಳೂರು ಕರ್ನಾಟಕ, ಭಾರತ.
19. ಮರುಳ ಸಿದ್ಧಯ್ಯ ಹೆಚ್.ಎಂ. (2008) ಸಮಾಜಕಾರ್ಯ ಸಮಗ್ರ ಸಂಪುಟ 2: ಅನುಷ್ಠಾನದ ಹರವು, ಸತ್ಯಶ್ರೀ ಪ್ರಿಂಟರ್ಸ್, ಪ್ರೈ, ಲಿ., ಬೆಂಗಳೂರು ಕರ್ನಾಟಕ, ಭಾರತ

## **DSC 2. Dynamics of Human Behavior**

### **Unit-1: Understanding of Human Behavior:**

**12 Hours**

Concept of Growth and Development: Meaning, Definition Principles of growth and development - Methods of studying human behaviour, Stages of Development with special reference to Indian concepts of Life Span -Beginning of life - Human reproductive system; Fertilization and Fetal development. Pre-natal and Post-natal care and their importance in development.

### **Unit-2: Developmental Stages and Milestones:**

**12 Hours**

Infancy, babyhood, childhood, puberty, adolescence -. Growth hazards, lifestyle effects. Adulthood - Growth, personal and social adjustment, health, sexuality, vocational and marital adjustment. Aging - Characteristics, hobbies, adjustment, physical and mental health, death, dying and bereavement.

### **Unit-3: Determinants of Human Behavior:**

**12 Hours**

Heredity and Environment: Concepts, mechanism-Interplay of Heredity and Environment in shaping human behavior. Biological basis of behavior (Brain and Behavior, Genes and Behavior, Endocrines and behavior)

Social basis of behavior (Socialization, Stereotypes, Attitude, Interpersonal attraction, Aggression, Frustration, Altruism) Basic human needs Biological, Psychological, social and Intellectual. Maslow's hierarchy of needs.

**Unit-4: Basic Concepts:**

**12 Hours**

Sensation, Attention, Perception, Consciousness, Memory, Learning, Emotions, Language and thinking, Intelligence (IQ-Intelligent quotient) and EQ (Emotional quotient).

**Unit-5: Theories of Personality:**

**12 Hours**

Personality: Definition, nature, types and assessment of personality (Observation, Interview and Rating Scales) Basic defense mechanisms. Freud's conception of Personality (Id, Ego, Superego) Jung's conception of Personality, Ericson's Psychosocial Theory.

**Reference Books :**

1. Hurlock, Elizabeth B- Child Growth and Development, New Delhi, Tata McGraw-Hill Publishing Company Ltd.
2. Hurlock, Elizabeth B. Developmental Psychology, New Delhi, Tata McGraw-Hill Publishing Company Ltd.
3. Rapoport, Rhona and Growing through Life, Lifecycle Book,
4. Rapoport, Robert 1980 New York: Harper & Row Publishers.
5. Kakar, S. (1979) Indian Childhood, Cultural Ideals and Social Reality, Delhi: Oxford University Press.
6. Kakar, S. (1982) Identity and Adulthood, Delhi: Oxford University Press.
7. Kakar, S. (1980) Conflict and Choice - Indian Youth in a Changing Society, Bombay: Somaiya Publications.
8. Kakar, S. (1978) Images of the Life Cycle and Adulthood in India. 9. Kaplan, P. S. (1988) The Human Odyssey: Life-Span Development, St. Paul, West Publishing Company.

**DSC 3. Social Case Work**

**Unit- 1: Introduction to Social Case Work**

**12Hours**

Social case work: Meaning, Definitions, Objectives, scope. Historical development - Influence of psychoanalysis on casework, Social and Professional Relationship, Socio-Cultural factors influencing Case Work Practice.

Introduction of casework as a method of social work - Concepts of adjustment and maladjustment - Philosophical assumptions and casework values.

**Unit- 2: Social Case Work Practice**

**12Hours**

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

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

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

### **Unit- 3: Therapeutic Approaches of Social Case Work**

**12Hours**

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

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

### **Unit-4: Social Case Work Tools and Techniques**

**12Hours**

Tools for Help: Case work tools: Interview, home visit, observation, listening, communication skills, rapport building. Records: Nature, purpose and principles of recording.

Techniques of casework: Supportive, resource enhancement and counseling. Self as a professional: Professional self - Conflicts and dilemmas in working with individuals and families.

### **Unit- 5: Application of Social Case Work Method**

**12Hours**

Application of Method: Primary and secondary settings - Application of methods in family, women, and child welfare settings, marriage counselling centres, schools settings, medical and psychiatric settings, correctional institutions, and industry. Role of Social case Worker in Various Settings; Educator, Advocate, Broker, Catalyst etc..

## **Reference Books :**

1. Aptekar H., Dynamics of Case Work Counseling, Hyperion Press, 1981
2. Bartlett H.H., The Common Base of Social Work, British Association of Social Workers
3. Conway R.S. & Fisher Jo, Effective Case Work Practice, Springer, US
4. Singh Surendra & Misra P.D., Social Work: History, Philosophy & Methods, New Royal Books Co. Lucknow.
5. Dr. Sanjay Roy, Introduction to Social work and practice in India\*
6. Hamilton Godon, Principles of Social Case Recording, Columbia University Press, New York.
7. Hollis & Florence, Case Work, A Psychological Therapy, Random House, New York, 1964
8. Mathew G., Case Work in Encyclopedia of Social Work in India, Ministry of Social Welfare, Delhi, 1987

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

## **DSC 4. Social Work Practicum – I**

### **Orientation Visits –**

There shall be a minimum of **Ten** orientation visits to be made in the first **five** weeks to provide an exposure to and understanding of the services provided in responses to people's needs.

Agencies in health setting, education, community, institutional services, criminal justice system, civic administration, rehabilitation, etc. Soon after the completion of orientation visits, “Orientation to fields of social work”, a student workshop, shall be conducted to share the orientation visit experiences and learning.

### **Structured skills labs–**

It is a classroom activity for four weeks, which provides opportunities through the games/activities, to form the involvement of self in various practice skills. These laboratory experiences are designed in small groups to encourage participation, sharing of the experience and aid in examining learning and applications of skills. These sessions have a specific objective of experiencing self, and applying /using self in practice.

Communication Skill, Public speaking skill, Presentation skill, Formal and Informal communication  
Soft skills Critical thinking, creative thinking, empathy, self-awareness, social awareness.  
Documentation Academic writing, report writing, documentation

### **Concurrent Fieldwork–**

It is a practice learning of two-days a week that provides ongoing learning opportunity to develop intervention skills in reality situations. This entails learning social work practice for two days or its equivalent (16 hours), each week of the semester. The learners may be placed in agencies/community to initiate and participate in direct service delivery. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work. There shall be a minimum of **Ten** concurrent filed visits in the first semester, beginning soon after the completion of the Orientation Visits and Orientation Classes.

## **Reference Books :**

Excel books (2004). Effective callcenter training: soft skills. New Delhi:Excel books.

Hariharan, S., Sundararajan, N., &Shanmugapriya, S.P. (2010).

Soft skills, communication skills, employability skills, corporate skills.

Chennai: MJ Publishers. Schwartz, B. M., Landrum, R. E., & Gurung, R. A. R. (2014).

An easy guide to APA style. Los Angeles: Sage Publications.

Essential Reading / Recommended Reading Bradbury, A. (2010).

Successful presentation skills. London: Kogan Page. Kumar, P. (2010).

Communication and soft skills. New Delhi: Centrum press. Murty, G. R. K. (2008).

Soft skills for success. Hyderabad: ICFAI. Rae, L. (2005).

Skills of interviewing. Mumbai: Jaico Evaluation Pattern

Kohli, A.S. 2004. Field Instruction and Social Work: Issues, Challenges and Response. Delhi: Kanishka.

Lawani, B.T. 2009. Social Work Education and Field Instructions. Agra: Current Publications.

Mathew, G. Supervision in Social Work. Mumbai: TISS. Roy, S. 2012.

Fieldwork in Social Work. Jaipur: Rawat Publications. Sajid, S.M. 1999.

Fieldwork Manual. New Delhi: Department of Social Work, Jamia Milia Islamia. Subedhar, I.S. 2001.

Fieldwork Training in Social Work. New Delhi: Rawat. University Grants Commission. 1978.

Review of Social Work Education in India: Retrospect and Prospect. New Delhi: UGC

## **DSC 5. Introduction to Folklore**

### **Unit 1: 'Popular Antiquities' the word 'Folklore' - Definition**

Different terms, Shift from lore to folk, folklore in context (Malinowski to Den Ben Amos), change in the definition of Folk rural /peasant / later shifted to non-urban / Pre industrial – Dorson to Allen Dundes.

### **Unit 2: Nature and Scope of Folklore**

Tradition-Orality-Anonymity-Version and Variations - Multiple existence- Folklore-Folklorism-Applied Folklore-Public Folklore.

### **Unit 3: Classification of Folklore**

Classification of R.S. Boggs, Richard Dorson, and Alan Dundes.

### **Unit 4: History of Folklore studies**

Global, Indian and Regional

### **Unit 5: Tribal lore-Rural lore-Urban lore.**

## **References:**

ಜವರೇಗೌಡ ದೇ. 1996, 'ಜಾನಪದ ಅಧ್ಯಯನ', ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ.

ಹಾ.ಮಾ.ನಾ., 1971, 'ಜಾನಪದ ಸ್ವರೂಪ', ತ.ವೆಂ. ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ

ಬಸವರಾಜ ನೆಲ್ಲೇಸರ, 1991, 'ಜಾನಪದ ಪೂರಕ ಕ್ಷೇತ್ರಗಳು', ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಶಂಕರಘಟ್ಟ.

ಪರಮಶಿವಯ್ಯ ಜಿ.ಶಂ. (ಸಂ) 1979, 'ಕರ್ನಾಟಕ ಜಾನಪದ', ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ.

ಲಕ್ಷ್ಮಪ್ಪ ಗೌಡ ಎಚ್.ಜಿ., ಮತ್ತಿತರರು 1997, 'ಜಾನಪದ ಕೈಪಿಡಿ', ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ.

ರಾಜೇಂದ್ರ ಡಿ.ಕೆ. (ಸಂ) 2006, 'ಜಾನಪದ ವಿಶ್ವಕೋಶ', ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು.

ಅಂಬಳಕೆ ಹಿರಿಯಣ್ಣ 1984, 'ಜಾನಪದ ಕೆಲವು ವಿಚಾರಗಳು', ಪ್ರಜ್ವಲ ಪ್ರಕಾಶನ, ಮೈಸೂರು.

ಚಂದ್ರಶೇಖರ ಕಂಬಾರ 1973, 'ಕನ್ನಡ ಜಾನಪದ ವಿಶ್ವಕೋಶ', ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು.

ರಾಮಚಂದ್ರೇಗೌಡ ಹಿ.ಶಿ. 'ಸುವರ್ಣ ಜಾನಪದ ಸಂ.1,2' ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ.

ಸುಂದರಂ ಆರ್.ವಿ.ಎಸ್. (ಸಂ) 1976, 'ಜನಪದ ಸಾಹಿತ್ಯದ ಮೂಲತತ್ವಗಳು'.

ವಿವೇಕ ರೈ ಬಿ. ಎ 1985, 'ಅನ್ವಯಿಕ ಜಾನಪದ', ಮಡಿಪು ಪ್ರಕಾಶನ, ಮಂಗಳಗಂಗೋತ್ರಿ.

ಗುಂಡ್ಲಿ ಚಂದ್ರಶೇಖರ ಐತಾಳ್ (ಸಂ) 1973, 'ಮದ್ದುಂಟೆ ಜನನ ಮರಣಕ್ಕೆ'.

ರಾಗೌ, 'ಜಾನಪದ ಸಾಹಿತ್ಯ ರೂಪಗಳು', ಕಾವ್ಯಾಲಯ, ಮೈಸೂರು.

ತಪಸ್ವೀಕುಮಾರ್. ನಂ. 'ಸಂಸ್ಕೃತಿ ಅಧ್ಯಯನ', ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.

ನಾವಡ ಎ.ವಿ., 'ಒಂದು ಸೊಲ್ಲ ನೂರು ಸೊರ', ಕರ್ನಾಟಕ ಸಂಘ, ಪುತ್ತೂರು.

ಪ್ರಭಾಕರ ಎ.ಎಸ್., 'ಆದಿವಾಸಿ ವ್ಯಾಖ್ಯಾನ', ಹೊಸಪೇಟೆ.

Alan Dundes 1978, Essays in Folkloristics, Meerut, Folklore Institute

Handoo Jawaharlal 1989 Folklore : An Introduction CIIL Mysore

Leach Maria (Ed) 1950, standard Dictionary of Folklore, Mythology and Legend Newyork

Dorson Richard (Ed) 1972 Folklore and Folklife An Introduction, Chicago University Chicago

Claus, Korom 1988 Folkloristics and Indian Folklore pub : RRC Udupi

Lord, Abbert B 1960 The Singer of Tales Cambridge Harward University

Propp.Vladimir 1984 Theory and History of Folklore University of Minnesota press

## **DSE 1.(A) Indian Society and culture**

### **Unit-1: Individual, Society and Culture**

**12 Hours**

Society: Concept, Meaning & Characteristics; Individual & Society; Society as a system of relationship. Social Values and Norms; Culture: Concept & Relevance, Socialization and Culture. Culture & Civilization. Need for and block to the understanding of Indian Society and Culture. Strengths of Indian Culture.

### **Unit-2: Social Institutions and Social Control**

**12 Hours**

Social System: Concept & Theories; Social Institutions: Marriage, Family, Religion, State and Law. Meaning and functions of Social Control: Social Control exercised through the Social Institutions. Group: Primary, Secondary and Reference Groups; Basic Sociological Concepts: Community and Association.

### **Unit-3: Analysis of Indian society**

**12 Hours**

Frameworks for study and analysis of Society: Social Inequalities; Social Stratification patterns; Structural Analysis. Globalisation and its effect on Indian Society and Marginalized groups, Economic and Political system in India, Cultural and Religious system in India, Education and Health system in India.

### **Unit-4: Analysis of Social Issues**

**12 Hours**

Poverty: Poverty line debate in India, Unemployment and Under employment, Corruption: State and Civil Society, Crime and Children Conflict with Law, Women's issues, Communalism and Fundamentalism.

### **Unit-5: Social Change**

**12 Hours**

Meaning and Definition of Social Change, Social and Cultural change, Causes and Sources of Social Change, Theories and factors of social change. Social Movements and Social Change in India. Relevance of sociology for Social work.

## **ReferenceBooks :**

1. Davis K., Human Society, Surjeet Publications, Delhi
2. Furfey, History of Social Thought, American Catholic Sociological Review
3. Gillin&Gillin, Cultural Sociology, The Macmillan Company.
4. Agrawal G.K., Social Disorganization, SahityaBhawan Publications, Agra.
5. Agrawal G.K., Social Control and Change: SahityaBhawan Publications, Agra.
6. Brar, Bhupinder et.al-Globalization and the politics of identity in India. New Delhi, Pearson Longman
7. Bayne, Devid, 2005-Social Exclusion, Jaipur: Rawat publication.
8. C.N. Shankar Rao-Sociology

9. Admas Bert N., A Sociological Interpretation, Rand Me Nally, Chicago, 1975.

10. Chinoy Ely, Society- An Introduction to Sociology, Random House. College, New York, 1967. 3. Day P.R., Sociology in Social Work Practice, MacMillan Co, London

## **DSC (B): Introduction to Contemporary Indian Society**

### **Unit 1: Conceptual & Theoretical Perspectives to Understand Society 12Hours**

Society: Nature, Approaches, Functions, Theories of Society (Evolutionary, Cyclical, Conflict and Systems theories).

Social Group: Concept & Characteristics of Primary Group, Secondary Group, Reference Group.

Social Institutions: Family, Marriage, Kinship, Property (Present trends).

Culture: Concept of Culture, Traditions, Customs, Values and Norms

### **Unit 2: Social System and Social Process of Contemporary Society 12Hours**

Social System & Sub system: Structure & Function, Classification of System.

Social Structures: Status & Role.

Social Process: Meaning and kinds of Social Interaction, Socialization, Cooperation, Conflict, Assimilation, Social control.

### **Unit 3: Polity & Economy of Contemporary Society 12Hours**

State: Elements, Role and Functions. Democratic government & process.

The nature of economic development, Classification of Developing Countries,

Meaning of Globalization, Liberalization, Privatization.

### **Unit 4: Social Stratification and Social Change in Contemporary Society 12Hours**

Social Stratification: Caste, Caste & Democracy, Tribes.

Social Change: Concept, Factors, Western theories.

Theories of Social Change in India: Sanskritization, Westernization, Modernization, Secularization.

### **Unit 5: Problems of Contemporary Indian Society 12Hours**

Social Problem: Concept, Factors, Theories.

Poverty: Causes, Factors, Extent, Consequences, Theories, Measures, Impact on society.

Population Explosion: Causes, Factors, Extent, Consequences, Measures, Impact on society.

Unemployment: Causes, Factors, Extent, Consequences, Theories, Measures, Impact on society.

Environment pollution: Causes, Factors, Extent, Consequences, Theories, Measures, Impact on society.

Malnutrition: Causes, Factors, Extent, Consequences, Theories, Measures, Impact on society.

Positive and negative impact of Social Media(Internet, Face Book, Social Media, Television, Cinema, Mobile etc.)

### **Reference Books:**

- 1.Ahuja ,Ram: Social Problem in India (Rawat Publishers, Jaipur 1997)
2. Madan, GR: Indian Social Problems (Allied Publishers, New Delhi 1981)
3. Reddy, KS : Poverty and Unemployment (Anmol Publishers, New Delhi 1997)
- 4.Vasant , Moon: Growing Up Untouchable in India(Sage Publication, New Delhi 2002)
5. Ghanshyam, Shah: Dalit identity and Politics(Sage Publications, New Delhi 20010)
- 6.Joshi, Sandeep: IRDP and Poverty Alleviation (Rawat Publications, Jaipur 1999)
- 7.Beteile, A. Sociology. ( New Delhi: Oxford.2002)
- 8.Shankar Rao, C.N. Sociology. (New Delhi: S. Chand and Company Ltd.2005)
9. Sharan, Raka A Handbook of Sociology. (New Delhi: Anmol Publications.1991)
- 10.Srinivas, M.N. Indian Social Structure. New Delhi: Hindustan Publishing House.1991)

## SEMESTER - II

### DSC 6. Working With Groups

#### **Unit-1: Introduction to Social Group Work: 12 Hours**

Concept, Definition, Nature, Objectives, Basic Assumptions and Scope of Social Group Work.  
Historical Development of Social group work.  
Relevance of Groups for Individuals and Community for Change and Development.

#### **Unit-2: Principles, Skills and Types of Group Work Groups 12 Hours**

Principles, Basic Skills and Values in Social Group Work, Types of Groups (Treatment Groups, and Task Groups). Group Dynamics, Benefits of Groups, Influence of Groups on Personality Development

#### **Unit-3: Theories and Models underlying group Work Practice 12 Hours**

Theories underlying Group work Practice in brief (System Theory, Psychodynamic Theory, Learning Theory, Field Theory and social Exchange Theory). Models of Social Group Work Practice: Remedial, Mediating or Reciprocal Model, Developmental & Social Goal Model.

#### **Unit-4: Process of Group Work 12 Hours**

Intake(selection of members, size of the group, frequency of meetings, duration of the meeting, purpose of the group). Study and analysis(Listening,observation,Empathy) Intervention (Purposeful,warm understanding, Professional relationship between group worker and group members, verbal and non-verbal communication and creation of environment, Use of Programme media),Evaluation(Process of evaluation, Result of evaluation)Termination(disengaging from relationship and stabilization of change effort).Recording in Group Work.

#### **Unit-5: Application of Social Group Work 12 Hours**

Social Group Work in Family service Agencies, Hospitals, Correctional Agencies, Schools and Urban and Rural Community Development Settings. Role of Social Group Worker in Different Group Work Settings.

### **Reference Books :**

- 1.Siddiqui H Y-Group Work Theries and Practice,RawatPublications.Jaipur
- 2.P.D.Misra-social Work-Phylosophy and Methods,Inter-India Publications,New Delhi.
- 3.Alissi A.S., Perspectives on Social Group Work Practice- A Book of Reading, New York, The Free Press, 1980.

4. Balgopal P.R. & Vassil, T.V. *Groups in Social work – A Ecological Perspective*, Macmillan Publishing Co. Inc., New York, 1983.
5. Konopka G, *Social Group Work: A Helping Process*, Prentice Hall Inc, Englewood Cliff, N.J., 1963.
6. Trecker H.B. *Social Group Work-Principles and Practice*, New York: association Press.
7. IGNOU School of Continuing Education-*Social work intervention with Individual and groups*.
8. Pincus A & Anne Minahas, *Social Work Practice: Models and Methods*, Itasca, Illinois: F.E. Peacock Publishers Inc.
9. Turner G., *Social Work Treatment*, Free Press, 1996.
10. Soodan K.S., *Social Work: Theory and Practice*, Nav Jyoti Simran Publications, Lu
11. Balgopal, P. R. and *Groups in Social Work - An Ecological Vassil, T. V. 1983 Perspective*, New York: Macmillan Publishing Co. Inc.
12. Barhard, (1975). *The use of groups in social work practice*. USA : Routledge & Kegan Paul Ltd.
13. Brandler S. and *Group Work: Skills and Strategies for Effective* Roman, C. P. 1999  
Interventions, New York: The Haworth Press.
14. Cartwright, Dorwin and Zander, Alwin. (1995). *Group dynamics*. New York: Row, Peterson & Co.
15. Coyle, Grace, L. (1947). *Group experience and democratic values*. New York: The Women's Press.
16. Konopka, G. (1954). *Group work in institution*. New York: Associate Press .
17. Konopka, G. (1983 3rd Ed.). *Social group work: A helping process*. New Jersey : Prentice Hall
18. Northen, H. (1969). *Social work with groups*. New York : Columbia University Press
19. Northen, H. (1976). *Theory of social work with groups*. New York : Columbia University Press
20. Phillips, H. (1962). *Essentials of social group work skills*. New York : Associate Press
21. Ryland & Wilson, (1949). *Social group work practice*. USA: Houghton Mifflin Co.
22. Trecker, H.B. (1955). *Group work: Foundations & frontiers*. New York : Whiteside & William Marrow & Co
23. Trecker, H.B. (1980). *Social Group Work-Principles and Practices*. New York : Associate Press

#### **JOURNALS:**

- Indian Journal of Social Work, By-Annual, TISS, Deonar, Mumbai (Maharashtra).
- Perspectives in Social Work, College of Social work, Nirmal Niketan, Mumbai (Maharashtra).
- Social Work Journal, Bi-Annual, Department of Social Work, Assam University, Silchar-788 011 (Assam).

## **DSC 7. Work with Communities**

### **Unit- 1:Community and Community Organisation**

**12 Hours**

Community: Concept, characteristics, types and functions. Understanding of community organization practice: Definitions, values and principles of Community Organisation, ethics of community organization practice. Locality Development Model - Social Planning Model - Social Action Model. Historical development of community organization practice.

### **Unit-2: Power dynamics in Indian Communities**

**12 Hours**

Concept of Power, Basis of Power in Indian Communities, Types of Community Leaders, Community Power Structure (Class-Caste-Gender nexus); Empowerment, Community Organization as a Process of Empowerment; Forces against Peoples Empowerment.

### **Unit-3: Participatory Community Work**

**12 Hours**

Participation and the Participatory Approach, Attitudes and Skills in Participatory Community Work. Participatory Approaches (PRA,LFA,SWOC and Micro Planning): Tools and Methods (Social Mapping, Resource Mapping, Mobility Mapping, , Wellbeing Analysis, Seasonal Livelihood calendar, Daily Activity clock, Problem Tree Chart, Problem Analysis Chart),

### **Unit-4: Problem solving Process**

**12 Hours**

Identifying the Problem, Perception of the Problem-Facts and Data, Structural and Functional Analysis, Beneficiaries Profile, action Plan, Determination of the Strategy, Linking People with Programme, Implementation and evaluation and Building Counter System.Skills of Community Organization Practitioner (Problem analysis, resource mobilization, conflict resolution, organizing meetings, writing and documentation, networking, Training, monitoring and evaluation).

### **Unit-5: Strategies and Roles of Community Organizer**

**12 Hours**

Strategy and Roles: Unionization as a Strategy - Advocacy in community organization. Current debates in community Organization practice: Emerging issues - Impact of macro policies. Emerging Trends in Community Work Practice.

## **References:**

1. Arora R. K. (Ed.) 1979, People's Participation in Development Process: Essays in Honour of B. Mehta, Jaipur: the HCM State Institute of Public Administration.
2. Dandavate, M. 1977, Marx and Gandhi, Bombay: Popular PrakashanPvt. Ltd.
3. P.D Misra, Social Work-Phylosophy and MethodsInter-India Publications,New Delhi.\*
4. ZubairMeenai., Participatory Community Work: Concept Publishing Company,New Delhi.\*
5. Gangrade, K. D. 1971, Community Organisation in India, Bombay, Popular Prakashan.
6. Siddiqui, H. Y. 1997, Working with Communities: An Introduction to Community Work, New Delhi: Hira Publications.

7. Marulasiddaiah, H. M. 1987, Community: Area and Regional Development in India, Bangalore, Bangalore University.
8. Robert Adams, Lena dominelli and Malcolm Payne, Edt,2002, Critical Practice in social Work: Palgrave Publisher Ltd., New York.
9. Yadav. C .P. 2007, Encyclopedia of Social Work and Community Organization, Anmol Publication Pvt. Ltd., New Delhi, Vol.,1,2,3 and 4.
10. Polson and Sanderson. 1979, Rural Community Organisation, New York: John Wiley and Sons.
11. Ross Murray G. 1967, Community Organisation: Theory, Principles and Practice, New York: Harper and Row.
12. Shivappa R. 2009, Streams in the River- A Journey Into Inclusive Concerns, DhatriPustaka, Bangalore
13. Sussman, M. B. 1959, Community Structure and Analysis, New York: Thomas Y. Crowel
14. Gangrade K.D. 1971, Community organization in India, Bombay: Popular Prakashan
15. Siddiqui H.Y. 1997, Working with communities: an introduction to community work, New Delhi: HiraPublications
16. Government of India - Evaluation of Social Welfare Programmes, Encyclopaedia of Social Work. Vol. I.
17. Kapoor, K.K. 1986, Directory of Funding Organization, Delhi: Information and News Network.
18. Kulkarni, P.D. – Central Social Welfare Board.
19. P.D Misra, Social Work-Phylosophy and MethodsInter-India Publications,New Delhi.\*
20. Zubair Meenai., Participatory Community Work: Concept Publishing Company,New Delhi.\*
- 21.Dandavate, M. 1977, Marx and Gandhi, Bombay: Popular Prakashan Pvt. Ltd.
22. Marulasiddaiah, H. M. 1987, Community: Area and Regional Development in India, Bangalore, Bangalore University.

## **DSC 8. Social Work Practicum - 2**

### **Introduction**

For the Second Semester the Social Work Practicum shall consist of concurrent field work. The marks allotted for the concurrent field work are 100 (4 credits)

Summer placement and Study Tour Both these components together form one unit. These are extra curriculum activities for enhancement for social workers. To understand the Society, Social Groups, Communities and social Institutions. Further study tour will help for comparative study between different places with summer placement locality. No Marks or Credits for both summer placement and study tour.

### **Concurrent Field Work:**

During Second semester, the student trainees shall be placed in various communities, social groups, social institutions, Social Welfare and Other agencies for the individual concurrent field work. This on going learning practice is an opportunity provided to the student trainees to develop intervention skills in reality situations.

The learner may be encouraged to initiate and participate in direct service delivery through the programmes of the agency where he/she is placed for the field work/practicum. The basic and simple skills are to be developed by the student trainee through this closely supervised and guided field work placement.

#### **A) Summer Placement:**

This component is meant to enable the student trainees to utilize their summer vacation fruitfully to integrate practice skills and techniques learnt. The main objectives of this component are to enable student trainees to experience direct practice and management operations, and to experience self in the role of the professional Social Worker. The learner must volunteer to locate a setting (of own choice) about one to one months in advance and explore further possibilities of a two week or TEN days practice learning placement. The learner is to record the learning and submit weekly reports to the Department. A summery report of the entire programme shall be submitted at the end of this programme.

#### **B) Study Tour:**

A study tour for a period of three to five days shall be conducted under the guidance of a faculty member (Permanent/ Teaching Assistants) after the semester end examination of II Semester, to provide an experience to study and appreciate innovative efforts by individuals and groups towards meeting peoples' core needs and initiate development.

## **DSC 9: Developments of Folklore Studies**

- Unit 1: German**  
From Grimm Brothers to Contemporary Scholars
- Unit 2: Finnish**  
from Elios Lonrot to Lauri Haunko
- Unit 3: English-Scottish-Irish**  
Wells Newels to Contemporary Scholars
- Unit 4: Other European Countries**  
Russia, France, Hungary
- Unit 5: American**  
Archer Tylor, Stith Thompson, Richard Dorson, Alan Dundes, Dan Ben-Amos, Bauman, Roger Abrahams

#### **References:**

1. Brunvand J. Harold 1986, *The Study of American Folklore An Introduction*, New York: W.W. Norton.
2. Cocchiara, Giuseppe, 1971. *The History of Folklore in Europe*. Translated by John N. McDaniel. Philadelphia: Institute of Study of Human Issues.
3. Dorson Richard M. 1968. *The British Folklorists*. Chicago: The Chicago University Press.
4. Sadhana Naitani 1996 (?) *Folklore Research in Colonial India*.

5. ಶಂಕರನಾರಾಯಣ ತೀ.ನಂ. 2006, *ಫಿನ್ಲೆಂಡಿನ ಜಾನಪದ ವಿದ್ವಾಂಸರು*, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು.
6. ನಾವಡ ಎ.ವಿ. 1989, *ಜಾನಪದ ಸಮಾಲೋಚನ*, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು.
- ಲಕ್ಷ್ಮಪ್ಪಗೌಡ ಎಚ್.ಜೆ. 1977, *ಜಾನಪದ ಕೈಪಿಡಿ*, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು.

## **DSE 2. (A) - Human Rights and Social Work, Communication Skills**

### **Objectives**

- 1.To familiarize students with an understanding of the concepts, context and processes that is relevant for people's struggles, social action and social movements
- 2.To enable students to understand and analyse issues in a broader context of governing institutions and civil society actors in responding to critical Social realities.
- 3.To prepare students through building a strong perspective and skill to engage themselves in struggles, protests and movements

### **Unit -1: Human Rights and Duties: Conceptual Perspectives**

**10Hours**

Concepts: Human Rights, Duties, Human Dignity.

Human Rights Movements: Historical Evolution of Human Rights at international & National level.

Human Rights and Social Justice. Human Rights and Social Work's basic linkages.

Role of Social Worker in Human Right Dimensions.

### **Unit -2: Mechanism for Protecting Human Rights in India**

**10Hours**

National & State Human Rights Commission.

Statutory Mechanisms for Human Rights: Legislative, Executive & Judiciary.

Human Rights Commissions: Women, Children, Scheduled Castes & Schedule Tribes, Minorities, Differently Able, Displaced.

Socio, Economic, Political and Administrative Constrains in Enforcements.

### **Unit-3: Human Rights Violation & Constitutional Remedies in India**

**10Hours**

Violation of Human Rights in Family, Disadvantaged Groups, Women & Children, Minorities, Scheduled Castes, Scheduled Tribes, Other Backward Castes, Displaced and Custodial Violence.

Role of social worker : Regional, National and International Non-Government Organizations in Promoting Human Rights.

### **References Books:**

- 1.Bajwa, G.S. and D.K. Bajwa, Human Rights in India: Implementation and Violations (New Delhi: D.K. Publishers, 1996)., BO15595
- 2.Brownlie, Ian, ed., Basic Documents on Human Rights (Oxford: Clarendon Press, 1983)., B020672
- 3.Diwan, Paras and Peeyushi Diwan, Children and Legal Protection (New Delhi: Deep and Deep, 1994)., B014941
- 4.Iyer, V.R. Krishna, Human Rights and Inhuman Wrongs (New Delhi: D.K. Publishers, 1996)., B017600
- 5.Jaswal, P.S. and N. Jaswal, Human Rights and the Law (New Delhi: APH Publishing House, 1996)., B011441, B015718

- 6.Kapoor, S.K.,Human Rights under International Law and Indian Law (Allahabad: Central Law Agency, 1999),B019172
- 7.Sanjaoba, N., Human Rights in the New Millennium (New Delhi: Manas Publications, 2000).
- 8.Kothari, Smitu and Harsh Sethi, Rethinking Human Rights (1991)., B015464 • Mehta, P.L., and NeenaVerma.
- 9.Human Rights under the Indian Constitution (New Delhi: Deep and Deep Publications, 1995)., B016737
- 10.Misra, Shailendra, Police Brutality: An Analysis of Police Behaviour (New Delhi: Vikas, 1986)., B012080
11. Mohanti, M., Peoples Rights (New Delhi: Sage Publications, 1998)., B016614
12. Rehman, M.M. and others, Human Rights and Human Development: Concepts and Contexts (New Delhi: Manak Publications, 2000)., B017538

## **Communication Skill for Social Work (Practical)**

**20 Hours**

### **Unit - 1: Introduction to Communication:**

**15 Hours**

Definitions and Scope of communication. Nature and Characteristics. Techniques – Information Dissemination and education, behavior change, social marketing, social mobilization, media advocacy, communication for social change and community participation

Elements of communication. 7 C's of communication – Consciousness, Consideration Clarity, Concrete, Courtesy, Correctness and Completeness. Barriers of communication.

Communication Types and Strategies:Interpersonal communication, Intra-personal communication. Verbal & non-verbal communication.

### **Unit - 2: Communication Skills and Feedback**

**15 Hours**

Effective speaking. Effective listening. Effective writing.

Visual Design: Introduction to elements of design, Layout, Typography, use of Colour and Shape, Designing, Effective Posters and Logos for Campaigns.

Street Theatre: Elements of Street Theatre, Script Writing and Choreography for Development, use of Puppets, Songs and Folklore.

Characteristics of Feedback; Types of Feedback. Improvement in Feedback.

Developing effective Feedback. Loops of Feedback.

### **SUGGESTED LITERATURE:**

1. Alinsky, Saul. (1989), Rules of Radicals, Vintage Book Edition.
2. Bailey, R. and Mike Brake (eds). (1957), Radical Social Work, London: Edward Arnold.
3. Baviskar, A (2010), Social Movements in India, in N.G. Jayal and P.B. Mehta. Eds, Oxford Compa
4. Craich Robert L, Training and development, hand book Mc Graw Hill publishers, New Delhi.
5. Joseph D. (1993), The dynamics of mass communication.
6. Joshi Uma. (2001), Understanding Development Communication, Dominant publishers, New Delhi.
7. Modi B. , Designing messages for Development. Sage publishers, New Delhi.
8. Nair KS,white,Shirley. (1993), Perspectives on development communication, age publication, New Delhi.
9. Narula U. (1994), Development communication, Harananda publishers'.
10. Sandlio, Problems of communication in developing countries, vision books.
11. Ray G.I. (1999), Extension communication and management, Naya Prakash, Calcutta

12. Sing P.N. (1993), Developing and managing Human resources, Scuhandra publications, Bombay.

## **DSE (B) Social Action, Advocacy And Communication Skills**

### **Unit-1 Social Action and Theories**

**10 hours**

Social Action: Meaning, definitions, Models, Characteristics, Approaches and Strategies of Social Action; Principles and steps in Social action, Social action as a method of Social work Social action in India Ideology and Methodology: Gramsci, Freire, Alinsky; Max Webbers Social action theory, Tolcottonparsons social action theory

### **Unit - 2 Social Action Movements and Networking:**

**12 hours**

Differences between Social Action and Social Movement

Theories of Social Movement Popular Social movements in Karnataka: Salient features of Dalit Movement, Peasant movement, Student movement, Women's movement and Labour movement.

Social Networking: Meaning, need and importance for effective professional practice.

10 tools for successful networking in social work practice.

Professional networking in social work: selected case studies; Network structure and interventions for social workers.

### **Unit – 3 Social Advocacy**

**10 hours**

Concept of advocacy as a tool; Strategy for advocacy; Campaigning; Lobbying;

Advocacy as a tool for social change, Process of Social Advocacy.

Use of media and public opinion building in advocacy; Coalition and Network building; Linking up protest movements with development work

### **REFEFERENCES:**

Alinsky Saul (1971) Rules for Radicals : A Practice Primer for Realistic Radicals, Vintage Books A

linsky, Saul. (1989), Rule of Radicals.

Vintage Book Edition Bailey, R. and Mike Brake (eds). (1975). Radical Social Work, London: Edward Arnold.

Baviskar, A (2010) Social Movements in India, in N.G.Jayal and P.B. Mehta. Eds, Oxford Companion to Politics in India, New Delhi: Oxford University Press.

Cohen. David, Rosa De I.A Vega and Gabriella Watson. (2001), Advocacy for Social Justice: IA Global Action and reflection.Kumarian Press.

Dasgupta, Sugata (1980), Social Movements, Encyclopedia of Social Work in India, New Delhi Press Division, G02

Fredlander W.A.(1978) Concept and Method in social in Social Work, Englewood Clift NewDelhiRao, MSA

(1979) Social Movements in India, New Delhi : Vol. 1 and 2, Manohar Ray

Ray and M.F Katzenstein, eds. (2005), Social Movements in India: Poverty, Powe and Politics, Rowman& Littlefield.

Sangavi S., (2007), The New People's Movements in India, Economic & Political Weekly. Vol 42 No.50 December 15- December – 21.

Shrivasta, S. K (1988) Social Movements for development, Allahabad :ChughPublications

Siddiqui, H.Y. (ed) (1984).Social Work and Social Action: A Development perspective. New Delhi: HarnamPublication.

Singh, Rajendra (2001), Social Movement: Old and New. New Delhi: Sage Publication Vasudevamoorthy, M (1996), Social Action, Asia Publishing House

## **Communication Skill for Social Work (Practical) 20 Hours**

### **Unit - 1: Introduction to Communication 15 Hours**

Definitions and Scope of communication.Nature and Characteristics. Techniques – Information Dissemination and education, behavior change, social marketing, social mobilization, media advocacy, communication for social change and community participation

Elements of communication. 7 C's of communication – Consciousness, Consideration Clarity, Concrete, Courtesy, Correctness and Completeness. Barriers of communication.

Communication Types and Strategies:Interpersonal communication, Intra-personal communication. Verbal & non-verbal communication.

### **Unit - 2: Communication Skills and Feedback 15 Hours**

Effective speaking.Effective listening.Effective writing.

Visual Design: Introduction to elements of design, Layout, Typography, use of Colour and Shape, Designing, Effective Posters and Logos for Campaigns.

Street Theatre: Elements of Street Theatre, Script Writing and Choreography for Development, use of Puppets, Songs and Folklore.

Characteristics of Feedback; Types of Feedback.Improvement in Feedback.

Developing effective Feedback.Loops of Feedback.

#### **SUGGESTED LITERATURE:**

1. Alinsky, Saul. (1989), Rules of Radicals, Vintage Book Edition.
2. Bailey, R. and Mike Brake (eds). (1957), Radical Social Work, London: Edward Arnold.
3. Baviskar, A (2010), Social Movements in India, in N.G. Jayal and P.B. Mehta. Eds, Oxford Compa
4. Craich Robert L, Training and development, hand book McGraw Hill publishers, New Delhi.
5. Joseph D. (1993), The dynamics of mass communication.
6. Joshi Uma. (2001), Understanding Development Communication, Dominant publishers, New Delhi.
7. Modi B. , Designing messages for Development. Sage publishers, New Delhi.
8. Nair KS,white,Shirley. (1993), Perspectives on development communication, age publication, New Delhi.
9. Narula U. (1994), Development communication, Harananda publishers'.
10. Sandlio, Problems of communication in developing countries, vision books.
11. Ray G.I. (1999), Extension communication and management, NayaPrakash, Calcutta
12. Sing P.N. (1993), Developing and managing Human resources, Scuhandra publications, Bombay.

## Open Elective Course

### GEC 1. (A) Social Justice And Empowerment For Promotion of Welfare

#### Unit-1: Social Justice

12 Hours

Introduction: Social Justice – Meaning, Nature and Scope; Empowerment – Meaning, Nature and Scope, Rationale and need for social justice and empowerment in contemporary Indian society.

#### Unit-2: Social Justice and Empowerment

12 Hours

Issues related to social justice and empowerment of subaltern groups – Deprivation, Subjugation, Marginalization, Exploitation, and Dehumanization (Discuss with Suitable examples).

#### Unit-3: Human Rights and Welfare

12 Hours

Concept of Rights – Meaning and emergence of the Human Rights, Civil and Political rights, Social-Economic and Cultural Rights; UN Organization – Its Declarations and Conventions; Constitutional Provisions in India.

#### Unit-4: Social Welfare and Constitution:

12 Hours

Legislative Remedies: 73<sup>rd</sup> Amendment of the Constitution of India; The Right to Information Act, 2005; National Human Rights Commission Act, 1993; National Commission for Women Act, 1990; The Protection of Civil Rights Act, 1976; The Consumer Protection Act, 1986.

#### Unit- 5: Socio-Economic Welfare in India:

12 Hours

Schemes for Socio-Economic Empowerment: Jawahar Rojagar Yojana, National Rural Employment Guarantee Scheme, Swarna Jayanti Grameen Rojagar Yojana, Rashtreeya Mahila Kosh, Stree Shakti, SHG Movement, Abhaya, Santwana; Voluntary Action for Persons with Disability, Integrated Programme for Older Persons, Schemes for Development of Scheduled Castes; Application of Social Work methods in empowering people; Role of Social Workers – As an Advocate, Activist, Educator, Guide and Enabler.

#### References:

1. Dr. B.T. Lawani (Ed) Social Justice and Empowerment.
2. Director Publications Division, Ministry of Information and Broadcasting. Encyclopedia of Social Work in India Vol. 1 to 4.
3. Dr. Hajira Kumar Social Work, Social Development And Sustainable Development
4. Gangrade K.D. Social Legislation in India Vol. I & II

5. Gore M.S.- Social Development.
6. Govt., of India - The Constitution of India.
7. Jainendra Kumar Jha Encyclopedia of Social Work Vol. 1 to 4
8. Jatava D.R.Social Justice (In Indian Perspective)
9. Kulkarni P.D. - Social Policy in India.
10. Murthy M.V. - Social Work – Philosophy, Methods and fields.
11. Sanjay Bhattacharya - Social Work An Integrated Approach
12. Uyer V.R.K. - Some half hidden aspects of Indian Social Justice

## **GEC (B): Social & Psychological Foundations For Social Work Practice.**

### **Unit - 1: Meaning and Concepts of Social sciences**

**10 Hours**

Meaning and Concepts of Social sciences: Concepts of Sociology, Psychology, Economics, Anthropology, Political science, History and human geography with reference to Social Work. Society and Culture : Anthropology and Sociology society as a system of relationships. Social Structure: meaning, status and roles, Culture meaning, Traditions, customs, values and Norms-folkways, mores. Socialization: meaning, processes an Agent of socialization

### **Unit – 2: Concept Society and Social stratification**

**12 Hours**

Concept Society and Social stratification: Society: Individuals, family, kinship, groups, classes; Social process and conflicts; Structure of Society. Indian Society - Strengths and weaknesses, Social groups, Social control and social Change. Social Stratification in India; The concept of stratification, concepts of class and caste, Castes and communalism, Social inequality and social mobility. Significance of Social Analysis

### **Unit - 3: Growth and Development**

**14 Hours**

Concept of Growth and Development: Meaning, Definition Principles of growth and development - Methods of studying human behaviour. Role of heredity and environment. Life Span: Beginning of life - Human reproductive system; Fertilization and Foetal development - Delivery and pre-natal and post-natal care and their importance in development. Developmental Stages and Milestones: Infancy, babyhood, childhood, puberty, adolescence -. Growth, hazards, lifestyle effects Adulthood - Growth, personal and social adjustment, health, sexuality, vocational and marital adjustment. Aging - Characteristics, hobbies, adjustment, physical and mental health, death, dying and bereavement.

### **Unit - 4: Theories of Human Development**

**12 Hours**

A critical look at the theories of human development - Freud's psychosexual theory Erikson's psychosocial theory and learning theories.

Basic human needs: Physical, psychological and intellectual needs, stress - Coping and social support, Defence Mechanisms. Motivation, frustration and conflicts - Emotions and emotional behaviour. Personality: Definition, nature, types and assessment of personality. Intelligence: Concept, levels of intelligence, influence of heredity and environment, assessment of intelligence.

**REFERENCES:**

1. Ram Ahuja, (1993) Indian Social System. Vedam Book House, Jaipur.
2. Augushine, John S. (Ed.) (1989), Strategies for Third World Development, New Delhi: Sage Publications.
3. Rao, D. Bhaskar, 1998 World Summit for Social Development, New Delhi: Discovery Publications.
4. Rao, V. Lakshmana 1994 Essays on Indian Economy, New Delhi: Ashish Publishing House
5. Bharadwaj, A.N. (1979), Problems of SC/ ST in India, New Delhi: Light and Life Publication.
6. Bhushan, Vidya and Sachdev, D.R. 1999 An Introduction to Sociology, Allhabad, Kitab Mahal.
7. Chowdary, D. P. (1992) Aging and the Aged, New Delhi: Inter-India Publications.
8. Descrochers, John. (1977) Methods of Social Analysis, Bangalore: Centre for Social Action.
9. Deshpande, Srinivasan Narain(1978), Society Economy of Polity in India, Mumbai: University of Mumbai.
10. Sharma, S. L. (Ed.) 1986 Development: Socio-Cultural Dimensions, Jaipur: Rawat Publications.
11. Srinivas, M. N. 1996 Village, Caste, Gender and Method (Essay in Indian Social Anthropology), Delhi: Oxford University Press.
12. Feldman Robert S (1997) Understanding Psychology, 4th Edition, Tata McGraw Hill Publishing Company Limited, New Delhi.
13. Gore, M. S. 1978 Changes in the Family and the Process of Socialisation In India, In Anthony, E. J. & Colette, C. (Eds.). The Child in his Family, Wiley, 365-374.
14. Gore, M. S. 1992 Aging and the Future of the Human Being, The Indian Journal of Social Work.
15. Horton, Paul B. and Hunt, Chester L. (1964) Sociology, McGraw-Hill Book Company.
16. Hurlock, Elizabeth B. (1975) Developmental psychology New Delhi, Tata McGraw Hill publishing company ltd.
17. Hurlock, Elizabeth B. (1978) Child Growth and Development, New Delhi, Tata McGraw-Hill Publishing Company Ltd.
18. Jain, P. C. 1991 Social Movements among Tribals, New Delhi, Rawat Publication.
19. Kuppusamy, B. (1980) An Introduction to Social Psychology, Media promoters and pub Bombay.

20. Nagardra, S. P. 1994 Development and Change, New Delhi: Concert Publishing Company.
21. Narang, B. S., Dhawan , R. C. 1983 and Introduction to Social Sciences, Delhi: C.B.S. Publication.
22. Panday Rajendra. 1986 The Caste System in India-Myth and Reality, New Delhi: Criterion Publication.
23. Pandey, A. K. 1997 Tribal Society in India, New Delhi: Manak Publishing Ltd.

## **Semester – III**

### **DSC 10. Social Policy, Planning And Social Development**

#### **Objectives:**

#### **Unit- 1: Social Policy and Constitution**

**12 Hours**

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

#### **Unit- 2: Sectoral Social Policies in India**

**12 Hours**

Evolution of social policy in India in a historical perspective-Different sectoral policies and their implementation: Policies concerning Education, Health, Housing, Social Welfare, Children, Youth, Women and family welfare.

#### **Unit- 3: Social Planning**

**12 Hours**

Concept of Social Planning ,Scope of Social Planning, The popular restricted view as planning for social services and the wider view as inclusive of all sectoral planning to achieve the goals of social development. Planning process in India: Historical perspective, its Structure & Functions at Centre and State, Five year plans: An overview of Five Year Plans, The changing trends in Planning Structure: NITIAYOG its Structure, Functions and Role in National Development.

#### **Unit- 4: Social Development**

**12 Hours**

The Concept, Defining Social Development, Elements of Development, Current debates of development, Process of Modernization and Social Development -Approaches to development - Development indicators, Human Development Index, Millennium Development Goals.

#### **Unit- 5: Social Development in India**

**12 Hours**

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

## References:

1. Bandyopadhyay, D. 1997 "People's Participation in Planning: Kerala Experiment", Economic and Political Weekly, Sept. 24, 2450-54.
2. Bhanti, R. 1993 Social Policy and Development in Rajasthan, Udaipur: Himanshu Publications.
3. Bulmer, M. et. al., 1989 The Goals of Social Policy. London: Unwin Hyman.
4. Chakraborty, S. 1987 Development Planning - Indian Experience, Oxford: Clarendon Press.
5. Dandekar, V. M. 1994 "Role of Economic Planning in India in the 1990s & Beyond", Economic and Political Weekly, Vol. 29, No. 24, 1457-1464.
6. Desai, V. 1988 Rural Development (Vol.1) Mumbai: Himalaya Publishing House.
7. Ganapathy, R. S. and Public Policy and Policy Analysis in Others 1985 India, Delhi: Sage Publications.
8. Ghosh, A. 1992 Planning in India: The Challenge for the Nineties, New Delhi: Sage Publications.
9. Government of India Five Year Plan Documents (latest), New Delhi.
10. Hebsur, R. K. (Ed.) Social Intervention for Justice, Bombay: TISS.
11. International Labour Office. 1973 Multinational Enterprises and Social Policy, Geneva, ILO.
12. Kulkarni, P. D. 1979 Social Policy and Social Development in India, Madras: Association of Schools of Social Work in India.
13. Kulkarni, P. D. 1952 Social Policy in India, New York: McGraw-Hill Book Company.
14. Kulkarni, P. D. 1975 Social Policy in India, Bombay, Tata Institute of Social Sciences.
15. Madison, B. Q. 1980 The Meaning of Social Policy, London: Croom Helm.
16. Macpherson, S. 1982 Social Policy in the Third World, New York: John Wiley and Sons.
17. Mathur, K. Bjorkman Top Policy Makers in India, New Delhi: Concept Publishing Co.
18. Mishra, R. 1977 Society and Social Policy, London: Macmillan Ltd.
19. Mukherjee, N. 1993 Participatory Rural Appraisal: Methodology and Applications, New Delhi: Concept Publishers.
20. Planning Commission of India. 2000 Karnataka Human Development Report, Academic Foundation, New Delhi.
21. Rao, V. 1994. "Social Policy: The Means and Ends Question" Indian Journal of Public Administration, Vol.
22. Bhanti, R. 1993 Social Policy and Development in Rajasthan, Udaipur: Himanshu Publications
23. Huttman, E.D. 1981 - Introduction to Social Policy, New York: McGraw Hill.
24. Hebsur, R.K.(ed.): Social Intervention For Justice, Bombay: TISS
25. Srinivasan, T.N and Bardhan P.K. (Ed) Poverty and Income Distribution in India. Statistical Publicity Society, Calcutta

## **DSC 11. Social Work Research And Statistics**

### **Unit-1: Social Work Research**

**12 Hours**

Concept, Definition, Scope, Purpose and Ethics; Steps in Social Work Research; Methods of Social Work Research: Pure and Applied, Qualitative and Quantitative. Differences between social research and social work research.

### **Unit-2: Research design and Sampling**

**12 Hours**

Research Design: Concept, Types & Significance. Hypothesis: Meaning, Definition & Significance; Sampling: Concept, Types & Significance. Population and Universe, Measurement: Meaning, Levels of Measurement: Nominal Ordinal, Interval and Ratio; Validity and Reliability: Meaning and Types. Emergence of action research in social work: concepts, process and significance,

### **Unit-3: Sources and methods of data collection**

**12 Hours**

Source of Data Collection: Primary and Secondary Tools of Data Collection: Interview Guide, Interview Schedule, Observation Guide & Questionnaire. Methods of Data Collection: Interview, Questionnaire, Observation & Case Study; Projective Techniques. Pre-test and pilot study .

### **Unit-4: Social Statistics**

**12 Hours**

Meaning, Use and its Limitations in Social Work Research. Measures of Central' Tendency: Arithmetic Mean, Median and Mode Dispersion: Quartile Deviation, Standard Deviation and Co-efficient of Variation. Tests of Significance: "t" Test and Chi-Square Test, Correlation: Karl Pearson's Coefficient of Correlation and Spearman's Rank Correlation.

### **Unit-5: Preparation of Research Proposal**

**12 Hours**

Format Processing of Data. Code book, Tabulation; Diagrammatic Representation of Data: Types; Interpretation and Analysis, Report Writing and Referencing; Applications and Limitations of Research in Social Work. Use of Computer and SPSS applications in data Processing and analysis.

## **Reference Books:**

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

5. Ghosh, M.K. & Choudhari, S.G.: Statistics
6. Goode, W.J. and Hatt, P.K. 1962 Methods in Social Research, New York, McGrawHill.
7. Goon, J.M. Gupta, M.K. & Das Gupta, B. Fundamental of Statistics, Vol. 16<sup>th</sup> edition.
8. Alston M and Wendy Bowles. 2003 - Research for Social Workers and Introduction to Methods (2<sup>nd</sup> and\_ Rawat Publications New Delhi-110002.
9. Greenwood E - Social Work Research A Decade of Relations
10. Gupta S.C. - Fundamentals of Statistics
11. Gupta, S.P. 1984 - Statistical Methods, New Delhi, Sultanchand and Sons.
12. Jefferies, J. and Diamonds, I. 2000 - Beginning Statistics: An Introduction for Social Scientists, New Delhi: Sage Publications.
13. Krishnaswamy, O.R. 1993 - Methodology of Research in Social Sciences, Bombay, Himalaya Publishing House,
14. McMillan, W ; Statistical Methods for Social Research
15. Lal das, D.K. 2000 ; Practice of Social Research, Jaipur, Rawat Publications.
16. Marshall, Gatherine and Rosaman, G.B. 1999 - Designing Qualitative Research, IIIrd Edition, New Delhi: Sage Publications.
17. Mukherji, Partha N, (Ed.) 2000 - Methodology in Social Research: Dilemma, and Perspectives, New Delhi: Sage Publications.
18. Young, Pauline V. 1982 - Scientific Social Survey and Research, New Delhi, Prentice-Hall of India Pvt.

## **DSC 12. Social Work Camp**

### **Unit-1: Rural Camp Planning and Preparation**

Concept, Objectives, Activities and outcome. Planning: Skills in planning and organizing programs in the community. Pre camp preparation: Pilot visit, framing objectives, plan programme schedule and funds, preparation of action plan, Participatory Rural Appraisal (PRA) techniques.

### **Unit-2: Rural Camp Implementation and Evaluation**

Baseline survey or need assessment, programme designing, evaluation survey, engaging in community activities (interactions, home visits, campaigns, street plays, shramadan, meetings, and activities for different groups of people). Any of these strategies may be used to implement the programme in the community.

### **Reference Books:**

Bhanti, R. (2001). Social Development: Analysis of some social work Fields.

New Delhi: Himanshu Publishers. Stroup, H. H. (1965).

Social work: An introduction to the field. New Delhi: UPH.

Essential Reading / Recommended Reading Bhanti, R. (1996).

Field work in social work perspective. Delhi: Himanshu Publishers Subhedar I. S. (2003).

Fieldwork training in social work. Jaipur: Rawat Publications

### **Rural Camp Requirements:**

a. Students have to conduct pilot visits to the rural camp areas to identify and select in consultation with faculty in charge of the camp.

b. Students will conduct the situational analysis and do needs assessment to plan and implement the programmes (i.e PRA, survey, street play, medical camp, shramadanetc) during the rural camp. Learning Outcome Students will learn to relate theories into practice through internship and rural camp. The internship/ orientation visits/rural camp will also provide opportunity for students to be sensitive towards the social realities and they also learn functioning of social welfare organizations and individual/group/community-based interventions. Student will demonstrate following skills at the end of internship. Understanding client systems and their needs Differentiating empathy and sympathy Creating a rapport and establishing a professional relationship Communication skills: oral and written Develop skills to write verbatim reports (simple forms) Leadership skills Interpersonal skills such as working in teams, Record keeping skills Reflective processes evident in the reports and during conferences Using supervision creatively. Skills in handling group processes Learning Outcome of Rural Camp: The outcomes are provision of an experience of group living in and with the community, sharing their life and participating with them, opportunity to apply social work methods, opportunities to every student to develop sense of team work, breaking of self-circle or self-centred thinking created by the students and management of programmes and taking on responsibilities. The hours for rural camp are distributed into two parts.

Evaluation Pattern Assessment for 100 marks

Learning contacting, attendance, action plan preparation and implementation, leadership, team building, Group work intervention, participation survey study, camp report.

End semester Rural Camp viva voce examination 50 marks

### **DSC 13. Social Work Practicum:**

For the Third Semester the Social Work Practicum shall consist of concurrent field work-individual placement and study tour. The marks allotted for the concurrent field work are 100 (4 credits)

a) Concurrent Field Work-Individual Placement:

During this semester the field work programme shall commence with orientation lectures about various practice fields for about 2 to 4 weeks depending on the availability of total field work days for the academic term. Further, the student trainees, after counseling and assessing their aptitude, shall be placed in various practice fields of their choice under the supervision of faculty supervisors.

The student trainees are required to have first hand understanding of the problems / needs of the client system in their respective field of practice and develop skills of Social Work intervention in reality situations. This is an on going learning practice, which is meant to enable student trainees to develop their professional self by clarifying and imbibing values which sustain positive attitudes and professional ethics. This programme is also meant to develop capacity for self direction growth and change through self awareness.

#### PROCESS:

Every institution offering MSW course is expected to identify a few Governmental and Nongovernmental organizations working in the following areas and establish the rapport. Correctional Social Work, Women and Child, Human Rights, Persons with Disability, Senior Citizens, Urban Poverty Alleviation, Sexual Minorities etc., keeping in view the student interest and the agency requirement a maximum of 2 students may be placed in an agency for concurrent field work programme, which will be done concurrently 2 days in a week. The students shall put in not less than 15 hours a week for field practice training. The concerned faculty members allotted for the agency has to supervise and monitor the field practice/ learning and they shall conduct both individual conference and group conference once in a week to promote an effective training. The students are required to submit the hand written reports and a dairy once a week to their respective supervisors for evaluation and continuous guidance. The agencies are also expected to designate an agency supervisor, preferably a trained social worker to monitor the field work trainee at the agency level. The trainee shall take all the possible initiatives to participate in all the learning concerned activities of the organization placed for training. The primary responsibility lies with the faculty guide/supervisor in providing the required logistics. All the trainees are expected to undertake a minimum of 2 case studies, one group for group work practice during the semester

### **b) SWPr - SKILL LAB - II**

LAB-1 Acquisition Process Resume Writing, Aptitude Test, Psychological test

LAB-2 Strategic Thinking and Decision Making Use case studies, role plays and business games for Strategic thinking, problem solving and decision making

LAB-3 Management of Stress and Anxiety Coping with stress, Coping with emotional issues

LAB -4 & 5 Practice.

#### **Text Books And Reference Books:**

Epstein, Robert. (2004). Stress management and relaxation activities for trainers. New Delhi : Tata McGraw-Hill Publishing Company.

Groth-Marnat, Gary., Wright, A., & Jordan. (2016). Handbook of psychological assessment. New Jersey: John Wiley & Sons. Raber, Merrill. (2004).

Managing stress for mental fitness. New Delhi : Viva Books Private Limited. Rachman, S. (2005). Anxiety. New York : Psychology Press. Wilson, Graham. (2000). Problem Solving and Decision Making. New Delhi: Crest.

### **DSE 3. (A) Social Work Administration And Computer Applications**

#### **Unit-1: Introduction**

**12 Hours**

Social Work Administration: Concept, Meaning, Definition, Principles and Scope. Social Welfare Administration, Public Administration, Social Welfare Administration in India (CSWB, SSWAB). Social Work Administration as a Method of Social Work. Role of Government and Non - Government Organizations in promoting Social Welfare.

## **Unit-2: Formation Of Social Work Based Organization and Programme administration**

**14Hours**

Concept, Objectives and functions of NGO's. Registration: Societies Registration Act, Indian Trust Act and Cooperative Society Act, Foreign Contribution Regulation Act(FCRA).

Programme/Project Planning, Implementation, Monitoring and Evaluation of Project; Reporting and Documentation. Project Proposal: Concepts and Contents

## **Unit-3: Administration of Organizations**

**12Hours**

**Administration of Organizations:** Board & Committees: Functions and Responsibilities; Executive and Staff Functions and Responsibilities, Project Formulation: Eligibility criteria Evaluation and Documentation

**Personnel Policies and Administration:** Recruitment, Selection, Training, Promotion, Resignation, Retirement

**Financial Administration:** Budgeting/accounting, Fund Raising, Maintenance of financial Records, Accountability and Transparency (Accounting and Auditing). 12 A and 80G/80GGA/PAN of Indian Tax Act.

**Management of social welfare agency:** Man Power Planning, Reporting, Public Relation, Coordination and Monitoring and Evaluation in Social Welfare Organizations.

## **Reference Books:**

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

12. Gangrade, K.D (1971) Community Organization in India, Mumbai : popular Prakashan

### **Computer Application In Social Sciences (Practical)**

**20 hours**

**Unit-IV Introduction to computer.** Characteristics of computer. Introduction to computer hardware. Memory units, Auxiliary storage devices, input devices.. Impact of computer on society. MS Windows: Introduction to M.S. Windows; Features of Windows; Various versions of Windows & its use; Working with Windows.. MS Word Basics: Introduction to MS Office; Introduction to MSWord; Features & area of use.

MS Excel: Introduction and area of use; Working with MS Excel.; concepts of Workbook & Worksheets; Inserting, Removing & Resizing of Columns & Rows; Working with Data & Ranges; Different Views of Worksheets; Column Freezing, Labels, Hiding, Splitting etc.; Using different features with Data and Text; Use of Formulas, Calculations & Functions; Cell Formatting including Borders & Shading; Working with Different Chart Types; Printing of Workbook & Worksheets with various options.

**Unit-V: Introduction & area of use:**MS PowerPoint; Working with MS PowerPoint; Creating a New Presentation; Working with Presentation. Web.E-Mail: Concepts, POP and WEB Based E-mail, merits, address, Basics of Sending & Receiving, E-mail Protocols, Mailing List, Free Email services, e-mail servers and e-mail clients programs.

Application of SPSS software in social work and Social Science Research. Use of statistical packages. Use of various graphs and diagrams for the presentation of data Practical: CASS The candidates offering computer application in social sciences will be required to complete the practical work and assignments given to them. These assignments will be valued internally

## **DSE (B) Correctional Administration and Computer Applications**

### **Unit -1: Juvenile delinquency**

**10 Hours**

Definition, nature, extent and scope; The Adolescent: a Cultural Perspective of Adolescence, Development of childhood and Adolescence. Physical, emotional, mental and social; Stresses and strains; Needs and problems of these stages; Ericson's stages of Development; The struggle for dependence vs independence and Juvenile delinquency:

### **Unit -2: Child Abuse and legislative measures**

**10 Hours**

problem, causes: child Abuse and Law Enforcement, child Protective Services. Etiological Factors: Physical, Biological, psychotically and psychiatric Factors; Family, Peer Group, School, Social class and Delinquency, Juvenile Gang patterns;

Legislative measures for Juveniles : Origin and Development of juvenile Court; Juvenile Court Procedure; Differences between juvenile Court and Court; Juvenile Welfare Board; The police and the Juvenile; Juvenile Justice Act, 1986. Juvenile Justice (Care and Protection) Act, 2000, 2010.

### **Unit-3: Institutional Treatment and prevention**

**10 Hours**

Remand/Observation Homes; Approved School, Work Houses, Borstal Institutions, Kishore Griha, Special Homes, Juvenile Jail; Probation Service for Delinquents;

Delinquency Prevention: an overview, Pure prevention Programmes, Rehabilitative Preventive Programmes; Social Action and Community Services, Delinquency Prevention in India. Evidence based practice in juvenile justice system.

Prevention of alcoholism and driving in Children.

#### References

1. Gaur, K.D. (1985) Criminal Law, Second Edition, N.M.Tripathi, Bombay.
2. Kelkar, R.V. (1996) Outlines of Criminal Procedure.
3. AtchuthanPillai, P.S. (1983) Criminal Law N.M.Tripathi, Bombay.
4. Ratanlal&Dhirajlal (1984) The Indian Penal Code, Nagpur :Wadhwa& Co.
5. Ratanlal&Dhirajlal (2000) The Code of Criminal Procedure, Nagpur :Wadhwa& Co.
6. Sarathy, V.P. (1994) Elements of Law of Evidence, Lucknow : Eastern Book Co.
7. Singh, A., (1995) Law of Evidence, Allahabad Law Agency.
8. Krishna Mohan Mathur (1994), Indian Police, Role and Challenges, Gyan Publishing House, New Delhi.
9. Parmar. M.S., (1992), Problems of Police Administration, Reliance Publishing House, New Delhi.
10. SankarSen (1986), Police Today, Ashish Publishing House, New Delhi.
11. Gautam, D.N. (1993), The Indian Police: A study in fundamentals, Mittal Publications.

12. Ramanujam .T (1992), Prevention and Detection of Crime, Madras Book Agency.

### **Computer Application in Social Sciences (Practical)**

**20 hours**

**Unit-4: Introduction to computer:** Characteristics of computer. Introduction to computer hardware. Memory units, Auxiliary storage devices, input devices..Impact of computer on society. MS Windows: Introduction to M.S. Windows; Features of Windows; Various versions of Windows & its use; Working with Windows.. MS Word Basics: Introduction to MS Office; Introduction to MSWord; Features & area of use.

MS Excel: Introduction and area of use; Working with MS Excel.; concepts of Workbook & Worksheets; Inserting, Removing & Resizing of Columns & Rows; Working with Data & Ranges; Different Views of Worksheets; Column Freezing, Labels, Hiding, Splitting etc.; Using different features with Data and Text; Use of Formulas, Calculations & Functions; Cell Formatting including Borders & Shading; Working with Different Chart Types; Printing of Workbook & Worksheets with various options.

**Unit-5: Introduction & area of use;** Working with MS PowerPoint; Creating a New Presentation; Working with Presentation. Web.E-Mail: Concepts, POP and WEB Based E-mail, merits, address, Basics of Sending & Receiving, E-mail Protocols, Mailing List, Free Email services, e-mail servers and e-mail clients programs.

Application of SPSS software in social work and Social Science Research.Use of statistical packages. Use of various graphs and diagrams for the presentation of data Practical: CASS The candidates offering computer application in social sciences will be required to complete the practical work and assignments given to them. These assignments will be valued internally.

## OPEN ELECTIVE

### **GEC 2. (A) Management of Non-profit organisations:**

#### **Unit-1: Non-Government organization**

**12Hours**

Semantics, Objectives, Functions, and problems, Role of NGOs in implementing development programmes, Approaches to identify the community needs Participatory Rural Appraisal Techniques (PRA) Methodology of working with people, People Participation, Forms of other organization, voluntary organization, Public trust, citizen forums, their Role and Functions.

#### **Unit-2: Process of organization formulation**

**12Hours**

Legal aspects: Provisions of The Societies' Registration Act, Karnataka Society Registration Act, The Indian Trust Act, The Companies Act, The Income Tax Act, The Foreign Contribution Regulation Act.

#### **Unit-3: NGO Management**

**12Hours**

Personnel Administration, Personnel Policies and Development of its Human Resources; Resource mobilization and utilization for development work; Funding agencies; sources of funding.

#### **Unit-4: Project Planning**

**12Hours**

Project formulation steps, eligibility criteria Evaluation, Monitoring, Supervision and Documentation.

#### **Unit-5: Management programmes**

**12Hours**

Management Information Service (MIS), Budgeting, Accounts Maintenance, Auditing, Reporting and Documentation, Public Relation: need and importance.

#### **References.**

- 1) Rameshwari Devi, (2006) "Voluntary Organizations in India", Mangal Deep Publications, Jaipur.
- 2) D. Rajasekhar, (Ed), (1999) "De-centralized Government and NGOs, issues strategies and ways forward" concept publishing company, New Delhi – 110059.
- 3) Qureshi M.U. (2006) "Elements of Social Rehabilitation", Anmol Publications Private Limited, New Delhi – 110002.
- 4) Sundar, I (2006) "Environment and Sustainable Development", A.P.H. Publishing Corporation, 5, Ansari Road, Darya Ganj, New Delhi.

- 5) Pradeep Kumar Johri “Social Work for Community Development”, Anmol Publications Private Limited. (2005)
- 6) Rashmi Pathak (2003) “Empowerment and Social Governance”, Isha Books, Delhi-110033.

## **GEC (B): Social Movements and Social Action.**

### **Unit – 1: Introduction to Social Movement and Social Action 12 Hours**

Social Movement: Concept, Meaning and Definitions. Theories of Social Movement.  
 Social Action: Concept, Meaning and Definitions. Theories of Social Action.  
 Social Action as a method of Social Work.

### **Unit -2: Regional Disparities and Imbalance 12 Hours**

A socio-economic and political analysis.  
 Movements for area and regional development.  
 Impact of Liberalization, Privatization and Globalization.

### **Unit –3: Social Movements 12 Hours**

Social Movements in India - their Identity and Political assertion  
 Religious and Sectarian Movements - Social Reforms Movements, Bhakti Movement, Peasant Movement, Dalit Movement, Women’s Movement.  
 Social Movements in Karnataka - their Identity and Political Assertion.  
 Appiko Movement, Dalit Movement, Farmers Movement, Tribals Movement, Backward classes Movement.

### **Unit - 4: Social Action 12 Hours**

Need for social action; Ideologies, approaches and strategies of social action. Models of social action.  
 Social Advocacy : Meaning, concept and definitions of social advocacy. A tool for social change. Process of social advocacy.  
 Pre-Requisites for Social advocacy. Leadership, Campaign planning, Coalition and Network Building, Budget analysis, Communication, Media Advocacy, Public Interest litigation.

### **Unit -5: Approaches for Social Action and Social Movements 12 Hours**

- Vinobha Bhave - Sarvodaya, • Mahatma Gandhi – Swadeshi and Independence Movement.
- Sundarlal Bahuguna – Environment Movement. • Medha Patkar – Narmada Bachao Andolan.
- Rajendra Singh – Water Conservation. • Dr. Sudarshan – Tribal Movement.
- Anna Hazare – Lokpal Movement against Corruption.

### **SUGGESTED LITERATURE:**

1. Alinsky, Saul 1998, Rule of Radicals, Vintage Book Edition.
2. Bailey R and Mike Brake (EDs) 1975, Radical Social Work, Edward Arnold, London.
3. Baviskar A 2010, Social Movements in India, in N G Jayal and PB Mehta (EDs)- Oxford Companion to Politics in India, Oxford University Press, New Delhi.

4. Freire P 1997, Pedagogy of the Oppressed, Penguin Books, New Delhi.
5. Gurr T R 1980, Why Men Rebel, Princeton University Press, Princeton.
6. Muzaffar Assadi, Movements and Politics in Karnataka, Karnataka Journal of Politics.
7. Ray, Ray and M F Katzenstein (EDs) 2005, Social Movements in India- Poverty, Power and Politics, Rowman and Little field.
8. Sangavi S 2007, The New People's Movement in India, Economic and Political Weekly.
9. Siddiqui H Y (ED), Social Work and Social Action- A Development Perspective, Harnam Publications, New Delhi.
10. Thompson N 2002, Social Movements, Social Justice and Social Work, British Journal of Social Work 32(6).

## **Semester - IV**

### **DSC 14. Human Resource Management and Labour Welfare**

#### **Unit-1: Human Resource Management**

**12 Hours**

Meaning and concept of Human Resource Management; Objectives and Principles of Human Resource Management Importance of Human Resource Management; Functions of Human Resource Management; Skills of effective HR Manager; Human Resource Management in India;

#### **Unit-2: Human Resource Planning**

**12 Hours**

Meaning and concept of Human Resource Planning; Need and process of Human Resource Planning; Recruitment, Placement and Induction; Training; Promotions, Demotions and Transfers; Performance Appraisal;

#### **Unit-3: Labour Welfare in India**

**12 Hours**

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

#### **Unit-4: Human Resources Development**

**12 Hours**

Importance of Human Factor, Human Resource Development: semantics, definitions, objective, development of HRD, HRD- Sub system, - Management by Objectives (MBO), HR. Outsourcing, employee/ job satisfaction Development Programs: significance and methods Total Quality Management (TQM), Quality Circles, Corporate Social Responsibility, HR Audit, SWOT Analysis.

## **Unit-5: Industrial Relations**

**12 Hours**

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

### **References:**

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

## **DSC 15. Rural, Urban and Tribal Community Developments**

### **Unit-1: Rural Community**

**12 Hours**

Definition, Meaning, Characteristics of Rural Community. Rural Community Development: Definition, Meaning, Objectives & Scope. Rural Reconstruction efforts before independence Baroda, Shantiniketan, Guragon, Marthandam, Firka, Etawah, And Nilokheri Experiments. Rural Community Development after Independence: Constitutional Provisions – Overview on Five year Plan Policies in Rural Development.

### **Unit-2: Panchayath Raj**

**12 Hours**

Panchayathi Raj after Independence: Constitutional Provisions, Balwanth Roy Metha Committee Report, Ashok Mehta Committee Report, Main features of Panchayath Raj legislation (73rdAmendment), Structure of

Panchayath Raj system (Two Tier and Three Tier systems), Functions of Panchayath: Civic amenities, Social Welfare activities and Development work, Resources of panchayathi – State Control over Panchayath Raj Institution – Problems of Panchayathi Raj System.

### **Unit-3: Rural development Programmes**

**12 Hours**

Rural Development Programmes - Five Year Plans and Rural Development - Programmes for women, youth and Children - Nehru Yuva Kendra (NYK), Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGA), Swarnajayanti Gram Swarozgar Yojana (SGSY), Provision of Urban Amenities in Rural Areas (PURA), Bharat Nirman Scheme (BNS), PradhanMantri Gram Sadak Yojana (PMGSY), Integrated Child Protection Scheme (ICPS), National Rural Health Mission (NRHM), Prime Minister's Rozgar Yojana (PMRY) - Central Rural Sanitation Programme – Programme components – IEC activities – VWSC – Social Welfare Programmes; National Programmes of Development: Skill India; Make in India; Digital india, Start-up India;

### **Unit-4: Urban Community**

**12 Hours**

Meaning, characteristics, Concept of Urban, Urbanisation and Urbanism. City – meaning, classification, urban agglomeration, suburbs, satellite towns, hinterlands, new towns, metropolis, megalopolis. Urban Problems – Housing, drug addiction, juvenile delinquency, prostitution/commercial sex, pollution; Slum – definition, causes, characteristics, functions, classification, approaches, theories and culture of slums. Migration – Concepts, causes, types and theories.

### **Unit-5: Urban Development Administration**

**12 Hours**

National, state and local levels; Urban services and urban deficiencies; 74th amendment and salient features of Nagarpalika Act; Structure and functions of urban development agencies: Municipal Administration, Corporations, Municipalities, Town Panchayats, metropolitan development authority's (CMDA), slum Development Board, housing board, HUDCO, UNCHS, JNNURM, Nehru Rozgar Yojana (NRY) .

### **Unit-6: Introduction to Tribal Community and its Development**

**12 Hours**

Meaning, Definitions, Nature and Characteristics of Tribal Community. Power Structure – Analysis of economic, social and political factors influencing tribal power structure. Tribal Poverty – Socio-economic and cultural characteristics, problems, survival and coping patterns.

Tribal Welfare and Development: Constitutional Safeguards. Under Five Year Plans. Sub-Plans for Tribal Area. National Commission for Schedule Tribes. NGO Initiatives for Tribal Communities. Role of social worker in tribal and rural development programmes.

References:

Agarwal and Singh 1984 The Economics of under development, Delhi: Oxford University.

Arunasharma and 1995 Planning for rural development Rajagopal Administration, New Delhi:

RawatBhadouriaAnd 1986 Rural Development Dua Strategies Perspectives, Delhi:

Anmol. Brashmanda P.R 1987 Development process of Panchamuki V.R(Ed the Indian economy, Bombay:Himalaya. Dahama O.P. 1982 Extension and rural welfare, Agra:

Ram Prasad and Sons. Das Basanti 2007 Governmental programmes of rural Development, New Delhi: Discovery. Dubey M.K 2000 Rural and urban Development, New Delhi, Common wealth.

MSW – SDE – 2009-10 Page 14 of 17 Gopalakrishna 1985 Technological change for Asari.V. Rural Development in India, Delhi, B.R.

Kulkarani,P.D and 1997 Social Issues in Development, Nanavati mehar.D. New Delhi: Joshi R.B. and Narwani G.S 2005 Panchayat Raj in India New Delhi: Thakur,B.N 1988 Sociology of Rural Development, New Delhi: Ashish.

Vijay C.M 1989 Rural Development Administration in India, Jaipur :prateeksha.

References:

Bhattacharya B 2006 Urban Development in India New Delhi: Concept. Clinard, Marshall B 1980 Slums and Community Development. New York : The Free Press. Diddee, Jayamala 1993 Urbanisation – Trends, perspectives and challenges, Jaipur: Rawat Phadke .V.S, etal. 2007 Urbanisation,Development and Environment,NewDelhi:Rawat

## **DSC 16. Medical and Psychiatric Social Work**

### **Unit-1: Introduction**

**12Hours**

Meaning, Definition, Nature, Scope, and Functions of Medical and Psychiatric Social work.

Historical development of Medical and Psychiatric Social Work in the West and in India.Changing trends in Medical and Psychiatric Social Work Practice.

### **Unit-2: Medical Diseases and Disorders**

**12Hours**

Etiology, Symptoms, Diagnosis, Treatment and Management

Childhood disorders: D.P.T., Measles, Cerebral Palsy, Polio.

Chronic and Terminal diseases: Tuberculosis, Diabetes, Hypertension, Thyroid, Coronary- Heart Diseases, Sexually Transmitted Diseases, Reproductive Tract Diseases, HIV/AIDS, Renal Dysfunction, and Cancer.

Old age Disorders- Arthritis and Physical Disabilities.

Psycho-Social aspects of Diseases and Disorders

### **Unit-3: Psychiatric and Neurological Disorders**

**12Hours**

Causes, Symptoms, Diagnosis, Treatment and Management

Mental health problems in Childhood and Adolescence – Developmental Disorders, Learning Disabilities, Behavioural, Conduct and Psychological Disorders.

Mental health problems in Adults – Schizophrenia, Affective Disorder, Psychoneurotic Disorders , Personality Disorders, Sexual Disorders, Substance Abuse.

Mental health problems in Oldage - Dementia/Alzheimer's Disease, Stroke, Parkinson.

Impact of Psychiatric and Neurological disorders on individuals, Care givers and families.

**Unit-4: Roles of Social Worker in Medical and Psychiatric settings****12Hours**

Study, Diagnosis, Treatment, Therapeutic Interventions, Follow-up, Aftercare, Palliative care and Rehabilitation of patients/ and their family. Understanding the patient as a person.

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

**Unit-5: Application of Social Work to Health Setting****12Hours**

Formation and Administrations of social service departments in the hospital settings:

Team Work – Meaning, Definition, Importance. Role of social worker in multidisciplinary team approach in health setting.

**References:**

1. Anderson, David. 1982 Social Work with Mental Handicap, London: Macmillan Press Ltd.,
2. Banerjee, G.R. 1968 Psychiatric Social Work, Chapter 26, In. Wadia, A.R. (Ed). : History and Philosophy of Social Work in India, Bombay: Allied Publishers.
3. Brody, Elaine M. and Contributors 1974 A Social Work Guide for Long-term Care Facilities, U.S. Department of Health, Education and Welfare, Public Health Service, Maryland: National Institute of Mental Health.
4. Coleman, J.C. 1976 Abnormal Psychology and Modern Life, Bombay, D.B. Taraporevala and Sons.
5. Dickerson, Martha Ufford, 1981 Social Work Practice with the Mentally Retarded, New York: Free Press.
6. Freedman, A.M. and Kaplan, H.I. (Eds.) 1967 Comprehensive Textbook of Psychiatry, Baltimore, Williams and Wilkins Company.
7. French, Lois Meredith, 1940 Psychiatric Social Work, New York: The Commonwealth Fund.
8. Henderson, Sir David and Batchelor, I.R.C. 1962. Textbook of Psychiatry, New York, Oxford University Press.
9. Hudson, Barbara L. 1982 Social Work with Psychiatric Patients, London: Macmillan.
10. Humble, Stephen and Unell, Judith (Ed.) 1989. Self Help in Health and social Welfare, London: Routadage.
11. Jordan, William, 1972 The Social Worker in Family Situations, London: Routledge and Kegan Paul.
12. Maller, Joshua-o. 1971 The Therapeutic Community with Chronic Mental Patients, S. Karger.
13. Mishne, Judith (Ed.)1980 Psychotherapy and Training in Clinical Social Work, New York: Gardner Press.
14. Robbins, Arthur J. 1957 Mental Hospitals in India and Social Work Service, Delhi School of Social Work.

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|-----|------------------------|--|
| 15. | Todd, F. Joan. 1967    | Social Work with the Mentally Subnormal, New York: Routledge and Kegan Paul.                                     |
| 16. | Towle, Charlotte. 1941 | Social Case Records from Psychiatric Clinics with Discuss Notes, Chicago; Illinois: University of Chicago Press. |
| 17. | Lowery                 | Psychiatry for Social Workers  |
| 18. | Marfatia, J.C.         | Psychiatric Problems in Children   |
| 19. | French, L.M.           | Psychiatric Social Work  |
| 20. | Robbins Arthur         | Mental Hospital in India and Social Work Services  |
| 21. | Delux Robert           | Mental Health and Social Welfare   |
| 22. | Pathak S.H.            | Medical Social Work in India   |
| 23. | Bhatt                  | The Physically handicapped in India  |

## **DSC 17. Social Work Practicum**

For the Fourth Semester, the Social Work Practicum shall consist of Concurrent Field Work-Individual Placement and Block Placement. The marks allotted for the concurrent field work are 100 (4 credits) and Block Placement are 100 (4 credits). Both these components together are treated as one unit.

### **Concurrent Field Work-Individual placement:**

The Student trainee shall continue his/her practice learning in the same field from third semester and complete his/her intensive field work programme, acquiring the professional knowledge and skills. The total marks allotted and the mode of assessment shall be the same as in III semester.

### **PROCESS:**

Every institution offering MSW course is expected to identify a few Industrial Organizations, Corporate initiatives (CSR), Hospitals, Urban and rural development initiatives (Projects/Programmes/awareness campaigns., etc) undertaken by Govt. departments, Autonomous Organizations, Industrial settings and Non Governmental Organizations concerned with employee welfare, social development, health in general and mental health in particular, urban, rural, tribal development, health and sanitation, empowerment of the under privileged, Human Rights, Correctional services, Social advocacy, literacy, social evils etc., Keeping in view the student interest, availability of the opportunities and the agency requirement a maximum of 2 students may be placed in an agency for concurrent field work programme, which will be done concurrently 2 days in a week. The students shall put in not less than 15 hours a week for field work learning. The concerned faculty members assigned for the agency has to guide, supervise and monitor the field work training and they shall conduct both individual conference and group conferences once in a week on the fixed day and time to promote an effective training. The students are required to submit the fieldwork reports once a week on fixed day and time to their respective supervisors for evaluation and continuous guidance. The agencies are also expected to designate an agency supervisor, preferably a trained social worker to monitor the field work trainee at the agency. Every institution offering social work education shall give a proper and deliberate attention with topmost priority to interchange the placements (During the third and fourth semester) in order to avoid continuity of a trainee in the

same agency and the same field, while doing so the two way matching of both the interest of the trainee and essentiality of exposure of a new area shall be considered.

## **DSC 18. Block Placement Training:**

The above practicum has to be organized immediately after the completion of IV semester theory examinations. This programme is to be design for the learner to integrate theory and practice to enhance competencies of social work practice and experience self in that role.

. Objectives:

1. To develop enhanced practice skills and integrate learning.
2. To develop greater understanding of reality situations through involvement in day to day work of the organization.
3. Develop appreciation of other's efforts and develop sensitivity to the gaps found in the programme.
4. Enhance awareness of self in the role of a professional social worker.

Process:

During 4<sup>th</sup> semester learner have to select agency for block placement training. Communicating the agency seeking the permission is the responsibility of students only. Department will send or give the permission letter and all permission process should be complete week before of commencement of block placement. Accommodation and travelling expenses beard by students only. A learner must be placed in a setting for a period of 20 days Or 5 weeks, where a qualified social worker is part of the agency and willing to provide required guidance to the student. Both way matching of previous field work experience during the II & III semester and the nature of the organization chosen for the block placement is very much essential. The trainee has to submit a comprehensive and a consolidated report to the department within a week after the completion of the programme. The department has to designate a faculty member to be the coordinator of the placement programme.

## **DSE 4. (A) Labour Legislation:**

### **Unit-1: Labour Legislation**

**12Hours**

Concept, Meaning, objectives, scope, Principles and Evolution in India.

Labour Administration – Evolution of labour administration in India.

Ministry of Labour- Structure and Functions at the Centre and State

Factory Inspectorate in Karnataka- Organization and functions.

Labour welfare officer -Duties and Functions

### **Unit – 2: Labour Welfare Legislations**

**12Hours**

(Emphasis on regulation of condition of work, health, safety and welfare):

(i) The Factories Act, 1948;

(ii) The Plantation Labour Act, 1951;

(iii) The Mines Act, 1952;

(iv) The Contract Labour (Regulation and Abolition) Act, 1980;

### **Unit – 3: Legislations of Employment and Industrial Relations**

**12Hours**

(with a specific focus on the concerned chapters/sections only):

i) The Industrial Employment (Standing Orders) Act, 1946;

ii) The Industrial Disputes Act, 1947;

iii) The Trade Unions Act, 1926;

iv) The Karnataka Shops and Commercial Establishments Act, 1961;

### **Unit – 4: Legislations of Wages and Remuneration:**

**12Hours**

i) The Payment of Wages Act, 1936;

ii) The Minimum Wages Act, 1948;

iii) The Equal Remuneration Act, 1976;

iv) The Payment of Bonus Act, 1965;

### **Unit – 5: Legislation of Social Security and Terminal Benefits 12Hours**

(with an emphasis on the benefits, eligibility criteria, etc):

- i) The Employees' State Insurance Act, 1948;
- ii) The Maternity Benefit Act, 1961;
- iii) The Employees' Provident Funds and Miscellaneous Provisions Act, 1952;
- iv) The Payment of Gratuity Act, 1972;

**References:**

1. Khandekar, D.G.Labour Legislations.
2. Malhotra O.P.The Law of Industrial Disputes.
3. SathpalPuliani(Ed)The Karnataka Labour and Industrial ManualVol-1 to 5, Karnataka Law Journal Publications -2005
4. S.N. Misra and Kumar MisraIntroduction to Labour and Industrial Laws, Central Law Sudhi publications, Alhabad,1994
5. Vidyarthi, R.D.Growth of labour Legislation in India since 1939 and its Impact on Economic Development.
6. Saxena R.C.Labour Problems and Labour Welfare.
7. Srivastava P.C.Social Security in India.
8. Achar M.R. 1976 Labour Rules in Karnataka ,Banglore,ShreeVidya Printers
10. Joseph, T.M. 2009 Industrial Law, Mumbai Himalaya Publication Pvt. Ltd.
11. SomaniAnjan& Mishra 2009 To Employment Laws Jaipur, Ramesh Book Depot
12. Bare Acts of all the legislation included in the paper.

**DSE 4. (B): Public Health and Social Work:**

**Unit-1: Health**

**12Hours**

Concept, Meaning, Definition, Dimensions of Health, Concepts of Wellbeing, Determinants of Health. Changing perspective of health care : Traditional health care system of India Vs Modern health care system.Role of Heredity and Environment in Health.

**Unit-2: Public health**

**12Hours**

Rationale, Meaning, Definition and Scope of public health. Models of community health- Institutional and Non-institutional. Process and Practice, Principles of health care. □Goals of Public health programmes – Preventive, Promotive, Curative and Rehabilitative.

**Unit-3: Public health policies and programmes**

**12Hours**

National health policies and programmes and its impact. National Mental Health Policy 1982, National Health Bill (NCBI) 2009, National Population Policy 2000, Mental Health Act, 1987, The persons with disabilities (Equal opportunities, protection of Rights and full participation) Act, 1995. National Mental Health Programme. Current Health schemes in India.

#### **Unit-4: Public Health System in India**

**12Hours**

Centre, State, District, Taluka and Village level. Health Education, Maternal and Child Health Services, Integrated Child Development Services (ICDS) Scheme, Health and Hygiene, Nutrition and Health. NRHM & NUHM.

Role of Social Worker in Planning and management of care and services at different healthcare centres (general hospitals, special clinics/hospitals, mental hospitals, community health centres, child guidance clinics, correctional institutions, industries and family welfare centre). Communication theories and its application in the field of health.

#### **Unit-5: Social Work Interventions in Public health**

**12Hours**

Application of Social Work methods and techniques for achieving the community health needs in the country. Role of Social Workers in training the healthcare service providers (teachers, parents, NGOs, Local Volunteer and traditional healers with reference to their contribution to community health). Contributions of International and National Organisations towards achieving the goal of community health programmes. Social Action and Advocacy in the field of health.

#### **References:**

1. Stanley King Social Perspective of Illness
2. Zophia Butryam Social Work in Medical Care
3. Willian P. Shephard Essentials of Public Health
4. John J.H. Principles of Public Health Administration
5. Joshi.P.C.&Mahajan.A.(Eds)1990 A text book of Medical Sociology; Reliance Publishing House, New Delhi-8
6. Goldstine, Dora (Ed) Reading in the theory and practice of Medical Social Work.
7. Banerjee, G.R. Papers on Social Work.
8. Park, J.S. and Park E. Text Book of preventive and Social Medicine.
9. Wilson, G. Smithe Preventive Health and Social Medicine.
10. Sential Rao A Hand book of Preventive Health and Social Medicine.
11. Delux Robert Mental Health and Social Welfare
12. Mane and Gandevia (Eds)1993 Mental Health in India. TISS, Bombay 400019
13. Srinivas Murthy R. and Burns, B.J. (Eds)1984 Community Mental Health- Proceeding of Indo-US symposium.
14. Bhave.V.N. Depdhar.N.S.&Bhave.S.V. 1995. "You and Your Health", National Book Trust, India New Delhi.
15. Chakaley.A.M. 1987 A text for Health Worker (ANM) VolI&II, Wiley Eastern Ltd., Bangalore.
16. UNICEF Health and Basic Services, New Delhi, UNICEF South Central Asia Regional Office
17. Bajpai, P.K. (Ed) (1997) Social Work Perspective on Health; Rawat Publications, New Delhi

## **DSE 4 (C) Counseling Theory and Practice**

### **Unit-1: Counselling**

**12 Hours**

Counselling: Definitions, Elements, Nature, Characteristics, Goals and Scope.  
Evolution of counseling.

Types of Counseling  
Counselling in multi-cultural and pluralistic Society  
Ethical nature of Counselling, Qualities of an effective Counsellor

**Unit-2: Foundations of counselling**

**12 Hours**

Philosophical foundations: dignity of human person.  
Sociological foundations: Influence of Social System.  
Psychological foundations: concepts of self,  
Developmental needs at different stages.

**Unit-3:Theories and Approaches in Counselling**

**12 Hours**

- a. Client-centered Therapy
- b. Transactional Analysis
- c. Rational Emotive Therapy
- d. Reality Therapy
- e. Eclectic Approach.
- f. Cognitive Behavioural Therapy
- g. Family Counselling

**Unit-4: Counseling Process**

**12Hours**

Counseling Relationship, Problem Exploration and Clarification (Micro skills – active listening, verbal and non-verbal messages and behavior), Client’s Self-exploration/Self – Understanding (Focusing, Summarizing, probing, confrontation and Stress/Burn out- ways to cope with it), Facilitating Actions (developing a new perspective, help client to choose alternatives).Formulate action plan(Implementation, evaluation, termination, follow-up, and referral )

**Unit-5: Counseling in Indigenous settings**

**12Hours**

Family (marital, parenting, Childhood issues), School (learning disorders), Industry (Drink and drive substance abuse, absenteeism), Correctional (personality/ behavior modification, rehabilitation), and Health (chronic and terminal illnesses).

**Reference Books:**

- 1) Association of Psychological and Education Counsellors of Asia (APECA). 1982
- 2) Harm E and Shrelber, P – 1963.
- 3) Handbook of Counseling techniques, Oxford Pergamon Press.
- 4) Kennedy E – 1977                      On Becoming and Counselor a basic guide for non-professional counselor, Delhi, Gill and MacMillian.
- 5) Krumboltz J.D. and Thousen,      Counseling and Psychotherapy, New York, HanghtonMifflin, co.  
(E-1942):

- 6) Lendeun, S and Syme G: Gift of Tears: A Practical Approach to loss, and prevmentcounseling London Routledge.
- 7) Nelson, Jones, R – 1982 The Theory and Practice of counseling Psychology, London, Carsell Education Ltd.
- 8) Noona, E and Spring L. (eds) 1992 The Making of a counselor London, Routledge.
- 9) Peitrofersa J.J. etal, 1984 Counseling an introduction Chicago, Rand McNally College of Commerce.
- 10) Becase D (ed) 1997 The family spirituality and Social Work journal of family Social Work, Vol.2. No.4-1997.
- 11) Samuel T Gladding 2000, Counselling A Comprehensive Profession 4<sup>th</sup> Edition

## **RP-1 Research Project/Dissertation:**

Each candidate is required to carry out an empirical study during IV semester. He/she shall select a topic for project work at the beginning of IV semester and carry out the empirical study in consultation with the faculty supervisor to whom he/she has been assigned. On completion of the same, the report of his/her findings shall be bound and submitted along with the report of his/her supervisor about the work to the department, before the end of IV semester in which the candidate is permitted to take the final examination. The Faculty Supervisor/Project guide is required to submit his/her assessment of the performance of each of the student assigned to him/her for 50 marks to the Chairperson of the Department. The same shall be subject to moderation by the Department Council.

The report shall be evaluated by either the Chairperson of the Department or an Internalexaminer and an External Examiner for 100 marks and a Viva-Voce examination shall be held by them for 50 marks. The candidate is required to defend one self in the Viva-Voce examination. 50 marks for research report and internally evaluated by the supervisor and head of the department.

**COMMON GUIDELINES:** Title: It should be clear, abstract and should not exceed 13 to 15 words (It should not be in a sentence form).

**Introduction:** It should cover theoretical background of the subject, present status of the subject matter as reflected in current literature and magnitude of the formulated research problem.

**Review of literature:** Refer standard national journals and surf internet to accumulate the studies related to theme of the study. Present the studies in a concise manner. Minimum of ten plus studies is to be referred for this chapter.

**Research studies and types of hypotheses:**

Research study Hypotheses Survey study

- 1) **Attributive hypothesis:** Presence or absence of variables and their values. Ex: Social work colleges in Gulbarga have or do not have adequate library facilities
  - 2) **Relational hypothesis:** Indicate positive, negative and inverse relationship between two variables Ex. Height and weight are related Association study
  - 3) **Directional differential hypothesis:** Indicate direction or difference between two groups. Ex: Boys are taller than girls
  - 4) **Non-directional differential hypothesis:** Do not indicate any direction in difference between the groups. Ex: Boys and girls differ in their heights Experimental study
  - 5) **Causal hypothesis:** Ex: Farmers' indebtedness increases suicide rate
- Operational definitions:** Explain the meaning of each of the concepts and terminologies used in the study. Define the concept in the context of the present study.

**Approach of the study:** Define the social work approach followed for the present study  
**Research design:** Explain whether the study is descriptive, diagnostic, exploratory, and experimental or intervention.  
**Scope of the study:** Geographic area the study covered and conceptual understanding of the study be explained very clearly.  
**Universe and Sample:** Universe and sample of the study be explained very systematically. The sample size should be normally proportionate to the universe of study. Explain the procedure of sample selection.  
**Methods of data collection:** Interview method, observation method, focused group discussion (FGD) method.  
**Tools of data collection:** Interview schedule, questionnaire, psychological or educational scales, FGD format.  
**Variable design:** State the variable design in accordance with the objectives and hypotheses of the study. Define the types of variables of the study.  
**Nominal variables:** sex, gender, rural-urban, religion, caste etc.  
**Categorical variables:** Socio-economic status, level of intelligence, poverty level (BPL & APL).  
**Ordinal variables:** Rank, development index,  
**Numerical variables:** Height, weight, nutritional status.  
**Construct variable design:** Relationship, difference or association between variables according to the study.  
**Statistical analysis:** Explain the statistical tests used to fulfil the objectives and hypotheses of the study. Univariate analysis (ratio, percentage, standard deviation) and Bivariate analysis (Chi Square, correlation and t – test) need to be carried out to fulfill the objectives and hypotheses of the study. Parametric tests like t – test and correlation test may be used for a sample more than 20. For the sample less than 20, non-parametric tests like rank correlation test, Mann Whitney U Test, Wilcoxon Matched Pairs Test, Kolmogorov – Smirnov Test may be used.  
**Data interpretation:** The tables generated from the data needs explanation of the figures in the table. What exactly the figures indicate or explain needs to be clearly written. It is a process to present the quantified and tabulated data in a qualitative form.

**Conclusion, inferences and interventions:** The major findings of the study need to be explained clearly. Inferences may be drawn based on the findings of the study and correspondingly interventions may be proposed.  
**References:** References may be in a standard style. Follow the examples. Ex: Author, year, title of book or article, Place: Publisher.

- 1) Book reference: Murali Desai, 2002, Ideologies of social work, Jaipur: Rawat Publications.
  - 2) Journal reference: Gupta, S. P., 2008, Planning and liberalization, Economic and Political Weekly, Vol. XXVII, No. 43, Oct. 23, pp. 2349-2355
  - 3) Internet reference: [www.parenting.com](http://www.parenting.com)
- Chapter Scheme: Chapter, Chapter title Chapter content

**I Introduction** Give theoretical background of the theme of the study. Concepts related to the theme of the study shall be explained with clarity. Magnitude and extent of the research problems shall be explained.

**II Review of Literature** State the abstract form of the research studies. The research studies extracted from the journals, books and internet shall be written precisely.

**III Methodology** Rationale and context of the theme of the study shall be explained. Complete research design has to be stated with precision.

**IV Data presentation and interpretation** Tables has to be presented in the tabular form with univariate and bivariate analysis. The presented tables need to be interpreted.

**V Conclusion, inferences and intervention** Major findings of the study shall be explained. Based on the findings of study inferences may be drawn and correspondingly interventions may be proposed.

Appendix

- References

- Interview schedule/ Questionnaire / Psychological scale

Guideline: Research project report topics and data collection work may be partially linked to concurrent fieldwork practice of M.S.W. Part-I and Part – II (second year) to strengthen the research practice in fieldwork.

Report Size: Minimum 50 pages and maximum of 75 pages, times new roman letter, font size: 12, Space: 1.5

## **ASSEMENT**

The total marks allotted for this programme are 100 (4 credits).The performance of the students in this programme shall be assessed during the Field Work Viva Voce Examination of IV semester, by a committee consisting of either the Chairperson of the Department or an Internal examiner and an External examiner on the basis of the reports submitted by them (50 marks) and their performance in the Viva-Voce Examination (50 marks)