# GULBARGA UNIVERSITY, KALABURAGI

## DEPARTMENT OF STUDIES IN SOCIAL WORK

REGULATIONS AND SYALLABUS FOR THE

MASTER OF SOCIAL WORK (MSW)

# 2017-18

DEPARTMENT OF STUDIES IN SOCIAL WORK

GULBARGA UNIVERSITY KALABURAGI

## GULBARGA UNIVERSITY KALABURAGI
## FACULTY OF SOCIAL SCIENCE
## SYLLABUS FOR MASTER OF SOCIAL WORK (M.S.W.) COURSE
## (CBCS) I – IV Semesters (with effect from academic year 2017-18)

## FIRST SEMESTER

| Code | Title of the Project | Credit Pattern | | | Credit Value |
|------|---------------------|---------|----------|-----------|---------------|
| | | Lecture | Tutorial | Practical | |
| | Hard Core | | | | |
| HC1.1 | Social Work Profession | 4 | 1 | 0 | 4 |
| HC1.2 | Social Case Work | 4 | 1 | 0 | 4 |
| HC1.3 | Social Group Work | 4 | 1 | 0 | 4 |
| HC1.4 | Concurrent fieldwork Including Social work camp | 0 | 0 | 4 | 4 |
| H.C 1.5 | Computer Application and Statistics | 3 | 1 | 0 | 4 |
| | **Soft Core (Any One)** | | | | |
| SC1.1 | Analysis of Indian Society | 3 | 1 | 0 | 4 |
| SC1.2 | Study of Indian Economy | 3 | 1 | 0 | 4 |

**Total Number of Credits: 24**

**Note:**

Refer to Uniform Regulation Governing Admission to Post Graduate Degree/ P.G Diploma Programs Under Choice Based Credit System (CBSC) and Continuous Assessment Grading Pattern (CAPG) in various Universities in Karnataka (2011) Prepared by Karnataka State Education Council Sent by the Registrar, GUG to All Deans & Chairpersons of PG Departments, GUG (Vide/ACA/BOS/2020-11/3463 dated 31st March 2011.

Hard Core: Soft Core and Open Elective and for LPT Pattern Page No. 3 and for other details.

## SECOND SEMESTER

| Sl No. | Code | Title of the Project | Credit Pattern | | | Credit Value |
|---|---|---|---|---|---|---|
| | | | Lecture | Tutorial | Practical | |
| | | **Hard Core** | | | | |
| | HC2.1 | Community Organization | 3 | 1 | 0 | 4 |
| | HC2.2 | Social Work Administration | 3 | 1 | 0 | 4 |
| | HC2.3 | Social Work Research | 3 | 1 | 0 | 4 |
| | HC2.4 | Concurrent Fieldwork with Study tour | | | 4 | 4 |
| | | **Soft Core (Any One)** | | | | |
| | SC2.1 | Dynamics of Human Behavior | 3 | 1 | 0 | 4 |
| | SC 2.2 | Counseling and Communication | 3 | 1 | 0 | 4 |
| | | **Open Elective (Any One)** | | | | |
| | OE2.1 | Social work Approaches for Social Development | 3 | 1 | 0 | 4 |
| | OE 2.2 | Social Work and Social Justice | 3 | 1 | 0 | 4 |

**Total Number of Credits: 24**

# THIRD SEMESTER

| Sl No. | Code | Title of the Project | Credit Pattern | | | Credit Value |
|---|---|---|---|---|---|---|
| | | | Lecture | Tutorial | Practical | |
| | | **Hard Core** | | | | |
| | HC 3.1 | Emerging areas of social work practice | 3 | 1 | 0 | 4 |
| | HC 3.2 | Women and Child Development | 3 | 1 | 0 | 4 |
| | HC 3.3 | Project | 1 | 0 | 3 | 4 |
| | HC3.4 | Concurrent Field Work | 0 | 0 | 4 | 4 |
| | | **Soft Core (Any One)** | | | | |
| | SC3.1 | Social Policy, Planning & Development | 3 | 1 | 0 | 4 |
| | SC 3.2 | Study of Indian Constitution | 3 | 1 | 0 | 4 |
| | | **Open Elective (Any One)** | | | | |
| | OE3.1 | Introduction to Disaster Management | 3 | 1 | 0 | 4 |
| | OE 3.2 | Social Work with Rural, Urban and Tribal Development | 3 | 1 | 0 | 4 |

**Total Number of Credits: 24**

# FOURTH SEMESTER

| Sl No. | Code | Title of the Project | Credit Pattern | | | Credit Value |
| --- | --- | --- | --- | --- | --- | --- |
| | | | Lecture | Tutorial | Practical | |
| | | **Hard Core** | | | | |
| | HC4.1 | Human Resource Management | 3 | 1 | 0 | 4 |
| | HC4.2 | Medical & Psychiatric Social Work | 3 | 1 | 0 | |
| | HC4.3 | Criminology & Correctional Administration | 3 | 1 | 0 | 4 |
| | HC4.4 | Concurrent Field Work including Seminars/Workshops/Conferences | 0 | 0 | 4 | 4 |
| | HC4.5 | Block Placement | 0 | 0 | 4 | 4 |
| | | **Soft Core(Any Two)** | | | | |
| | SC4.1 | Labour Welfare, labour laws and industrial relations | 3 | 1 | 0 | 4 |
| | SC4.2 | Personal and Professional Growth | 3 | 1 | 0 | 4 |

**Total Number of Credits: 24**

**Total Number of Credits for the Program: 96**

**Note:**

In Case of Hard/ Soft Core papers with 4 credits, each paper will have five units .

In case of open elective papers, each paper will have four units .

# Kalaburagi UNIVERSITY Kalaburagi
## (DEPARTMENT OF STUDIES IN SOCIAL WORK)

The two years post-graduation course in. social work. was, started from 1984, in the Department of Sociology. Since the demand for this course started increasing, an independent department of social work was established in 1988 to strengthen the course and to have more academic autonomy.

**Objectives**

It is a Post-Graduate Department in the faculty of Social Sciences established with the following broader objectives.

1. To impart scientific and professional training in social work to bring out the adequate trained personnel to accept the professional positions in the field of women and child development, social development. Medical and psychiatry, correctional services, human resource development and allied non-government and government organizations.

2. To educate the students for working in-groups and communities duly using the adequate techniques of working with people.

3. To conduct various seminars, conferences, and work shops in the concerned fields of social work to benefit the people working in Government and Non-Government Organizations for expanding the knowledge of social work on scientific level.

4. To in built the students with the knowledge in the field of social work through conducting field work Programme, social work camp, study tour, project work, block placement, dissertation, seminars / workshops and summer placement etc.,

5. To make people to feel the existence of the department of studies in social work and to avail the facilities like consultation and guidance provided by the department for their welfare and development.

**Admission**

Admission to the department of social work is open to any graduates of Kalaburagi University or of any recognized university whose of all three years or six semester degree aggregate percentage is at least 50% in case of general merit and 45% for SC/ST students.

**Admission Procedure**

Candidates who have applied for MSW course in a prescribed from along with relevant documents within a last date mentioned in the notification issued by the university will be selected in the order of merit and the reservation through counseling.

**Intake**

The intake is fixed by the university time to time. At present 30 is the intake for admission to MSW I Semester course for each academic year. Admission under Self Support Scheme for another 30 intake is available. Special quota as per university regulation for physically handicapped freedom fighter / ex serviceman, NSS / NCC and sports.

**Programme of Education**

Keeping in view the objectives of the course the programme of education for the Masters' degree in social work is designed to enable students to deepen their understanding of social problems, issues, policies and programmes connected with planned social development. The course also aims at to develop competence for ensuring effective delivery of services to the needy and handicapped population. Classroom instruction draws heavily on the social and behavioral sciences and is based on the premise that there is a basic core of knowledge and skill that are common to social work practice in different fields.

Social work trainees are trained to be employed as full time professionals under the auspices of welfare agencies for serving the people who are in need of help. They are to be guided in their process of helping others by the principles of democracy and the specific values and standards of their profession. It is assumed that the social work, in order to be effective and to bring good results should be professionally organized and the persons engaged in its execution must necessarily be trained and qualified for the job. The workers must therefore be given an adequate and effective training during their training course for at the post-graduate level, along with the class-room discussions on theories and principles of social structure, social organization, social change, social problems, growth of human

personality, methods of social work, research, statistics, field work practice in the agencies under the supervision of the departmental staff members and of the agency supervisors, discussion in individual and group conferences in the department, the trainees have to participate in the social work camp and study tour which is normally conducted for a period of 7to 10 days. It is integral part of field work.

**Concurrent Field Work**

Field work forms an integral part of the training Programme offered by the department. Field work opportunities are provided to the students through a large number of well-established welfare agencies, public and voluntary, rural and urban, industries, hospitals and clinics, in the Kalaburagi city and surrounding places. The students placed in those agencies assist in the implementation of a number of programmes. The students may be involved in community organization and social education work in the slum areas of Kalaburagi city and in the villages, treatment programmes in hospitals and clinics, in counseling and casework in correctional and custodial institutions and in group activities of recreational and cultural nature at the community centers and in the institutions for children.

Each student has to spend a minimum of fifteen hours a week within the 30Km from the college premises on field work under the supervision of a teacher. Supervision is aimed at providing direction and guidance to the student to help him / her to integrate the social work theory in to practice. Professional institution the department attaches great importance to field work which is expected to develop in the student a sense of responsibility and proper work behavior.

Concurrent Field Work 50 marks each Semester examinations. Marks are awarded on the basis of the over all performance of the students during each semester by conducting viva-voce examination at the each semester. The field work shall also include a 7 days orientation, 7 to 10 days social work camp during 1 semester, study tour during II Semester , Field work and dissertation report in III semester. field work with workshop/seminar and Block placement for IV semester. In I, II, III & IV semester field work Viva-voce examination shall be evaluated by two examiner. The field work reports include concurrent field work, social work camp, study tour, dissertation report, block placement, workshop/ seminar proceeding, orientation visits and placement. Except Dissertation report the student must submit reports in

manuscripts. Only those who have done dissertation at PG Level in Social Work Should be allowed to guide dissertation. **The affiliated colleges must submit the detail report of field work placement, social work camp, dissertation, summer placement, and block placement agencies where the students placed.** The reason behind collecting reports helps the students to be regular to field work and available for assessment by the BOE.

**(a) Orientation Visits:**

The students need to be expose to various government organizations, NGO's community based organizations, villages and slum communities in the I semester for a period of 7 days for a comprehensive understanding of field work later.

**(b) Social Work Camp**

Social work camp is an integral part of the specialized training for social work trainees in their I semester This is one of the effective means of imparting social values, and especially those of group life, to the trainees so that they would be in a position to assume responsibilities and develop leadership, discharge their duties as effectively as possible with a sense of respect for their individual it and of others with whom they would be interacting. The social work camp shall be conduct within the district of college stipulated.

**Objectives of the Social Work Camp**

The social work camp has two-fold objective: one, to give training to the trainees on group living, leadership and administration; and to show them the way of improving the conditions of the community,

**Objectives:**

1. To work with people at individual, group and community levels in order to help the students to analyze and solve the problems at different levels,
2. To understand the life of the people in all the aspects so as to find out the clues for understanding and the ways of meeting social problems.
3. To work with the people in order to observe their reactions, conflicts, cooperation and expression of their loyalties and interests.
4. To discover and utilize the resources available within the community.

5. To deal with the community sanitation in a way that will be conductive to the common interests.

To undertake need assessment in participation with community people for designing and implementation of various development activities.

**(c) Study Tour:**

The II semester students should go for study tour for a period of 7 to10 days. The purpose of study tour is to have exposure to various agencies working around the country. All expenses in this connection needs to be borne by students themselves. The study tour is integral part of Concurrent Field work.they must complete within the period.

**(d) Dissertation:**

Each student is placed under guidance of a faculty member in the III Semester to conduct quantitative and / or qualitative study leading to dissertation. The affiliated colleges shall be submit the topic selected by the students for their dissertation work before the 4 weeks of the exam.

**(e) Block Field Work**

The student is placed for Block Field Work for a period of four weeks for full time work in an BOE approved agency or project outside Kalaburagi during their fourth Semester. The department selects the agencies / projects from among a large number spread all over the country, keeping in mind the availability of learning opportunities for the students. All expenses in this connection have to be borne by the students themselves. The purpose of block field work is to broaden the student's perspective of welfare services and provide pre-employment work experience which should facilitate them to assume professional responsibilities after graduation. A letter of completion of block placement needs to be submitted with signature and seal of authority of the organization. The daily dairy needs to be submitted along with report. A student is not eligible for the degree unless he/she completes block field and viva to the satisfaction of the department the block placement carries 100 marks equals to 04 credits. The affiliated colleges take the approved list of agencies from BOE Chairman for Block Placement. If student placed in a approved agencies are eligible for viva voce exam.

**Attendance**

Attendance in the academic Programme is compulsory and students are required to attend at least three fourths (75%) of the total number of lectures delivered and the field work days during each academic year.

**Pattern of Question paper:**

There shall be 5 units with 2 questions in each unit. The candidate has to answer any one question from each unit. All questions carry equal marks.

**Internal Assessment:**

There shall be continuous assessment scheme of the theory paper as per the common university regulation. Field work (including Social Work Camp, Study Tour, Conference, seminar / workshops & dissertation), and Block Placement. The internal marks would be based as per common university regulation.

**Reports:**

The students are expected to write the reports of concurrent fled work, social work camp, study tour and block placement in their own hand writing However the dissertation reports  in typed forms and submit with soft copy (CD).

## HC 1.1 SOCIAL WORK PROFESSION (HARD CORE)

## INTRODUCTION

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

## OBJECTIVES
1. Understand the history of evolution of social work profession, both in India and the West & develop insights into the origin and development of ideologies, approaches to social change.
2. Understand rationale, goals, ideals and ethics for social change.
3. Understand the perceptions of people and social problems, the status of benefactors and their motives.
4. To develop skills to understand contemporary reality in its historical context.
5. Tno uderstand self as a part of own environment and explore own assumptions, ideals, values to develop sensitivity to marginalization of vulnerable groups.

## Course Content:

## UNITS

1. Introduction, Nature of human problems in modern society; Social work-Definitions, meaning, Nature, Scope, Objectives, values and principles. Fields of Social Work: Family & Child welafare, Medical and Psychiatric Social Work,Criminology and Correctional Work,HRD and HRM, URCD, SWA.

2. Historical development of Social Work:
   a. United Kingdom-the State's intervention and the Elizabethan poor law code; Charity Organization Society, Royal commission, the Lord Beverage Report.
   b. United States: Early poor relief measures, the Almshouse period, Social Service under state auspices, private social agencies and charity Organizations, Settlement House Movement.
   c. India: Social Service tradition in Indian culture, religious roots of charity, Role of institutions like Philanthropy, the Joint family, caste groups. Social Work during British Period-The emergence of rationalistic-humanist tradition, Social reform movements of 19th and 20th centuries. Emergence and the development of social welfare in India after independence.

3. (a) Social work and other concepts: Social welfare, social Service, Social reform, Social development and Social security.

   (b) Basic concepts of Social Work: Role, Relationship, Need, Empathy, Ego strength, spirituality and social work.

4. (a) Philosophy of Social Work: Traditional and Professional.

   (b) Functions of Social Work; Remedial, Ameliorative, and rehabilitative, supportive, preventive, and Development

5. Social Work as a Profession: Attributes and characteristic of a profession, Social Work education in India. Professional values, functions & Ethics. Attributes of a professional social worker, professional Organizations- National / International.

**BOOKS RECOMMENDED**

| | |
|---|---|
| Association of Schools of Social Work in Association of Schools of Social Work in | Social Work Education and Family Planning, Bangalore |
| ASSW1, C.C.E. T.S. W., 1976 | Values in Social work London, C.C.E. T.S. W Director, Publications Division, Ministry : Encyclopedia of Social Work in• India Vol. 1, 2, 3 & 4 New Delhi of Information and Broadcasting |
| Fink, A.E. and Others I 942 | The Field of Social Work, New York, Henry Holt and Co. |
| Fried1ander W.A., 1958 | Concepts and Methods of Social Work Engel wood Cliffs, Prentice-Ha 1. |
| Gore M.S. 1965 | Social Work and Social Work Education Bombay Asia Publishing House. |
| Haimsath Caries, H. | Indian Nationalism and Hindu Social Reform |
| Murthy M.V. | Social Work-Philosophy, Methods and Fields |
| Natarajan S. | A century of Social reform in India |
| Stroup H.H. | Social Work |
| Wadia, A.R. (Ed) | History and Philosophy of Social Work in India |

| Woodruffe Kathleen | From Charity to Social Work |
| --- | --- |
| Vyas K.C. | The Social renaissance in India |
| Young husband, E. | Social Work & Social Values Vol-III |

## HC 1.2 SOCIAL CASE WORK (HARD CORE)

**INTRODUCTION**

This course aims to develop simple to complex skills of working with individuals in various situations like crisis, preventive, facilitative and Developmental and understanding of Case Work as a method, developing skills for intervention, and gaining knowledge of the scope of this method in various settings.

**OBJECTIVES**

1. Understand casework as a method of social work, and appreciate its place in social work practice.
2. Understand the values and principles of working with individuals.3.   Develop the ability to critically analyse problems of individuals and factors affecting them.
3. Enhance understanding of the basic concepts, tools and techniques in working with individuals in problem-solving and in developmental work.
4. to develop appropriate skills and attitudes to work with individuals.

**Course Content**

**UNITS**

1. Introduction: Meaning, definition, Nature and scope of social – case  was  type set problems faced by individuals.  Relations to social case work with other methods at social work.

2. Tools of Social Case Work: Interviewing, home visit, relationship, observation, listening, recording — its importance and types.

3. Components & process of Social Case Work Method. The person, the problem, the place for the process, initial contact, case study, analysis, and assessment, diagnosis, treatment, evaluation, termination and follow-up.

4. Introduction to theories of Case Work Models: Psychosocial Model, problem Solving model, Function model, Behaviour modification, Crisis intervention and Family

therapy in the Indian context, Counseling and Psychotherapy, similarities and differences.

5. Application of social Case work: Working with children, adolescents, women, physically and mentally challenged. Development of professional self and role of worker as an enabler, facilitator, guide and Resource mobilize in various settings.

**BOOKS RECOMMENDED**

| Penman, H.H. | Social Case Work - A problem solving process |
| Hamilton. G. | Theory and practice of Social Case Work |
| Aptekar, H.H. | Basic Concepts in Case Work |
| Florance Hollis | Case Work A psychological Therapy Case records in group Work and community organization. Social Case work and Administration Social Case Work |
| Alissi, A.S. 1980 | Perspectives on Social Group Work Practice: A Book of Readings, New York: The Free Press. |
| Balgopal, P.R. and Vassil, T.V. 1983 | Groups in Social Work — An Ecological Perspective, New York, Macmillan Publishing Co. Inc. |
| Brandler S. and Roman, C.P.1999 | Group Work: Skills and Strategies for Effective Interventions, New York: The Haworth Press. |
| Davies, bernard 1975 | The Use of Groups in Social Work Practice, London, Routledge and Kegan Paul. |
| Garland, J.A. (Ed.) 1992 | Groups Work Reaching, Out: People, Places and Power, New York: The Haworth Press. |
| Garwin, C.1987 | Contemporary Group Work, New York: Prentice-Hall Inc. |
| Kemp. C.G. 1970 | Perspectives on the Group Process, Boston: Houghton Mifflin C. |
| Klein, A.F. 1970 | Social Work Through Group Process: School of Social Welfare, Albany: State University of New York |
| Konopka, G. 1963 | Social Group Work: A Helping Process, Englewood Cliff. N.J: Prentice-hall Inc. |
| Milison, Fred 1973 | An Introduction to Group Work Skills, London, Routledge arid Kegan paul. |
| Northen, H. 1969 | Social Work with Groups, New York: Columbia |

| | University Press |
|---|---|
| Pepell, C.P. and Rothman, B. | Social Work with Groups, New York: the Haworth Press. |

## HC 1.3 SOCIAL GROUP WORK (HARD CORE)

**INTRODUCTION**
This course aims to develop simple to complex skills of working with families and groups in various situations like crisis, preventive, facilitative and Developmental and understanding of group Work as a method, developing skills for intervention, and gaining knowledge of the scope of this method in various settings.

**Objectives:**
1. To understand the theoritical knowledge.
2. To develop the critical ability in Assessment and analysis concepts.
3. To understand group work as a method of social work, and appreciate its place in social work practice.
4. To understand the values and principles of working with group.
5. To develop the skill to promote and Implement theoretical knowledge through Social Work Intervention.

**UNITS**

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

Type of Groups : Types and approaches based on objectives and purpose — Type of membership — time duration — Social group work in different settings and Analysis of group processes.

II.    Values and principles in group work and Characteristics of Group formations: Values in social group work - Principles in group work — Assumptions underlying social group work — Factor of group formation— Formulation of goals — identification of problems for work.

Pre-group and Initial Phase: Planning model — Characteristic of pre group phase Group structures — Facilitation skills and role of worker in pre-group and initial phase.

III.     Group processes and Group Dynamics: Importance of group processes— Typical patterns — Processes in different type of groups — Worker's skills in identifying and understanding processes — Bond, sub-groups, role. Leadership- Decision making-Conflict-Communication-Relationships.

Middle Phase and Use of Program: Chrematistics of middle phase-Group structures-Group dynamics-Facilitation skills-Role of group workers-Comparison across phases — Concept and principle - program planning — Skills in program are planning.

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

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

V.      Evaluation in Groups and Termination phase: Importance of evaluation— Types of evaluation — Methods of evaluation — Need for termination — Characteristics of termination phase - Worker's skills. Application of group work: Application in health settings, school settings, family welfare settings, industry settings, women and child welfare settings.

**REFERENCES**

| Alissi, A.S. 1980 | Perspectives on Social Group Work Practice: A Book of Readings, New York: The Free Press. |
|---|---|
| Balgopal, P.R. and Vassil, T.V. 1983 | Groups in Social Work — An Ecological Perspective, New York, Macmillan Publishing Co. Inc. |
| Brandler S. and Roman, C.P.1999 | Group Work: Skills and Strategies for Effective Interventions, New York: |

| | The Haworth Press. |
|---|---|
| Davies, bernard 1975 | The Use of Groups in Social Work Practice, London, Routledge and Kegan Paul. |
| Garland, J.A. (Ed.) 1992 | Groups Work Reaching, Out: People, Places and Power, New York: The Haworth Press. |
| Garwin, C.1987 | Contemporary Group Work, New York: Prentice-Hall Inc. |
| Kemp. C.G. 1970 | Perspectives on the Group Process, Boston: Houghton Mifflin C. |
| Klein, A.F. 1970 | Social Work Through Group Process: School of Social Welfare, Albany: State University of New York |
| Konopka, G. 1963 | Social Group Work: A Helping Process, Englewood Cliff. N.J: Prentice-hall Inc. |
| Milison, Fred 1973 | An Introduction to Group Work Skills, London, Routledge arid Kegan paul. |
| Northen, H. 1969 | Social Work with Groups, New York: Columbia University Press |
| Pepell, C.P. and Rothman, B. | Social Work with Groups, New York: the Haworth Press. |
| Sindel, M., Classer, Sarri, R., and Vinter, R. 1985 | Individual Change Through Small Groups, New York: The Free Press. |
| Tom, Douglas 1978 | Basic Group Work, London, Tavistock Publications Ltd. |
| Toselane, R.W. and Rivas, R.F. 1984 | An Introduction to Group Work Practice, New York: Macmillan Publishing Co. |
| Trecker, HarleighB. 1970 | Social Group Work: Principles and Practice, New Work: Association Press. |
| Wilson, G. and Ryland, G. 1949 | Social Group Work Practice, Boston: Houghton Mifflin, Co. |

## H.C 1.4 CONCURRENT FIELD WORK INCLUDING SOCIAL WORK CAMP

Field work forms an integral part of the training Programme offered by the department. Field work opportunities are provided to the students through a large number of well-established welfare agencies, public and voluntary, rural and urban, industries, hospitals and clinics, in the Kalaburagi city and surrounding places The students placed in these agencies assist in the implementation of a variety of programmes. The students may be involved in community organization and social education work in the slum areas of

Kalaburagi city and in the villages, in treatment programmes in hospitals and clinics, in counseling and casework in correctional and custodial institutions and in group activities of recreational and cultural nature at the community centers and in the institutions for children.

Social work camp is an integral part of the concurrent field work training for social work trainees in their Ist semester. This is one of the effective means of imparting social values, and especially those of group life, to the trainees so that they would be in a position to assume responsibilities and develop leadership, discharge their duties as effectively as possible with a sense of respect for their individual and of others with whom they would be interacting. The social work camp and concurrent field work carries 100(80-20) Marks.


## H.C. 1.5 STATISTICS AND COMPUTER APPLICATION

**Objectives:**

1. Develop an understanding of statistics in analysis and interpretation
2. Develop skills for processing, analysis, interpretation, documentation, presentation and report writing.
3. Equip the students in the usage of appropriate quantitative techniques.
4. Develop skills for graphical preservation like graphs, diagrams, charts and tables.
5. To know the fundamentals of the computer technology.
6. To implement the computer technology and different aspects.


**Course Content**

I. Statistics : Definition, importance, functions and limitations. Normal distribution and its characteristics. Levels of Measurement : Normal, ordinal, interval and ratio. Application of statistics in social work research.


II. Descriptive Statistics: Knowledge of classification and tabulation, preparation of uni-variate and bi-variate frequency tables. Measures of central tendency: Arithmetic mean, median and mode, standard deviation, measures of dispersion-its various types. Correlation and regression. Chi-square : Uses of Chi-square ; applications of Karl Pearson's Correlation Coefficient test in social work research. 't' distribution, Analysis of Variance.


III. Introduction to computer. Characteristics of computer. Introduction to computer hardware. Memory units, Auxiliary storage devices, input devices. Output devices. MS

Windows: Introduction to M.S. Windows; Features of Windows; Office Packages-Office activates and Word-processing, Spreadsheet, Presentation graphics, Database, introduction and comparison of various office suites like MS-Office.

IV. Statistical Package for Social Science: Basics of Statistical analysis – population, sample, case, case number, variable, variable level, types of variable – numeric, string, alphanumeric, system missing value, user defined missing value, code book and code sheet, types of statistics, statistical tests, types of analysis. Structure of SPSS windows.

V. Creating data file: Defining data, Variable name, Variable label Values, value labels. Editing data file, adding cases, adding variables, saving files, retrieving data files, printing data file. Recoding of data. Practicals – creating data file, syntax file, output file. Fixing output file in word. Analysis of data: Single frequency, bivariate analysis, charts and diagrams. Editing of table and charts, exporting tables and charts in word document. Interpretation of data, Application of statistical calculation and test.

**BOOKS RECOMMENDED**

1. Barrett, Neil. 1997. 30 Minutes to master Internet. Kongan Page India pvt. Ltd. New Delhi.
2. Foster, J.J. 1998. Data Analysis Using SPSS for Windows. Sage Publications Ltd. London.
3. Kelle, V. 1998. Computer Aided Qualitative Data Analysis. Theory, Methods and Practice. Sage Publications Ltd. London.
4. Lincoln, Y. S. and N. K. Denzin. 1994. Handbook of Qualitative Research. Sage Publications. California.
5. Mansfield, Ron. 1997. The Compact Guide to Microsoft Office Professional. Sybex Computer Books Inc. USA.
6. Miles, M.B. and E.A. Weitzman. 1995 Computer Literacy in Human Services. The Haworth Process. New York.
7. Saxena, Sanjay. 1999. A First Course in Computers. Vikas Publishing House Pvt. Ltd. New Delhi.
8. Sheldon, Tom. 1997. Windows 3.1 Made Easy. McGraw-Hill Companies Inc. New York.

9. Singh and Singh. 1998. Windows 95 Illustrated. Asian Publishers. New Delhi.

10. Spencer, D.D. 1998. The Illustrated Computer Dictionary. Bell and Howell Company. USA.

11. Sundarajan, K. 1998. Internet. Kandadasan Pathippagam. Chennai.

12. Taxali, R.K.. 1998 PC Software Made Simple. Tata MCGraw-Hill Puhlishing Company Ltd. New Delhi.

13. Taxali, R.K. 1998. PC Software for Windows Made Simple. Tata MCGraw-Hill Publishing Company Ltd. New Delhi.

14. Vaughan, T. 1994. Multimedia: Making It Work. Osborne McGraw-Hill. California.

## SOFT CORE (ANY TWO)
## SC.1.1 ANALYSIS OF INDIAN SOCIETY

**Introduction**

This course provides the learners basic understanding of relevant concepts from social sciences to help the learners study and understand social phenomenon. Further, it helps the learner develop skills for social analysis and understand developmental processes.

**Objectives**
1.      Understand the concepts to examine social phenomenon.
2.      Develop skills to analyse Indian society and change.
3.      Understand change and conflict.
4.      Understand the system for economic order.
5.      Develop skills for social analysis.
6.      Understand the development and its impact.

**Course Content:**

I.   Society : Meaning, definition, features, individual and Society -  relationship between individual and Society: Socialization, Social control and Deviance,

II.  Indian Society, Features of Indian Society, need for study of Indian Society for Social Workers. Social Structure - Status and Role and Social Processes  Culture: Traditions, Customs, Values, Norms, Folkways, Mores.

III. Social Institution:

a)   Family: Characteristics, features, functions, joint Family, Changing trends in Indian Families.

b)   Marriage: Characteristics, features, trends and problems, Status and role of women in Social Life, Gender issues.

c)   Religion: Characteristics, features, functions, trends and problems.

d)   Education:Characteristics, features, functions, trends and problems

IV.  Social Inequality and Social Stratification: Class and      Caste Stratification, characteristic features of castes in India. Its impact on Social and Economic development; Caste conflicts: recent trends – Caste, Religion and Politics.

V.   Social Problems and issues: Concept, meaning, causes, major Social Problems: Alcoholism, Drug Addition, Crime and Delinquency, Commercial Sex, child labour, Problems of Aged and Disabled, Illiteracy, Poverty, Population and Consumerism, cyber crime child abuse, corruption, terrorism and unemployment.

**BOOKS RECOMMENDED**

1. Bottomore T.B          :        Sociology
2. Davis K                :        Human Society
3. G.R.Madan             :        Indian Social Problems Vol.I&II
4. Ghurye G.S.           :        Caste Class and Occupation
5. Kapadia K.M           :        Marriage and Family in India
6. M.A. Elliott and F.E. Merril : Social Disorganization
7. C.B. Mamoria          :        Social Problem and Disorganization in India
8. H.S.Beeker            :        Social Problems
9. L.Gillin and others   :        Social Problems
10. A.R. Wadia(Ed)       :        The Jandicapped Child.
11. Government of India   :        1. report of Bacjword Class Commission 1956
                                   2. Annual Report of the Commissioners for
                                   Scheduled Caste and Scheduled tribes
                                   3. Adivasis
                                   4. Other latest reports SC/St/BC/ etc
12. N .Timms             :        A. Sociological Approach to Social Problems


## SC. 1.2 STUDY OF INDIAN ECONOMY

**Objectives**
1.    Understand the concepts to examine economic phenomenon.
2.    Develop skills to analyse Indian economy and change.
3.    Understand the system for economic order.
4.    Develop skills for economic analysis.
5.    Understand the economic development and its impact.

**UNIT**

I.      Meaning, nature, objectives, Historical Prospective. Nature Scope of agriculture & rural economics. Role of Agriculture & economic development agriculture Problems, agriculture technology, marketing.

II.     Indian industrial economy nature & scope of industrial economy & pre independence and post independence, industrial problems, industrial development.

III.    Infrastructural development in India poverty, unemployment, health & education, housing, communication.

IV.     Institution & development in India NGO management & its role in development procedure five year plans. Planning & policy making regional imbalance & development, micro finance.

V.      Indian economy after globalization Meaning, concept of development, privatization, liberalization, globalization & its effects on Indian economy.

**REFERENCES**

1. Byres T.J          :       The Indian Economy – Major Debates Since Independence
                               Oxford University Press Delhi -1998.

2. Biplab Dasgupta    :       Structural Adjustment Global trade and The Political
                               Economy of Development Publication – 1998.

3. Dandekar V.M       :       The Indian Economy 1947 – 92- sage Publication Vol. I &
                               II. New Delhi – 1996.

4. Dantawala M.L      :       Asian Seminar on Rural Development Oxford & I.B.H
   Ranjit Gupta and           New Delhi – 1986.
   Keith C.D Souza (ed)

5. Joshi Vijay and    :       India's Economic Reforms: 1991 -2001 Oxford University
   Little I.M.D.              press Delhi-1996

6. Kirti S. Parikh    :       India Development Report (Latest) 2000 Oxford University
                                  Press Mumbai.

7. Bronfenbrenner,    :       Income Distribution Theory, Macmillan, London.          M.
(1979)

| 8. Sandesara J.C | : | Industrial Policy and Planning 1947 1991 Tendencies, Interpretations and Issues Sage Publications, New Delhi – 1992. |
|---|---|---|
| 9. Mookherjee Dilip(ed): | | Indian Industry – Policies and Performance, Oxford University Press -1997 Delhi. |
| 10. Byres T.J (ed) | : | The State, Development Planning and Liberalization in India. 1997. |
| 11. Swamy Dalip S. | : | The Political Economy of Industrial from self Reliance to gradation . |
| 12. Nayyar Deepak(ed) | : | Industrial Growth and Stagnates in India – sameeksha Trust & co New Delhi. |
| 13. Ahuwalia I.J | : | Industrial Growth in India – University press, New Delhi. |

## SEMESTER-II

## HC 2.1 COMMUNITY ORGANISATION  (HARD CORE)

## INTRODUCTION

Community organization as a method of social work practice, is seen as a means to facilitate communities towards self-directed change. It takes as its basis the inequalities in society manifested through processes of marginalization, discrimination or dis-empowerment of groups, which have resulted in the loss of control over resources, be they tangible or intangible.

## OBJECTIVES

1. Understand the critical elements of community organisation practice.
2. Enhance critical understanding of the models and strategies for community organisation practice.
3. Make the micro-macro connections between the range of complex issues in practice.
4. Develop attitudes conducive to participatory activities for civil society.

**Course Content**

**UNITS**

   I. Concept of Community, Rural, Urban and Tribal communities, Structure & Functions, Definition and concept of Community organisation, Values and Principles of

Community Organisation, Ethics of Community Organisation Practice, Community Organization as a method of Social Work, Historical Development of CO Practice, Community Organisation & Community Development.

II.    Concept of Power, Different perspectives of power, Dimensions of Power relevant to Community organization, Concept of Empowerment, process and cycle of Empowerment, Barriers to empowerment, Gender Sensitive Community Organisation, Models of community organization and its uses Rothman Locality Development Model, Social Planning Model, Social Action Model, Saul Alinsky Model, Paulo Friere, Gandhian model, D.K. Periyar and Women-centered Model, Critique of models

III.    Methods of identifying community problems; Factors affecting the integration and disintegration of community life, Problem solving processes in community work-different phases of community Organization, community study and problem analysis; Planning, identification, mobilization and utilization of community resources, implementation and evaluation processes.

IV.    Community work in specific settings: Health, Educational, correctional, Rural and Urban. Macro policies in community work.

V.    Role of Community worker: guide, enabler, therapist, researcher, analyst, project manager, organizer and activist; Recording documentation & networking, training in community work, current trends in community work.

**BOOKS RECOMMENDED**

1. Murry, G.Ross: Community Organization
2. Dunham, Arthur, The New Community Organization. Thomas Crowell Co., New York.
3. Joan Ecklain: The Community Organize-John Wiley and Sons, New York-1972.
4. Gangrade K. D., Community organization in India, Popular Prakashan. Bombay.
5. Siddiqui H.y.: working with communities and introduction to community work.
6. Mc. Miller W. 1945 : Community Organization for Social Welfare Chicago, Chicago University Press.
7. Sussman, M.B. 1959: Community Structure and Analysis.
8. Poison and Sanderson 1979: Rural Development-Principles. Policies and Management, New Delhi, Sage
9. Singh, K 1986 Rural Development-Principles Policies and Management New Delhi Sage.
10. Friedlander, Walter A. (ed) (1958), Concepts and Methods of Social Work, Prentice-Hall, New Jersey.

11. Hanna, Mark G. And Robinson, Buddy (1994), Strategies For Community Empowerment: Direct-Action And Transformative Approaches To Social Change Practice, The Edwin Mellen Press, New York.
12. Hardcastle, David A., Stanley Wenocur, and Patricia Powers (1996), Community Practice: Theories And Skills For Social Workers, Oxford University Press, New York.
13. Harper, E. P. and Dunham, A. (eds.) (1959) Community Organization in Action. Basic literature and critical comments, Association Press, New York.
14. Hillman, Arthur (1950), Community Organization and Planning, The Macmillan Company, New York.
15. Kuppuswamy, (1975), Social Change in India, Vikas Publishing House (P) Ltd., New Delhi.
16. Murphy, Campbell, Community Organization Practice, Houghton Miffin Co., New York.
17. Murthy M.V., (), Social Action, Asia Publishing House, Bombay.
18. Rivera, Felix F. & John Erlich (1995), Community Organizing In A Diverse Society. (2nd. Ed.), Allyn And Bacon, Massachusetts.
19. Ross, Murray G. (1967), Community Organizations: Theory, Principles, and Practice. Harper and Row Publishers, New York.
20. Rothman, Jack, John E. Truman, and John L. Erlich (Eds) (1995), Strategies of Community Intervention. (5th Ed.), Peacock Press, Itasca, Illinois.
21. Siddique, H.Y. (1984) Social Work and Social Action, New Delhi : Harnam Publications
22. Siddique. H.Y. (1997), Working with Communities - Introduction to Community Work, Hira Publications, New Delhi.
23. Tropman, John E., John L. Erlich, And Jack Rothman (Eds.) (1995), Tactics and Techniques of Community Intervention, 5th Ed., Peacock Press, Itasca, Illinois.

# H.C.2.2 Social Work Administration

## INTRODUCTION

This course is to equip learners to utilize service managers to improve services, evaluate, and develop new services and intervention methods: strategies and techniques and also, be an effective consumer.

## OBJECTIVES

1.  To get an introduction and exposure to different fields/ areas of Social Work practice.
2.  To orient on the administrative structure, philosophy, nature, objectives and programmes of the organizations.
3.  To become informed about the different kinds of services available at the governmental and NGO levels for clients to take advantage of.

**Course Content**

**UNITS**

I.      Introduction: Concept of administration, social welfare Administration: its meaning, definition, principles and characteristics, types of administration (a) personnel administration (b) public administration, (c) private administration process of administration. Need for welfare and developmental organization.

II.      Social Welfare Organization: Characteristics like size, nature, types, philosophy, approaches and methods, status image and general socio political environment impact; Cental Social welfare Board (CSWB), State Social Welfare Board (SSWB), Ministry of Social Justice and Empowerment, Government of India. Promotion and Formation of Non Governmental organizations – legislations (Societies registration Act 1860, Indian Trust Act 1882, Indian Companies Act 1956), Financial Management- Sources of Finance (Governmental and Non Governmental), Methods of resource mobilization, Corporate Social Responsibility (CSR).

III.      Social Analysis, Logical Framework Analysis (LFA), Stakeholder Analysis, SWOT (Strength, Weakness, Opportunities and Threats) Analysis, Project Planning, Setting up of Objectives and Indicators, Formulation of Project, project Monitoring and Evaluation, preparation of Project Budget.

IV.      Management of Human Service Organization boards and committees: formulation, function and responsibilities: Chief Functionary: duties and functions, Office management and the executive and staff: role, functions and responsibilities, professional and other staff relationship, communications, team work and supervision. Financial resources: Budget, source of finance, fund raising, audit and accountability.

V.      Programme Management short term, long term, project formulation, Eligibility Criteria, Planning overall needs. Specific needs. Evaluation procedures and documentation. Public Relations: Meaning and importance, tools of publicity — annual report, annual day function transparency.

**REFERENCES**

| | |
|---|---|
| Chowdhary D.Paul | Social Welfare Administration |
| Warharri.Joyce | An Introduction to Administration for Social workers. |
| Street Elwood | Social work Administration |
| Ray Johns | Executive Board |
| Cyril O.Houle | The Effective Board |
| M.P.Sharma | Public administration in Theory and Practice |
| P.D.Kulkarni | Central Social Welfare Board |
| Dr.D.K.Sachdeva | Social Welfare Administration in India. |
| Goel. and Jain | Social Welfare Administration Vol.-I & II |
| Rajeshwar Prasad | Social Administration |
| Nonnan, A.Polansky (Ed.) | Social Work Research |
| Greenwood, E | Social Work Research A Decade of Relations. |
| Claire Seltiz 7 Other | Research methods in Social Relations |
| Goode, W.J. & Hatt. HK. | Methods in Social Research |
| Young, P.V. | Scientific Social Surveys and Research |
| John Madge | Tools of Research |
| Lal Das D.K. | Social Work Research |
| Ghosh, M.K. & Choudhari, S.G. | Statistics |
| Enhance, D.W | Statistics |
| McMillian W. | Statistical methods for Social Research |
| Champion. D.J. | Basic Statistical Research |
| Dubhar | Statistics for Sociologists |
| Walker and Lev | Elementary Statistical Methods. |
| Gupta. S.C. | Fundamentals of statistics |

## HC 2.3 SOCIAL WORK RESEARCH

**Objectives**

1. Develop an understanding of social work research and its process.
2. Develop an ability to see the linkages between practice, research, analysis theory and their role in enriching one another.
3. Develop ability to quantify the qualitative data
4. Develop skills to prepare a research report .

   I. Introduction: Concept of research; types of research, research as an enabling process of social work. Scientific Method: Introduction problems identification criteria for the selection at research problems and problem formulation. Statement of Objective and hypotheses.

II. Research Design: meaning and principles, components and types of research design: exploratory, analytical, descriptive, Experimental, evaluative, Intervention designs and case study.

III. Tool and techniques of data collection: Primary and secondary sources of data. Techniques of data collection: observation, questionnaire, interviewing and projective techniques, interview schedule, interview guide, standardized scales and records.

IV. Sampling theory: Meaning and types of sampling. Probability sampling: Simple random, systematic random, stratified random, area and coat sampling, Multistage sampling, and Non probability: Snowball sampling, conviniant sampling, Accidental sampling, Purposeful sampling. Sampling error.

V. Data Processing and Research Reporting – Methods and techniques of data processing – manual or mechanical procedure – Editing, classification, coding and tabulating, Organizing data for analysis: Graphs, Charts, Frequency tables. Data analysis – uni-variate, multi-variate and; Qualitative analysis. Research Reporting; Purpose of research report, Principles and procedure to be followed in writing a report, format of scientific research report, Research abstracts.

## H.C 2.4 CONCURRENT FIELD WORK INCLUDING STUDY TOUR

Field work forms an integral part of the training Programme offered by the department. Field work opportunities are provided to the students through a large number of well-established welfare agencies, public and voluntary, rural and urban, industries, hospitals and clinics, in the Kalaburagi city and surrounding places The students placed in these agencies assist in the implementation of a variety of programmes. The students may be involved in community organization and social education work in the slum areas of Kalaburagi city and in the villages, in treatment programmes in hospitals and clinics, in counseling and casework in correctional and custodial institutions and in group activities of recreational and cultural nature at the community centers and in the institutions for children.

The IInd semester students should go for study tour for the period 7-10 days. The purpose of study tour is to have exposed on various agencies working around the country all

expenses in this connection have to be borne by students themselves. The Study Tour and Concurrent Field work carries 100 (80:20) marks.

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**SODT CORE**

**SC 2.1  DYNAMICS OF HUMAN BEHAVIOUR**

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**INTRODUCTION**

The course aims to introduce the learners to the development of the individual across the life span, in a system and an ecological perspective. It also provides an understanding of human development and behaviour, in contextual influences, including individuals in disadvantaged or special contexts. The theoretical inputs are to enhance the understanding of people's growth, health, and development at various stages as bio-psycho-social-spiritual being over the life span.

**OBJECTIVES**

1.    Develop an overall understanding of the principles of growth; their relevance and application to behaviour at various phases in the life span.
2.    Understand the twin roles of individual's heritage and environmental influences in growth and development.
3.    Understand interactional nature of growth and behaviour at various stages in the life span: infancy, childhood, adolescence, youth, adulthood and old age, and impact of cultural aspects.
4.    Develop sensitivity towards needs, developmental tasks and health status along with need for developmental programmes for the same.
5.     Apply the information of growth, development and health in social work practice in general and individuals, groups and communities in particular.

**UNITS**

I. Psychology: Meaning, Definition, relevance of Psychology to Social Work profession, human growth and development: concept and principles, Developmental stages, The Beginning of life: fertilization, Prenatal, Infancy, Babyhood, Childhood, Puberty, Adolescence, Adulthood. Middle age, Old age. Developmental tasks.; physical, intellectual, emotional and social development.

II: Understanding human growth and behaviour – basic human needs, Physical, Psychological and Intellectual needs. Motivation: Meaning, definition, types and characteristics, theories of motivation. learning theories: Thorndike, Pavlov, Skinner, Kohaler.

III: Theories of Human Development –A critique – Freud's psycho-sexual theory, Erikson's psycho-social theory.

IV. Personality: Concept, Definition, types of Personality, Factors influencing personality. Theories of Personality: Sigmund Freud, Erick Erickson, Carl Jung, Adler, O.Rank.

V. Adjustment: Concept of adjustment and maladjustment, stress – causes of stress and stress coping devices mechanism – task oriented and defense oriented mechanism. Counseling:Meaning and definition, characteristics, goals of counseling and elements of counseling. Principles of counseling.

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| Chowdary, D.P. 1992 | Aging and the Aged, New Delhi: Inter-India Publications. |
| Gore, M.S. 1978 | Changes in the Family and the Process of Socialization in India, In Anthony, E.J. & Colette, C. (Eds.) The Child in his Family, Wiley, 365-374. |
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| Hurlock, Elizabeth B. 1975 | Developmental Psychology, New Delhi, Tata McGraw-Hill Publishing Company Ltd. |
| Kail, R.V. and Cavanangh, J.C. 1996 | Human Development, Pacific Grove, CA: Brooks / Core Publishing Company. |
| Kakar, S. 1979 | Indian Childhood, Cultural Ideals and |

| | Social Reality, Delhi: Oxford University Press. |
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| Maier, H.W. 1965 | Three Theories of Child Development, N.Y.: Harper and Row Publishers. |
| Misra, G. (Ed.) 1990 | Social Psychology in India, New Delhi: Sage Publications. |
| Rapoport, Rhona and Rapoport, Robert 1980 | Growing New York: through Life, Lifecycle Book, Harper & Row Publishers. |
| Sigelman, C.K. and Shaffer, D.R. 1995 | Life-Span Human Development, 2$^{nd}$ Edition, Pacific Grove, CA : brooks Cole Publishing Company. |

## S.C 2.2 COMMUNICATION AND COUNSELING

**INTRODUCTION**
This paper relates the relevance of components of communication and counseling in social work practice.

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

**UNITS**

I. Communication: Meaning and importance of communication. Process of communication: Key elements in the communication process — Communication, message, audience, channel of communication. Verbal and non-verbal communication. Education and communication for national development.

Interpersonal communication: Interviewing — Objectives, principles of interviewing; listening, qualities of effective communicator. Seminars, conferences, lectures, group discussion, pane[ discussion, symposium, workshop, role playing, simulation exercises, written communication, report writing, letter writing, article / essay writing. games, brain storming, street play, field work exposure.

II.     Visual aids in communication: Poster making, use of notice boards, flip charts, charts, flash cards, photographs, pamphlets, slide shows. Mass communication: Television, exhibition, newspaper and magazines, advertisements, radio, film, VCD / DVD, e-mail, Internet. Impact of mass communication on society, family, marriage and children development.

Communication analysis and planning: Planning and executing a communication campaign on an issue using various methods of communication.

III.    Counseling: Definition, nature and goals, areas of counseling historical background and origins of counseling, ethical nature of counselling, qualities of an effective counsellor.     Counselling Situatins: Developmental, preventive, facilitative and crisis.

IV.     Counselling and Psychotherapy-Skills in counseling-Establishing the relationship Process of Counselling. Approaches to Counselling : Approaches; Theoretical base, thrust, goals, key concepts, techniques — Approaches like person centered, rational-emotive, transactional analysis, behavioural approaches, gestalt, existential approaches, Egans three stage model, eclectic model. Indigenous Approach: Indigenous approaches of help and self-help like yoga, reflection. Act of Prayashehit.

V.      Couple and Family Counselling: Issues in such counselling, its process and stages.

Crisis Counselling group Counselling : Counselling for groups - process, advantages and disadvantages of group counselling.

Practice of counselling in family counselling centres, family courts, counselling bureau-Premarital and marital counselling, vocational counselling centres, mental health centres, child guidance clinics, correctional institutions, de-addition and rehabilitation centres, educational institutions.

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| | Counsellors, Bangalore, prasanna Counselling Centre. |
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| Dave, Indu 1983 | The Basic Essentials of Counselling, New Delhi: Sterling Publishers Pvt., Ltd. |
| Desai, M. M. (Ed.) 1979 | Creative Literature and Social Work Education, Bombay: Somaiya Publications Pvt. Ltd. |
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| Melkote, Srinivas R. 1991 | Communication for Development in the Third World — Theory and Practice. New Delhi: Sage Publications. |
| Mohan, Krishna and banerji, Meera 1990 | Developing Communication Skills, Delhi: Macmillan India Ltd. |
| Narang, Vaishna 1996 | Communicative Language Teaching, New Delhi: Creative Books. |
| Narayana, Rao S. 1981 | Counselling Psychology, New Delhi: Tata Mc Graw Hill Publishing Company Ltd. |
| Pollock, Thomas Clark; Sheridan, Marion C.; Ledbetter, Frances and Doll, Ronald C. 1955 | The Art of Communicating, New York: The Macmillan Company |
| Robet, G. Madden 1998 | Legal Issues in Social Work Counselling and Mental Health, Sage Publications India Pvt. ltd. |
| Venkatramani, S.H. 1998 | Corporate Communications-The Age of Image, New Delhi: Sterling Publishers Private ltd. |

## OPEN ELECTIVE

## OE.2.1 SOCIAL WORK APPROACHES FOR SOCIAL DEVELOPMENT

**Objectives**

1.      Understand the history of evolution of social work profession, both in India & West.

2. Develop insights into the origin and development of ideologies/approaches to social change.
3. Understand rationale, goals, ideals and ethics for social change and social development.
4. Develop skills to understand contemporary reality in its historical context.

**COURSE CONTENT :-**

**UNIT**

I. Social Work Introduction, Definitions, meaning, Nature, Scope, objectives, values and principles.

II. Indian problems: Pre and Post independence Social, Political, Economic & Cultural Problems.
Population, explosion, unemployment, Terrorism, Communal, cultural, Movies, Media, Political, Economic and social crimes in India.

III. Methods of social work (Brief) Social Case work, social Group work, community organization, Social Work Administration, Social Work Research and Social Action.

IV. Social Development: Meaning, Definition, Scope, Objective, Measure & methods of Development.

V. Social Development: Role, Methods, Techniques, approach, participation & Evaluation.

**BOOKS RECOMMENDED**

| | |
|---|---|
| Association of Schools of Social Work in India | Social Work Education and Family Planning, Bangalore |
| ASSW1, C.C.E. T.S. W., 1976 | Values in Social work London, C.C.E. T.S. W Director, Publications Division, Ministry : Encyclopedia of Social Work in• India Vol. 1, 2, 3 & 4 New Delhi of Information and Broadcasting |
| Fink, A.E. and Others I 942 | The Field of Social Work, New York, |

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| Haimsath Caries, H. | Indian Nationalism and Hindu Social Reform |
| Murthy M.V. | Social Work-Philosophy, Methods and Fields |
| Natarajan S. | A century of Social reform in India |
| Stroup H.H. | Social Work |
| Wadia, A.R. (Ed) | History and Philosophy of Social Work in India |
| Woodruffe Kathleen | From Charity to Social Work |
| Vyas K.C. | The Social renaissance in India |
| Young husband, E. | Social Work & Social Values Vol-III |

## OE.2.2 SOCIAL WORK AND SOCIAL JUSTICE

**Objectives:**
1. To make the students capable to understand the basic concept of social justice and inequality pertaining to Indian society.
2. Understand the basic elements of social security, its methods, programmes and problems.
3. Enhance analytical understanding of the human rights and their implications.
4. Develop skills necessary to engage in field to practice social work.

**UNITS**

I. Meaning. Nature Important and objectives of social justices. Original and Development of Human Rights & Social justice, Social work and Social justice.

II. Constitutional rights for Social justice, Rights to Human rights, rights to health, Rights to women and children, rights to vulnerable.

III. Human Rights Universal Declaration of Human Rights, National and International structures for Human rights National and state Human rights commission, Human rights courts, National women commission etc.,

IV. Violation 1-luman rights violation levels of Human rights, level of Human rights of violation, violation of human rights and social works intervention. Institutional structure & violation, police, medical negligence security forces etc.. and remedial measures complaints before commission and procedure and format.

V. Roll of NGO's and civil societies:

Concept of social welfare and social justice. Social work process for protection of human rights, NGO's and Government Organizations and protection of Human Rights, National Human Rights commission. Role NGO's and civil Societies, Human Rights

**BOOK RECOMMENDED**

1. Basu D. D: Constitution of India.
2. Said A.A : Human Rights and World order.
3. Bajwa G. S. Human Rights in India.

**SEMESTER-III**

## H.C. 3.1 Emerging Areas of Social Work Practice

**Objectives:**

1. To acquaint the students with the emerging areas of Social Work practice.
2. To develop the critical ability in Assessment and analysis concepts.
3. To develop the skill to promote and Implement theoretical knowledge through Social Work Intervention.

**UNIT-I**

The aged: concept and definition-legal, social, cultural and medical views. Perception of the role of aged in India Needs and problems of the aged. Gerontology meaning, definition and Perceptive in Indian context. Role of family and Social work intervention with the aged.The maintenance and welfare of Parents and Senior Citizens Act-2007.

## UNIT-II

Concept of impairment, disability and handicap. Types of handicap: Sensory, physical and mental handicap. Social handicap: concept and nature. Needs and problems of the disabled at different life stages. Community Based Rehabilitation. Family's reactions towards disability in their children and its role in their care and Protection, Social and Legislature efforts for the rehabilitation of disabled persons.

## UNIT-III

Livelihood: Meaning, Definition, Indicators and Strategies, A Framework for livelihood analysis, Income and Consumption Patterns of Rural People in India, Sustainable Livelihood Principles, Livelihood in Developing Countries: Diversity and Diversification, Major Livelihood Programmes in India, Challenges in Livelihood Promotion

## UNIT-IV

Demographic features of women and Children in India, Gender: concept, issues, biases and implications. Violence Against women and Children- Legal Safeguards, - Gender mainstreaming in Social Work, Gender Budgeting - Programmes for women and Children - Social Work Intervention

## UNIT -V

Social work intervention measures for senior citizens through methods of social work: Case work, group work, community organisation, welfare administration, social work research, social action Care giver issues - Needs, burden, coping and training; training for caregivers of institutions for the elderly National Policy on Older Persons, Legal and governmental welfare benefits for senior citizens, Role of HelpAge India and other prominent Organisations working for elderly. International scenario.

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1. Berkman,B.2015 Social work in Health and aging ,Rawat Publications, Jaipur
2. Binstock, R.H. : Handbook of Aging and the social and Shahas, E.1976. Sciences, New York: Van Nostrand Reinhold Col.
3. Bergatta, E.F. and : Aging and Society: current Research Moluckey, N.G.1980. and Policy perspectives: Benerely Hills: London Sage Publications.
4. Blacher, J.(ed), 1984 : Severely Handicapped Young children and their families , New york:  Academic Press.
5. Bhatt, Usha 1963. : Physically Handicapped in India:Growing National Problem, Bombay: Popular Book Depot

6. Blodgett,Harriet,E. 1971. : Mentally Retarded Children: what parents and others should know,Minneapolis ,Uni. of Minnesota Press.

7. Crawford, K .,2004. : Social Work with older people, Jaipur ,Rawat Publications

8. Chainani, M.L.1971. : Rehabilitation of Physically Handicapped, Bombay: Popular prakashan.

9. Datta, S and Sharma,V 2010 : The State of India's Livelihoods Repot 2010: The 4P Report, New Delhi. Access Publications

10. Desai, M.M. and : Inter Strategies for the Aged in India Khetani, M.D.1979. in reaching the aged-Social Services in Forty Four Countries, Editors Morton, JT etc.

11. Gunzburg, H.C.1960. : The Social Rehabilitation of the Subnormal, London: Bailliere, Tindall & core.

12. Kohli, A.S.1996. : Social Situation of the Aged in India: Anmol Publications Pvt. Ltd.

13. Klasing,I.,2007. : Disability and social Exclusion in Rural India, Jaipur: Rawat Publications.

14. Mani Ram,1988. : Physically Handicapped, India ,New Delhi: Ashish Publishing House.

15.Orlanda Ruthven and Vipin : The State of India's Livelihoods: A Time of Volatility' (ED) Sharma,2011 State of India's Livelihoods Report, New Delhi: Sage Publications.

16. Payne, M. 2012 Citizenship Social Work with Older People, Rawat Publications, Jaipur

17.Perpetua Katepa, (2005) : Sustainable Livelihood Approaches in Operation: A Gender Perspective, International Associates for Development.

18.Phansalkar,(2003) : Livelihoods: Promoting Livelihood Enhancement, Mumbai: Sir Dorabji Tata Trust.

19. Sebastian, D.2014 : Ageing and Elder Abuse ,Rawat Publications, Jaipur

20. Singh,A.N.2002. : Enabling the Differently Able, New Delhi: Shipra Publications.

21.Vijay Mahajan, Sankar Datta and : A Resource Book for Livelihood Promotion. Gitali Thakur, (2001). Hyderabad BASIX

22.Wadia, A..R.1963. : Handicapped Child, Bombay: Tata Institute of Social Sciences.

## H.C. 3.2 WOMEN AND CHILD DEVELOPMENT

**Objectives**

1.      To understand family as a social group its functioning and role in development of individual.
2.      To understand the situation of women and children in India
3.      To acquaint with the various welfare programmes for members of the family.
4.      Develop an understanding of issues and problems at family level and acquire skills in handling them.
5.      To sensitize the problem of children in difficult circumstances and social & legal efforts to curb the problem.

**UNITS**

**I**      Women in Development: concepts: Women and development; gender in development.

Situation of women: Sex-ratio; problems faced by women, patriarchal structures in India; Socio-

Cultural Construction of Masculinity and Feminity, Globalization and women, women's

movement in the context of globalization. Changing pattern of family in India – a historical review, family life cycle.

II. History of family planning in India: national family welfare planning programme – goals and objectives and general approach to the problem; population five year plans; India's population policy. Word population – recent trends and population growth in India; demographic characteristics of India population; population theories; Family planning methods their comparative advantages and disadvantages; liberalization of abortion and medical termination of pregnancy; spacing of children; treatment of infertility; sex education and population education.

III. Concept of child welfare; constitutional safeguards for children in India, National Policy for children, Concept of Human Rights of Children, U.N.Charter on the Rights of the Child. Laws relating to the child – J.J. Act and Adoption Act, Government and non-governmental programmes

IV. School Social Work: concept, need objectives and functions; role and functions of school Social Worker; application of Social work methods. Child Welfare Services: Organization and functions; crèche, day-care centre, sponsorship Programme, foster care, adoption, recreation services. Role of Social Worker in Child welfare Services. Management of non-institutional services. Maternal Child Health Services in India, ICDS, ICPS, Services for Children in need of Special care, exceptional, children and abused children; child guidance services and UNICEF.

V. Administration of women and child Development department in India: Structure and functions of family planning centers; national and state agencies of women and child Development, voluntary and international agencies for women and child development in India. Social works methods in family welfare planning, implementing, motivation of community in women and child development.

**BOOKS RECOMMENDED**

1. Desai                                    :         Women in India

2. The National Committee on the : status of Women in India (New
 status of women  Delhi-1(SSR))
3. George, K.N.  : Working mothers of India white collar
   occupation,(Madras: Madras School of
   Social Work)
4. Sengupta, Padmini : Women of India (Bombay Asia)
5. Kapur, Permila : Women Worker Women in India (New
   Delhi Vikas)
6. D'Souza, Alfred : Women in contemporary India:
   Traditional Images and changing Roles
   (New Delhi: Manohar)
7. Mankekar, Karmala : Women in India (New Delhi: Central
   Institute of Research and Training in Public
   Co-operation.
8. Fonseca Mabel : Counseling for martial happiness (Bombay
   Leanskfalas)
9. Gore, M.S : Urbanization and family change Bombay:
   Populars.
10. Kapadia, K.M. : Marriage and Family in India (Delhi: Oxford
   University Press)
11. Gupta, Girriraj, (Ed). : Family Social Workers in Modern India,
   (Main current in Indian Sociology) Vol. II
   (delhi Vikas)
12. Jordon William : The Social Workers in Family Situations
   (London: routledge and Kegan paul)
13. Family Welfare programmes in India : Ministry of Health and Family Welfare,
   Department of Family Welfare Govt. of
   India New Delhi.
14. Social Work Education and : (Association of Schools of worker in India,
 Family Planning  1972).
15. Venkatachlam P.S : Nutrition for Mother and Child (Hyderabad:
   National Institute of Nutrition)
16. Govt. of India : National Policy
17. Kuppuswamy B. : A Text book of Behavior and Development
   (New Delhi Vikas).

## H.C.3.3   PROJECT

Each student is placed under guidance of a faculty member in the III Semester to conduct
empirical study leading to project report.

**Project Report Format (**The Research Project Report should be typed in Times New Roman
Font, 12 font size with 1.5 line space)

   1. Outer Cover

2. Title Page

3. Certificate

4. Preface

5. Acknowledgement

6. Table of Contents

7. List of Tables

8. List of Figures

9. List of Plates (if any)

{(The above nine items are the preliminaries of the research report, which should be numbered in Roman small numbers at the bottom of the page e.g.i, ii, iii. ) Arabic numbers are used for the following items.}

Chapter I : Introduction

1. A brief General Introduction

2. Statement of the Research Problem

3. Need / Significance / Importance of the Study

Chapter II : It consists of Review of Literature (with an appropriate title)
This chapter ends with General and Specific Objectives

Chapter III : Methodology  This chapter describes the various steps used in carrying out the research task. It is described in the past tense.

1. Chapter Introduction

2. Field of Study.

3. Pilot Study

4. Research Design

5. Selection of Sample

6. Tools of Data Collection

7. Sources of Data

8. Pre testing

9. Actual Data Collection

10. Definition of Terms

11. Analysis

Chapter IV : Analysis and Interpretation

This chapter presents the analysed data either by a table or a chart and not both for the same variable. The variable name is given as a sub title, introduction of the variable, presentation of data (table No. and table title) analysis then interpretation of data. Interpretation is not mere description of the numbers into words but giving meaning for the data distribution.

Chapter V : Main Findings (Percentage in brackets) and Suggestions

Chapter VI : Summary and Conclusion

Bibliography It is arranged in the alphabetical order by the author's name. Author's surname, year, title, place, publisher Appendix

## H.C. 3.4 CONCURRENT FIELD WORK

Field work forms an integral part of the training programme offered by the department. Field work opportunities are provided to the students through a large number of well-established welfare agencies, public and voluntary, rural and urban, industries, hospitals and clinics, in the Kalaburagi city and surrounding places.

During the placement they have to practice all the primary methods of social work. One has to complete 5 cases in casework, one group following all the stages of group work practice with at least 10 sessions which include the formation, naming, fixing of objectives, organizing programmes based on the objectives, evaluation and in the community conduct common programmes or solve an issue of the community following the principles of community organization and social action.

Every week the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group conference every week regularly.

## SC.3.1 SOCIAL POLICY, PLANNING & DEVELOPMENT

**Introduction**

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

**Objectives**

1. Gain knowledge of policy analysis and the policy formulation process.
2. Acquire skills in critical analysis of social policies and development plans.
3. Develop an understanding of social policy in the perspective of national goals as stated in the Constitution, particularly with reference to Fundamental Righ:; and the Directive Principles of State Policy.
4. Critically understand the concept, content and process of social development.
5. Develop the capacity to identify linkages among social needs, problems, development issues and policies.
6. Locate strategies and skills necessary for social development and reinforce values of social justice, gender justice and equality.

**Course Content**

**UNITS**

I. Social Policy: Definition, meaning, objectives, philosophy and scope of social policy, issues concerning social policy, equality Vs equity universal-ism Vs collective, needs and resources, the steps involved in the formulation of social policy.

II. Planning in India: Historical perspective, planning commission of India, its composition and functions, planning process at National, State and District level. NITI Ayoga, NSSO its composition and functions.

III. Panchayat Raj: Meaning, scope and objectives, panchayat raj system in India and Karnataka. Power and functions, funding, importance of Grama Sabha. Panchayat Raj Act.

IV.  Social Legislation: Law as an instrument of welfare, origin and development of social legislations in India. Role of social worker at different levels of functioning at judicial system. (in brief) Hindu Marriage Act, Hindu Minority and guardianship Act 1956, Hindu Adoption and maintenance Act 1956, family courts act 1983, dowry prohibition Act 1961, Immoral traffic (prevention) act 1956, Pre-natal diagnostic techniques (regulation and prevention of misuse) Act 1994, the SC and ST (prevention and atrocities) Act 1989, Mohammadian law and consumer protection Act 1996, Child Marriage Act 2006.

V.  Social Development: The measures, concept, approaches, strength and development. Indicators of Socio-economic development, developmental attempts in India, concept of Sarvodaya Movement, & Co-operative movement, Development process-planning and formulation, fund mobilization, implementation, Monitoring & Evaluation.

**BOOKS RECOMMENDED**

| Govt. of India | The Constitution of India. |
|---|---|
| Pyles, M.V. | India's Constitution |
| Gangrade, K.D. | Social Legislations in India. Vol.1 & II |
| Gokhale S.D. (Ed.) | Social welfare: Legend 7 Legacy |
| Hyer V.R.K | Some half hidden aspects of India social Justice |
| Iyer V.R.K. | Justice and Beyond |
| Iyer V.R.K. | Justice in words and Justice in Deed for Depressed Classes |
| Iyer V.R.K. | Law versus justice: Problems and. Solutions. |
| Khanna H R | The Judicial System |
| Aranha T. | Social Advocacy Perspective of Social Work |
| Desai A.E. | Violation of Democratic Rights in India. |
| Haksar Nandita | Demystification of law for women. |

**SC 3.2 STUDY OF INDIAN CONSTITUTION**

**Objectives:**

1. To introduce salient features of Constitution of India.
2. To enlighten students about the constitutional rights and duties of a citizen.

**UNIT**

   I. Constitutional development in India (British) Pre independence, post independence, freedom movement, basic philosophy & ideas of constitution. Preamble & salient features.

   II. Fundamental rights & duties, directive principles of state Policy, constitutional records writs and pil.

   III. Governmental structural & Functions. Legislative, judicial & Executive.

   IV. Problems its causes and remedy

   V. Political parties: political parties in India, their origin, development, objectives, functions, fundraising, & social responsibilities.

**REFERENCES**

1. Laslett : Philosophy, Politics and Society
2. Moriss Jones : Government and Politics of India
3. M.D. Palimer : Indian Political System.
4. M.V. Pylee : Constitutional Government of India
5. S.S. Khera : The General Executive
6. D.D. Basu : Introduction to the Constitution of India
7. J.C. Johari : Indian Government and Politics.
8. A.S. Naramg : Indian Government and Politics

**OPEN ELECTIVE (ANY ONE)**

**OE 3.1 INTRODUCTION TO DISASTER MANAGEMENT**

**INTRODUCTION**

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

**OBJECTIVES**

1. Understand key concepts, theories and approaches of disaster management with specific reference to Indian context
2. Develop skills to analyse factors contributing to disaster
3. Develop an understanding of the process of disaster management

4. Develop an understanding of the social worker's role in the team for disaster management.

**Course content**

**UNIT**

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

II. Phases of Disaster Management: Prevention. Preparedness, mitigation, relief, rehabilitation, reconstruction. Principles and components of disaster management.

III. Mechanisms of disaster management, Community based disaster management; Institutional mechanism; Intersect-oral approach for disaster management, monitoring and evaluation.

IV. Disaster and Social Work Intervention: Scope of disaster related intervention, intervention during disaster impact stage, trauma counseling and crisis intervention, post disaster management, damage assessment and long term rehabilitation and reconstruction, networking and co-ordination between government, NGOs, donor agencies, local bodies, police, military etc. Vulnerable groups (women, children, disabled and aged) management, Human rights and ethical dimensions.

V. National Disaster Management Act, 2005; National disaster management plans, policies and guidelines.

**BOOKS RECOMMENDED**

1. P.C Sinha: Encyclopedia of Disaster management. Deep + Deep Publication, Delhi 2004.
2. Government of India. National Disaster management Act2005.
3. National Disaster management Authority, National guidelines on disaster management and special areas 2005. www.ndma.nic.in.
4. Damn P Coppola. Introduction to International disaster management Butterworth – Heinemann, Burlighm, 2004.
5. Reddy. Times- disaster management Journal Hyderabad
6. IFRC, 2005 World Disaster Report
7. Birnabaum, F, "Crisis intervention after a Natural
8. Coplon, J and Scharff, T 1973 Disaster", Social Case Work, Vol. 54, No. 9, 545-551
9. Blaufard H and Levine J 1967 "Crisis intervention in an Earthquake", Page 100 of 102 Social Work, Vol.17, No.4, 16-19
10. Brahme S and Gole P, 1967 Deluge in Poone, Poone: Asia Publishing House
11. Chen, L 1973 Disaster in Bangladesh: Health Crisis in a Developing Nation, New York, Oxford University Press.
12. Fritz, C.E 1968 "Disaster", Sills D (Ed.) Internatioanl Encyclopedia of Social Science. Vol 4
13. USA: The MacMillan Company and the Free Press, 202-208.
14. Gangrade, K.D and Challenge and Response, Delhi: Rechna Dhadde S, 1973 Publication.
15. Grossman, L 1973 "Train Crash: Social Work and Disaster Services" Social Work Vol.18, No.5, 38.

## OE 3.2 SOCIAL WORK WITH RURAL, URBAN & TRIBAL COMMUNITIES

**INTRODUCTION**

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

**OBJECTIVES**

1. Develop an understanding of rural, urban and tribal communities.
2. Understand the characteristics and problems of rural, urban and tribal communities.
3. Acquire knowledge about the contribution of Governmental and Nongovernmental Organisations to rural, urban and tribal development.
4. Develop an understanding of the functions of Panchayath Raj Institutions with particular reference to Karnataka.
5. Gain knowledge about the application of social work in rural, urban and tribal development programmes.

UNITS

I. Rural Society and Poverty – Historical Perspective – dynamics in the Village Society – Caste/ class Relationships – Control and Power, Conflict and Integration.

Poverty in the Rural Context – its Nature and Manifestations – Analysis of Basic Problems – Issues Faced by the Rural Poor such as Indebtedness, Bonded Labour Low Wages, Unemployment, and other Forms of Exploitations.

II.    Rural Development – Nature and Scope of India – change in Rural Scene-Social implications – Early Experiments: Sriniketan, Mathandom and Gurgaon – Rural Reconstruction in Baroda, Firka Scheme in Madras – Niokhere Experiments, Etawah piolot Project.

SGSY Programme: Objectives, Characterstics Organisation and Administration – Evaluation.

Programmes Dealing with the Problem of Rural Unemployment: NREF, RLEGP, TRYSEM, and JRY.

Involvement of Government Departments in Rural Development.

Rural Environment – Degradation – Micro Watershed Development, Soil Conservation and treatment, joint forest management and Social Forestry. Rural Development through Panchayat Raj Institutes.

III.    Definition of Trible – Tribe in relation to caste nation – Nature and Characteristics of Primitive Culutre – Major Scheduled tribes in India and their Ecological Distribution.

Emerging trends in Tribal Social Institutions – Family and Kinship Systems, Jati Structure, Economic Structure, (Land Relations), Plotical Organizations –Religion and Media.

Characteristics of Tribal Society – Economic, Political and Cultural –Problems of Tribal Life – Employment Communication, Health, Education, Indebtedness – Exploitation of Tribal and the impact of Acculturation on Tribal Society.

IV.    Urbanization and Urban Life: Concept and theories-Industrialization and urbanization and impact on rural society-Urbanisation in modern India-Ecological

patterns of cities-Characteristics of town, city, metropolis, suburbs, satellite town-City history and relationships. Urbanisation and economic development - Urbanisation and social institutions - Urbanisation and social problems. Characteristics of urban life-Urban problems-urban services and deficiencies.

V.      Urban Environment and Slums : Definition, theories — causes, characteristics and consequences — Indian slums in general and slums in the cities of Karnataka in particular — Slum clearance and slum improvement — governmental and non-governmental measures. Environmental conditions of Urban India — Causes and types of urban pollution — Waste management measures. Urban development policy and programme — town planning and other legislation related to urban development — Programmes of urban development agencies such as Housing and Urban Development Corporations.

**References**

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|---|---|
| Barnabas, A.P 1987 | Rural Community Development in India in Encyclopedia of Social Work in India Vol. II, New Delhi: ministry of Welfare, Government of India |
| Bahalla, Alok and Bumke, Petter J.(Eds.) 1992 | Images of Rural India in the 20th Century, New Delhi; Streling Publishers Pvt. Ltd., |
| Bharadwaj, A.N. 1979 | Problems of schedule Castes and Scheduled tribes in India, New Delhi: Light and life publishers. |
| Bose, Nirmal kumar 1971 | Tribal Life in India, National Book Trust India, New Delhi. |
| Brahmanada. {.R., Nrayan,.K and Kalappa, A.(eds.( 1987) | Demensions of Rural Development in India Bombay: Himalaya Publishing House, |
| Dube, S.C.1987 | Welfare of the schedule Tribes, In encyclopedia of Social work in India, Vol, III, New Delhi: Ministry iof Welfare, Government of India. |
| Epstein Scarlet J. 1973 | South India: Yesterday, Today and Tomorrow; Mysore Villages Revisisted, London and Basingstoke: Macmillan press. |
| Kutumba Rao, M.and Perraju Sharma, P. (Eds.) 1989 | Human Resource Development for Rural Development, Bombay: Himalaya Publishing House. |
| Mahajan, V.S(Ed.) 1993 | Employment through Rural Development – Towards sustainability, New Delhi: Deep & Deep Publications. |
| Panwalkar, V.G.1987 | Social Work in Rural settings, in. Encyclopedia of Social Work, Vol.III, New Delhi: Ministry of |

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| | Welfare, Government of India. |
| Singh, K. 1986 | Rural development: Principles Policies and management, New Delhi: Sage Publications. |
| Sinha, B.V 1982 | Society in Tribal India, Delhi, B.R. Publishing Corporation. |
| Sodhi. J.S 1990 | Poverty Alleviation of Rural Development, New Delhi: Criterion Publications. |
| Swaminatham, M.S.1982 | Science and Integrated Rural Development Delhi: Concept Publishing Company. |
| Aziz Abdul 1984 | Urban Poor and Urban Informal Sector, New Delhi: Ashish Publishing House. |
| Bharadwaj K.R. 1962 | Urban Development in India, New Delhi: National Book Trust. |
| Bhargava, Gopal (Ed.) 1981 | Urban Problems and Policy perspectives, New Delhi: Abhinav Publications. |
| B, Ashish 1973 | Studies in India's Urbanizatin (1901 to 1971), New Delhi: Tata McGraw-Hill. |
| D AR. PillaiS.D.(Eds) | Slums and Urbanisatin, Bombay: Popular Prakashan. |
| Diddec, Jaymala and Rangaswamy Vomla (Eds.) 1993 | Urbanisation — Trends, Perspectives and Challenges, Jaipur: Rawat Publications. |
| D' Souza, Victor S. 1987 | Urban Development in India, In. Encyclopaedia of Social Work in India, Vol. III, New Delhi: Ministry of Welfare, Government of India. |
| Gangrade, K.D. 1971 | Community Organization in. India, Bombay popular Prakashan. |
| Institute of Economic Growth | India's Urbanisation 1901- 2001, Part Two, Concepts, Definitions and Sources of Data, Second Edition,No.10 |
| Karamer. R.M. & Specht, H. 1983 | Readings in Community Organisation Practice, Englewood Cliffs: prentice- Hail . |
| Kundu. Amitabhr 1987 | Urban.. Community. Development, In. Encyclopaedia of Social Work in India, Vol. III, New Delhi: Ministry of Welfare, Government of India. |
| Maurya. S.D. (Ed.) 1989 | Urbanisation and Environment Problems, Allahabad: Chugh Publications |
| Prakasa Rao, V.L.S. 1983 | Urbanisation in India — Spatial Dimensions, New Delhi: Concept Publishing Company. |
| Ramachandran, R. 1989 | Urbanisation and urban Systems in India, Bombay: Delhi Oxford University Press. |
| Rani Singh Sundra 1979 | Urban Planning in India, New Delhi: Ashish Publishing House. |
| Rao, M.S.A. Bhat, Chandrashekar And Kadekar Laxmi Narayan. 1991 | A Reader in Urban Sociology, New Delhi: Orient Longman. |

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|---|---|
| Ross, Murray G. 1955 | Community Organisation: Theory, Principles and Practice, New York: Harper and Row. |
| Srivastava, A.K.1989 | Urbanisation Concept and Growth, New Delhi: H. K. Publishers and Distributors. |
| Turner, Roy (Ed.)1962 | India's Urban Future, Bombay: Oxford University Press. |
| Verma, S.S. | Urbanisation and Regional Development in India, Allahabad: Chugh Publications. |

## SEMESTER-IV

## HC 4.1 HUMAN RESOURCE MANAGEMENT (HARD CORE)

### INTRODUCTION

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

### OBJECTIVES

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

### Course Content

### UNITS

I. HRM: Concept, scope, philosophy and objectives, HRM Vs personnel management, evolution, approaches, structure and functions, line and staff relations at HRM, environmental linkages at HRM. Factors influencing HRM-Professionalism in Personnel Management- Code of ethics-stages of change-Human Resource Management-components of HRM. Context of HR practice-organizations-Characteristics of Organizations- organizational goals-types of organization-classification of organization-informal organization-organizing- organization

structure-types of organization structure- organization chart-types of organization chart-line- line & staff- functional structure- matrix structure- project structure.

II. Human Resources Planning: Concept and objectives, job analysis, job description job specification, job design, exit interviews, human resource inventory, human resource planning process, forecast and determination current and future human resource requirement, career planning, career paths, human resource policy, source. HR policies and National organizations, public sector, private sector, service sector, cooperative sector and non-govt. organization.

III. Recruitment and Selection: Goals, policy, philosophy; internal and external sources, recruitment methods. Selection concepts, process of selection, placement, induction and socializing the employee. Performance Appraisal- Objectives of Performance Appraisal- Organizational uses of Performance Appraisal-Methods of Appraisal. Emerging trends- Team Based appraisal-latest trends from journals, newspapers, magazine- group discussions.

IV. Employee compensation: Factors influencing compensation plans and policies, fixation of wage and salary, job evaluation, pay for performance, performance appraisal, performance reward system, training and development, disciplinary process.

V. Introduction to Human Resource Development; Role and activity of HRD and training specialist; Principles or concepts of training, learning and learning theories, Principles of learning, learning curve, training policy, Identification of training and development needs; Designing, training and development activity; Designing and Conducting specific training programme for managers; Supervisors and worker, on-the job, off-the job, training evaluation, principles of evaluation, improving effectiveness of training. **Executive** Development; Knowledge and skills of Managers-Purpose and Objective of Management Development- Components or ingredients of Management Development . Recent trends and IHRM.

**BOOK RECOMMENDED**

| | |
|---|---|
| Gahanekar Anjali | Human Resource Management, Everest Publication, Pune. |
| Memorial C.B | Personnel Management, Himelay Publications, Bombay |
| Mirza S.S. | Human Resources Management, Tata Mc Graw-Hill Publication, New Delhi. |
| Shyamkaat Gokhle | Personnel Management and organisation Behaviour, Pune |
| Ahuja K.K. | Human Resource Management, Kalyani Publications, Ludhiyana |
| Pigors and Meyers | Personnel Administration |
| Dale Yoder | Personnel Management and Industrial Relations. |
| Moorthy M.V. | Principles of Labour Welfare |
| Tyagi B.P.. | Labour Economics and Social Welfare |
| Sonkamble Ramesh M.. | Personnel Problems in Industries, Classical Publication, Delhi, 2002 |
| Abraham E (1983) | Alternative approaches and strategies of Human Resources Development (Jaipur: Rawat Publication) |
| Aswathappa K (2001) | Human Resource & Personal Management (Text & Cases) Tata McGraw Hill Publishing Company Limited, New Delhi. |
| Gopal R. Jaya (1980) | Human Resources Development Conceptual Analysis & Strategies. 4. Mamoria C.B. & Gankar S.V. (2002), Personal Management (Text & Cases). |
| Michael VP (1998) | Human Resources Management & Human Relations, Himalaya Publishing House, New Delhi. |
| Rao T.V. & Pereira D.F., | Recent Experience in Human Resource Development, Oxford & IBM Publishing Co, New Delhi. |
| Rudrabasavaraj MN (1988), | Cases in Human Resource Management, Himalaya Publishing House, New Delhi. |
| Sheikh A.M. (2003), | Human Resource Development & Management, S. Chand & Company, New Delhi. |
| Subba Rao (2000), | Personal & Human Resource Management, Himalaya Publishing House, New Delhi. |

## HC 4.2 MEDICAL AND PSYCHIATRIC SOCIAL WORK:

### INTRODUCTION

This course introduces the basic health issues and the application of social work in health setting both in hospital and community and provide awareness about physical and mental health problems and also application of social work in mental health settings.

### OBJECTIVES

1. Understand the concept and dimensions of physical health and mental health .
2. Understand the issues related to the prevention, clinical features and treatment of major communicable and non-communicable diseases.

3. Trace the historical development of medical and psychiatric social work in India and abroad.
4. Understand the nature of medical and psychiatric social work services.
5. Understand the tenets of National Health Policy of India and modernization of community based health care services. .
6. Identify the issues related to psychiatric social work department in Hospitals and community mental health settings.

**COURSE CONTENT**

**UNITS**

I. Medical Social Work: Meaning, Definition and Scope - Historical background and nature: Medical Social Work in India and Abroad - Team work and Multidisciplinary approach in health care; Organization and administration of medical social work departments in hospitals. Patient as a person and Role of Social Worker: Understanding the patient as a person; Illness behaviour and treatment behaviour of the patient - Impact of illness on the patient and family. Role of social worker with patients and their families - Rehabilitation.

II. Communicable and Non-communicable Diseases: Leprosy, Tuberculosis, Sexually Transmitted Diseases (STDs), HIV/AIDS. Cancer, Hypertension, Accidents, Diabetes, Blindness, Neurological problems, Mental illnesses. Maternal and Child Health Services - Immunization – Integrated Child Development Services (ICDS) Scheme - School health programmes. community health programmes, preventive medicine, community medicine and public health.

III. Psychiatric Social Work: Introduction, meaning, definitions, nature, objectives and scope of psychiatric social work, brief information about common psychiatric disorders among children, youth, adult and aged. Care of mentally ill-day care, Night care centers, half way home, sheltered workshop and occupational therapy units.

IV. Organisation of psychiatric social work department - Functions; and collaboration with other departments. Community mental health and social work, NMHP, Innovations like Satellite clinics, district mental health programme etc. Rehabilitation and Acts: Mental Health and The Persons with

Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. Occupational therapy - Principles and practice - Psychosocial rehabilitation. family therapy, psycho, educational, occupational and rational emotive therapy.

V.   Role of Medical and Psychiatric Social Work: Health management, after care services and role of NGO in prevention and control of physical and mental disorders. Role of social worker with patients and their families — Rehabilitation. Health education and communication. National Health Policy of India and National mental health programmes of India.

**BOOKS RECOMMENDED**

| | |
|---|---|
| Bartleti | Social Work in the health field. |
| Garrett Jaris | Psychological aspects of physical disability |
| Wilson, G. Smithe | Preventive Medicine and Public Health |
| Senital Rao | A hand book of preventive an social medic medicine. |
| Pathak S.H. | Medical Social Work in India |
| Bhatt | The physically handicapped in India |
| Mechanic | Medical sociology |
| Stanley King | Social perspective of illness |
| Zophia Butryam | Social Work and medical care |
| William P. Shepherd | Essentials Of public health |
| John J.H: | Principles of public Health Administration |
| Allil Mahaja (Ed0 | A text book of Medical Sociology |
| Goldstine. Dora (Ed) | Reading in the theory and practice of Medical Social Work. |
| Fink | Fields of Social Work |
| Banerjee, G.R. | Papers on Social Work |
| Park, J.S. and Park E. | Text Book of preventive and Social Medicine. |
| MathurJ.S. 1971 | Information to Social and Preventive Medicine, New Delhi, Oxford & JBH Publishing Co. |

## H.C 4.3 CRIMINOLOGY AND CORRECTIONAL ADMINISTRATION

**INTRODUCTION**

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

**OBJECTIVES:**

1. To acquaint with the correctional institution and non-institutional programmes.
2. To understand the different services for juvenile, young and adults offenders and also to understand the legal provisions and procedures for their assistance.
3. To understand the role of custodial staff in the process of correction and rehabilitation.
4. To understand the structure, function ,treatment and facilities provided by the institutions.

**Course content**

**UNITS**

I. Concept of Crime: Definition, Meaning and nature of crime and delinquency; Types of Crime: Corruption, Group Violence, and psychosocial and legal aspects. Theories: pre-classical, classical, neoclassical and contemporary theories of crime.

II. Penology: Concept of punishment, historical aspects, theories of punishments, recent trends in penology, various correctional legislation's in India: Probation of offenders Act 1958, Narcotic drugs and Psycho-tropic substance Act. 1985, Juvenile Justice Act 1986, Indian penal Code etc. Control of Crime: Role of Government, legal machinery and N.G.O's: Their structure and functions. Need for the role of social worker in the control and prevention of the crime.

III. Correctional System in India: history, definition, meaning and scope of correctional administration, classification of correctional institutions. Types, nature, objectives, structure and functions of these institutions. Concept of correctional social work. Probation and parole system.

IV. Correctional Services of Juveniles: Institutional and non-institutional services: observation home, juvenile home, fit-persons institutions their establishment, objectives, services, role in correcting the delinquents. Intake policy, staff-inmate relationship, inmates and their problems, community based non-institutional services: Juvenile Service Bureau, adoptions, foster-care etc.: Role of Social Worker in institutional and non-institutional services.

V.  After-care services: Concept, definition, meaning and objectives. History and recent trends, Role of Government, NGOs, International agencies in planning and implementation of After-case services. Application of Social Work Methods, Promoting public participation in correctional services.

**BOOKS RECOMMENDED**

| | |
|---|---|
| George. B. Void | Theoretical criminology. |
| Barnes H.B. and Teeters N.K. | New Horizons in Criminology |
| Sutherland | Principles of Criminology |
| Glum, Johan Lewis | Criminology and Penology |
| Cavan, R.S. | Criminology; |
| Paul B. Tappan | Juvenile Delinquency |
| Sethna M.J. | Society and the Criminal |
| Venugopal Rao | Facets of Crime in India |
| Sheth H. | Juvenile Delinquency in Indian. Setting |
| Herawalla, P.C. | A study of Indian Crime Pauline Young — Social treatment in probation and delinquency Paul W. Tappan Contemporary Correction. |
| Jostana S. Shah | C.S. W.B. Report of the advisory Committee on probation services in India. |
| C.S. W.B. | Report of the Advisory Committee on After Care |
| Paul Chowdhary D. | Child welfare Manual. |
| Konopka G. | Group work in the Institutions |
| McGovein C. | Services in Children Institutions |
| Maye N Zold | Social Welfare Institutions |
| Allen W. Scott | Rehabilitation — A Community challenge |
| Vidya Bhushan | Prison administration in India. |
| Marulasiddaiah, H.M. | Contours of Social Welfare in India Govt. of India-Model prison Manual. 1970 |

## H.C. 4.4 CONCURRENT FIELD WORK INCLUDING SEMINARS / WORKSHOPS/ CONFERENCE:

The second year students during the fourth semester go for practice based social work for two days in a week and expected to spend a minimum of 15 hours per week in the field. The students are placed in organization.

During the placement they have to practice all the primary and secondary methods of social work in their respective fields of specialization. During the placement the students are expected to learn about the vision, mission, philosophy, administration, strategies, programmes, activities, achievements and also involve with the activities of the organization to whatever extent possible.

The students also undertake any assignments given to them by the agency, they may also undertake any research for the organization.

Every week the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts individual and group conference regularly.

Every student is expected to take part collectively in organizing proceedings of one Seminar / workshop in the areas of social work field.

## HC 4.5 BLOCK PLACEMENT

Block Placement programme in professional Social Work education is designed for the student to work independently but under the supervision to enhance confidence and independent functioning. This placement is provided at the end of the 4th semester after the theory exam. The main objectives are to develop enhanced practice skill and integrate learning, to develop appreciation of other's efforts and develop sensitivity to gaps in the programme and to enhance awareness of self in the role of a professional social worker The student shall do his or her block placement in an agency of their choice but it should be out of the District from their college. The students are required to be more independent and interactive than their previous practices in terms of their learning goal/. During Block placement, the student can take assignments, projects, documentation, as per the agency guidance.

**Requirements:** The student should get a record of attendance from the agency supervisor. Completion of all the requirements in this period is mandate for the completion of the course. Getting a certificate from the agency is preferred.

**Supervision**: the student shall contact the supervisor at least once a week for reporting and supervision.

After completion of one month placement the student submits an activity sheet, attendance certificate, daily reports to the Mother institution. The examiners evaluates the report in viva and awards the marks out of 80.

## SOFT CORE

## SC. 4.1  LABOUR WELFARE, LABOUR LAWS AND INDUSTRIAL RELATIONS.

## INTRODUCTION

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

## OBJECTIVES

1. Develop the skills of interpersonal relationship as per organisational requirement.
2. Understand the trends and dynamics between the partners in the organisation.
3. Enhance the knowledge on organisational performance, role and responsibility.
4. Develop the knowledge on various statutory / legal aspects influencing the organizations.
5. To stimulate thinking on rationale behind the Laws and their enforcement.
6. To provide an in-depth knowledge on Industrial relations.
7. To review the salient features of labour legislations.

**Course Content**

**UNITS**

I. Labour Welfare: History of industrilization in India, concept of Labour Welfare, Definition, Philosophy, Principles, Scope and Statutory and Non-statutory Measures, Gandhian approach to Labour Welfare, Modern approach to Labour Welfare. International Labour Organization (ILO): Organizational set up, functions and role of International Labour Organization (ILO) in Industrial Relations in India.

II. Labour Problems: Accidents, Turnover, Strikes, Absenteeism, Migration — Extent-ca uses and analysis-consequences preventive and remedial measures, Role of Social Worker in industries. Labour Laws: Factories Act 1948, Indian Trade Union Act 1926, The Industrial Employment (Standing Orders) Act 1946, Workmen's Compensation Act 1923, The Contract Labour (Regulation and Abolition) Act 1970,The Minimum Wages Act 1948 and The Payment of Wages Act 1936; The Apprentices Act, 1961, Industrial dispute Act 1947, Employees State insurance Act 1948, Employees provident Fund Act 1952, Working Compensation 1923, Maternity benefits Act 1961, Minimum wages Act 1948. The payment of Bonus Act 1965.

III. Trade Unions: Trade Unionism in India, emergence, history and growth, Trade Union as an organization – Various Trade Unions in India, Trade Union policies, Role of Trade Unions in India, Employers'' Associations – Objectives, structure and activities. Contemporary issues in employee relations. collective bargaining. Definitions, characteristics, critical issues in collective bargaining, theories of collective bargaining,

IV.    Industrial Relations : Meaning, Objectives & importance of Industrial Relation in Industry worker participation in management, changing employee / employer I trade union relationship Duties and function at Labour Welfare officer, Industrial Relation Officer.

**BOOKS RECOMMENDED**

| | |
|---|---|
| Savitha | Gandhi and Social policy in India |
| Goel and Goel | Principles problems and prospective cooperative Administration. |
| Mills C.W. | Sociological Imaginations |
| Madan G.R. | India's Social Transformation |
| Kulkarni.P.D. | Social Policy in India, Tata Institute of Social Sciences, Bombay. |
| Gokhale S.D. (Ed.) | Social welfare — Legend and Legacy |
| Bose A.B. | Social Welfare Planning in India, E.C.A.F.C., Banglok |
| Dandekar, V.M. and Rath, M. | Poverty in India, Indian School of Political Economy. |
| Dantawala, M.L. | Poverty in India: Then and Now 1870-1970., McMillan India, Madras. |
| Srinivasan,T.N. & Bardhan P.K. (Ed.) | Poverty and Income distribution in India. Statistical Publicity Society, Calcutta. |
| Shonfiled A and Show Stella (Eds) | Social Indicators and Social Policy, Heinemann Education Books, London GOI Publications pertaining to Social Policy and planning. |
| Bose, A.B. 1970 | Social welfare Planning in India, (Mimcol. New Delhi: ESCAFE |
| Punekar (1998), | Industrial Relations; Himalaya Publishing House |
| Mamoria CB (2000), | Dynamics of Industrial Relations |
| Suba Rao P (2003), | Personnel & Human Resource Management, Himalaya Publishing House |
| Michael VP, | Industrial Relations |
| Sharma AM, | Industrial Relations Conceptual & Legal Frame Work, Himalaya Publishing House, Bombay. |
| Dakar RS, | Personnel Management & Industrial Relations, Vikas Publishing House. |
| Prakash, Arjun Agarwal (1968) | Gheraos and Industrial Relations, N.M. Tripathi, Bombay. |

**JOURNALS**

1. Personnel Today: NIPM (Calcutta)

2. Industrial Relation: TISS Bombay

3. Labour Journal: H.L. Kumar Group

# S.C 4.2 PERSONAL AND PROFESSIONAL GROWTH

## INTRODUCTION

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

## OBJECTIVES

1.  Understand self as a being, as one in the process of becoming and experience self-awareness.
2.  Examine own values and attitudes and explore choices made to express self in own environment.
3.  Develop positive life skills and practice self-help methods for integration and for stress reduction.
4.   Understand and uphold professional values and ethics.

## UNITS

I.  Self and self awareness: Understand self through a cognitive construct / paradigm (two/three models from among those available may be offered as workshops) Suggested approaches are: Rational, Emotive therapy, Gestalt Approach, Transactional Analysis, Reality therapy, Yoga for Therapy, Mediation Techniques.

    Explore self as being, and understand the process of becoming. (through observation) Practice consciously measures to sustain and experience continuous awareness. Observation and Reflection: Theory and techniques. Communication choices: Communication mode and patterns and        Effectiveness.Interpersonal communication. Nature of choices made.

II.  Emotions and their expression: Emotions, nature of expression.

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

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

III. Creativity and self: Understand brain functions: Creativity, need and development.

Life Style: Conscious life style — enhancing life skills: Communication, decision making, empathy, critical thinking, use of time and money, building and sustaining bonds-relational, collegial and personal.

IV. Values, attitude and professional ethics: Values and attitudes-their role in life. Values conflict its impact value clarification.

Study of professional ethics.

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

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

Explore and experience methods to workout stress. For greater harmony and joy.

Spirituality and growth: Explore spirituality by understanding descriptions of spirituality from different faiths, its space and place in personal and professional life.

Enhance conscious behavior and application of continued awareness in day-to-day functioning and professional practice.

**REFERENCES**

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| Burke, R, J. 1982 | Personality, Self-Image and Situational Characteristics of Effective Helpers in Work Settings, The Journal of Psychology, VoL 12, 213 |
| Byrue, D. 1966 | Self-Concept, Ch. 12, 434. An Introduction to Personality: A Research Approach, New Jersey: prentice |

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| | Hall Inc. |
| Crum. J.K. 1976 | The Art of Inner-listening, Theosophist, 97(8), May 1976, 64-65 |
| Grossbard, H. 1954 | Methodology for Developing Self- Awareness, Journal of Social Casework, Vol.35, No.9, November 1954, 380-386. |
| Hamilton, G. 1954 | 'Self-Awareness in Professional Education', Journal of Social Casework. Vol. 35, No.9, November 1954,371-379. |
| Haskar, S.L. .1976 | Know Thyself, Triveni 45(2), July September 1976, 88. |
| Paul. Brunton. 1975 | The Hidden Teaching Beyond Yoga, Triveni, 44(3), October-December 1975, 91. |
| Ramakumar, O. 1970 | Intelligence and Self-concept, Education and Psychology Review, 10(3), July 1970, 154-57. |
| Singh, N.P. 1970 | The Concept of Self in Modern Psychology, Indian Education Review, 5(1), January 1970. 84-99. |