



CHRIST UNIVERSITY, BANGALORE 560 029

MASTERS DEGREE IN SOCIAL WORK

ABOUT CHRIST UNIVERSITY

BRIEF HISTORY:

Christ University was started in 1969 out of the educational vision of Blessed Kuriakose Elias Chavara, the founder of the first indigenous congregation in India, the Carmelites of Mary Immaculate (CMI), to provide quality education. The congregation with a membership of more than 2000 renders service to humanity in educational, social, healthcare and other sectors of social action, which aims at integral development.

Christ University is secular in outlook and students of all caste, religion, creed and languages make it their home and enjoy the campus life in Christ University. An important means to strengthen civil society would involve development of human resources. It would involve creating individuals who can respond to their social surroundings. Christ University feels that Universities can play an effective role through innovative voluntary initiatives by using the educational space to nurture and strengthen social responsibility. Christ University is looking at it in an entirely new dimension of University-Community relationship.

The college has been re-accredited with an A+ Grade by the National Assessment and Accreditation Council (NAAC) in 2005 and has been declared an autonomous institution from September 2005.

VISION:

“Excellence and Service”

MISSION:

“Christ University is a nurturing ground for an individual’s holistic development to make effective contribution to society in a dynamic environment.”

CORE VALUES:

The core values of Christ University are;

- ❖ Faith in God
- ❖ Moral uprightness
- ❖ Love of fellow beings
- ❖ Social Responsibility
- ❖ Pursuit of Excellence

ABOUT SOCIAL WORK PROFESSION

INTRODUCTION:

The Social Work profession is structured to promote social change and problem solving in human relations. It works towards empowering and liberating disadvantaged people leading to



the enhancement of their social functioning. The theoretical base is interdisciplinary. The mission of Social Work education is to impart knowledge as well as skills. The scheme of Social Work education also has attitude objectives such as the inculcation of professional ethics, integrity and commitment to the profession.

SCOPE FOR PROFESSIONAL GROWTH OF M.S.W. GRADUATES:

Social Work education offers students the opportunity to specialize and find placements in different fields of activity namely Community Development, Medical and Psychiatric settings, Correctional settings, N.G.O. administration, Child and Family Welfare as well as in the Human Resources Management areas of different organisations. Research oriented organisation also employ M.S.W. graduates. Both the government as well as quasi government agencies offers employment opportunities to M.S.W. graduates. The growing N.G.O. sector also offers employment avenues to students.

ABOUT SOCIAL WORK PROGRAMME IN CHRIST UNIVERSITY:

The Master's programme in Social Work in Christ University is aimed at producing high quality professionals who can take up leadership positions in development and welfare sector. The course gives numerous opportunities both inside and outside the college for the student's holistic development. The students are encouraged to grow and reflect into mature professionals capable of independent decision-making and practice in the field.

COURSE OBJECTIVES:

The objectives of the MSW programme is to prepare students for a career in social work through a professional training programme aimed at developing in them:

1. Systematic understanding about the dynamics of social problems and issues in Indian society.
2. Developing ability to look critically at the structure and ideologies, which lead to exclusion and marginalisation of vulnerable groups.
3. Developing necessary skills to build purposeful relationships to empower individuals, groups and communities towards self- directed change.
4. Developing ability to apply social work skills in practice and social work research in different fields for achieving desirable change and empowerment of people.
5. Inculcating attitudes and values necessary for working with people and organizations governmental and non-governmental for achieving the goals of social work profession.

ADMISSION PROCEDURE:

Any person who has secured 50% or above in aggregate in three-year/four year degree course of any university approved by UGC or from any autonomous institution approved by UGC is eligible for applying. The list of short listed candidates will be intimated. These short listed candidates, after tests and interview will be admitted as per merit and aptitude.



Candidates with previous social work experience in registered organizations and students who have studied social sciences at graduate level will be considered for admission on preferential basis.

The application forms for admission shall be procured from college office after the results of undergraduates are announced. The applicants have to enclose all certificates required with the application form. The dates of tests shall be communicated through website and college notice board.

There is no provision for hostel in the college. Applicants and admitted students have to make their own arrangement for stay during tests, interview and the course.

ACADEMIC CALENDAR:

The semester system will be followed and every semester will consist of 19 weeks. The semester will include 15 weeks of teaching, 1 week for Mid-semester test and 3 weeks for End- semester examination. The odd semesters (1st and 3rd) will commence from July/August and even semesters (2nd and 4th) will begin in December/ January.

CREDIT STRUCTURE:

- The Social Work programme will earn the candidate 22 credits in each semester; the complete course will carry 88 credits.
- Subjects having four hours per week of lectures for 15 weeks of class will earn 4 credits.
- Fieldwork for 12 hours a week (Thursday & Friday) and for 15 weeks will earn 4 credits.
- Extension activity for 5 hours a week and for 15 weeks (in I & II semester only) will earn 2 credits.
- Dissertation will be evaluated out of 100 marks and will carry 4 credits.

RESULTS:

- Semester results will be announced within 30 days after the completion of Examinations.
- Semester marks cards will be ready within 45 days after the completion of Examinations.
- Revaluation/ retotalling request should be made within 5 days from the date of publishing of results along with a fee notified by the Controller of Examinations.
- No provision for improvement examinations.
- Candidates having more than 50% carryovers in the first two semesters will not be promoted to the III semester.
- Candidates should clear the first semester and 50% of the second semester before entering the third semester.
- Students should pass in CIA and ESE with 40% aggregate in ESE in each subject.
- For the sake of convenience, ESE will be conducted out of 100 marks each, which will then be reduced to the required marks level, by the COE office.

CLASS CLASSIFICATION:

Students obtaining at first appearance in all four semesters, the prescribed marks shall be eligible for class, rank and gold medal. Total marks of all semesters will be taken into account.

Distinction: 70 percent and above



First Class: 60 percent and above but below 70 percent.

Second Class: 50 percent and above but below 60 percent.

SOCIAL WORK - THEORY

The master's programme in Social Work will consist of 16 theory papers including dissertation. Each semester will have four theory papers and one practical component. The papers include core papers like Casework, Group work and Community organisation, supportive papers like sociology and psychology and interdisciplinary papers like health, social policy and legislation. Specializations are offered in three areas namely medical and psychiatric social work, community development and human resource management. Three papers related to these specializations are offered in the third and fourth semester.

SOCIAL WORK – PRACTICALS

Practicals form a very important component of social work education as it gives the opportunity to the students to practice social work skills under professional supervision. The practicals have the following elements:

- **Orientation visits:** the students will visit 10 organizations from different field of Social Work, in I and III semester.
- **Concurrent fieldwork:** the course requires students to practice theory, in relevant settings every week. The students have to practice for 15 hours a week, spread over two days in all the four semesters.
- **Rural Camp:** A 7-day social work rural camp in a rural or tribal setting in the II semester.
- **Study Tour:** A 7-day tour to any urban area or to any innovative projects in the IV semester.
- **Summer Placement:** One month practice-learning placement in a social welfare agency setting, after the II semester End semester examinations.
- **Block Placement:** One Month practice-learning placement in a specialized setting, after the IV semester End semester examinations.

ASSESSMENT PATTERN:

- The Department will have Continuous Internal Assessment (CIA) that includes 5 marks for attendance and an End- Semester Examination (ESE), at the ratio of 50:50, for each theory paper.
- The consolidated marks card will carry part-wise marks, percentage, class, letter grade and interpretation and Grade Point Average (GPA).

I. End Semester Examination:

- A student is eligible to appear for the ESE only if he or she has put in 75% of attendance.
- The question papers shall be set for 100 marks and then reduced to 50% of the total marks assigned of the paper.
- There is no provision for taking improvement exams. If a candidate fails in an ESE paper, he or she may attempt the examination the next time it is offered.



II. Continuous Internal Assessment:

- The distribution for Continuous Internal Assessment (CIA) for theory papers is as follows:

No.	Component	Points	Marks
CIA 1	Mid- Semester Test	50	25
CIA 2	Assignment/ Seminar/ Group task/ Presentations	20	10
CIA 3	Assignment/ Seminar/ Group task/ Presentations	20	10
CIA 4	Attendance (centralized)	10	5
	TOTAL	100	50

- The mark distribution for attendance is as follows:
 - 95% - 100%: 5 marks
 - 90% - 94%: 4 marks
 - 85% - 89%: 3 marks
 - 80% - 84%: 2 marks
 - 75% - 79%: 1 mark

III. Assessment for Fieldwork:

The Faculty supervisors carry out the fieldwork assessment. Mid-semester viva and End-semester vivas are conducted. Details available in the annexure.

QUESTION PAPER PATTERN:

The End Semester Examination (ESE) will be conducted for 100 marks and later reduced to 50 marks. The Question paper pattern for the ESE will be as follows:

Part A: Answer any 4 questions out of 6. Each answers not exceeding 200 words. Each questions carry equal marks. 4x 5 = 20 marks

Part B: Answer any 5 Questions out of 6. Each answers not exceeding 400 words. Each questions carry equal marks. 05 x 10 = 50 marks

Part C: Answer TWO compulsory questions. Each answers not exceeding 800 words. Each questions carry equal marks. 02 x15 = 30 marks

Master of Social Work (MSW) – Course Structure

I SEMESTER

Course code	Course Title	Total Marks	Credits	Hrs/ week
MSW 131	Social Work Profession, Philosophy and Ideologies	100	4	4
MSW 132	Sociology for Social Workers	100	4	4
MSW 133	Social Case Work	100	4	4
MSW 134	Social Group Work	100	4	4
MSW 155	Practical I (Concurrent Field Work) *	150	4	12
MSW 176	Extension Activity *	50	2	5
	Grand Total	600	22	

**II SEMESTER**

Course code	Course Title	Total Marks	Credits	Hrs/ week
MSW 231	Human growth and Development	100	4	4
MSW 232	Communication and computer application for social work	100	4	4
MSW 233	Community Organization and social action	100	4	4
MSW 234	Social Work Research and Statistics	100	4	4
MSW 255	Practical II (Concurrent Field Work & Rural Camp) *	150	4	12
MSW 276	Extension Activity *	50	2	5
	Grand Total	600	22	

III SEMESTER

Course code	Course Title	Total Marks	Credits	Hrs/ week
MSW 331	Counseling theory and practice	100	4	4
MSW 332	Organizational Behaviour	100	4	4
MSW 343	Specialization A / B / C	100	4	4
MSW 344	Specialization A / B / C	100	4	4
MSW 355	Practical III (Concurrent Field Work) *	150	4	12
	Summer Placement	50	2	48
	Grand Total	600	22	

IV SEMESTER

Course code	Course Title	Total Marks	Credits	Hrs/ week
MSW 431	Social Policy and Social Legislation	100	4	4
MSW 432	Social Welfare Administration	100	4	4
MSW 443	Specialization A / B / C	100	4	4
MSW 454	Practical IV (Concurrent Field Work) *	150	4	12
MSW 475	Research Project *	100	4	4
	Block Placement	50	2	48
	Grand Total	600	22	

- These papers do not have Centralized End Semester theory examination.

Specialization Papers:**Branch A: Clinical Social Work**

Course code	Course Title	Total Marks	Credits	Hrs/ week
MSW 343 A	Medical Social Work	100	4	4
MSW 344 A	Psychiatric Social Work	100	4	4
MSW 443 A	Community Health	100	4	4

**Branch B: Community Development**

Course code	Course Title	Total Marks	Credits	Hrs/ week
MSW 343 B	Rural Community Development	100	4	4
MSW 344 B	Urban Community Development	100	4	4
MSW 443 B	Disaster Management	100	4	4

Branch C: Human Resource Management

Course code	Course Title	Total Marks	Credits	Hrs/ week
MSW 343 C	Human Resource Development	100	4	4
MSW 344 C	Labour Legislations	100	4	4
MSW 443 C	Employee Relation and Labour Welfare	100	4	4

AFTER II SEMESTER

Course Title	Hours/ day	Total no. of days
Summer Placement	8	1 Month

Requirements: The successful completion of summer placement for 8 hours per day for a period of one month and the submission of the weekly report to the respective faculty supervisor along with the Certificate of completion of placement from the Agency Supervisor is a requirement for the completion of second semester. 50 Marks is also awarded for the same in the third semester.

AFTER IV SEMESTER

Course Title	Hours/ day	Total no. of days
Block Placement	8	30

Requirements: The successful completion of Block placement for 8 hours per day for a period of 30 days and the submission of the weekly report to the respective faculty supervisor along with the Certificate of completion of placement from the Agency Supervisor is a requirement of the award of the final degree certificate. 50 Marks is also awarded for the same.



I SEMESTER

COURSE TITLE: SOCIAL WORK PROFESSION, PHILOSOPHY AND IDEOLOGIES COURSE CODE: MSW 131

INTRODUCTION

Social work profession plays an important role in modern societies. However in India social work is a relatively new profession. People have a number of misconceptions regarding the nature of profession. The student needs to given a detailed introduction to the social work profession, it's evolution, it's ideologies and its practice in India and in abroad. This paper will give this introduction to the profession and prepare them for further study of the subject.

OBJECTIVES

1. To help students understand the history of evolution of Social Work Profession, both in India and the West.
2. To develop insights into the origin and development of ideologies / approaches to social change.
3. To understand the rationale, goals, ideals and ethics for social change and the perceptions of people and social problems.
4. To develop skills to understand contemporary reality in its historical context and in ethical decision making at macro and micro levels.
5. To understand and uphold the professional values and ethics of social work and consciously apply those in practice.

COURSE CONTENT

MODULE I: BASIC CONCEPTS

(3 Hours)

Social Work, Social Service, Social reform, Social welfare, Social Security, Social Defence, Social Justice, Social policy, Social development, Social Action and Social empowerment.

MODULE II: WESTERN HISTORY OF SOCIAL WORK PROFESSION

(8 Hours)

Western history of Social Work profession: Organized and Scientific charity, Historical Development of Social Work in UK and USA, Beginning of Social Work education, Attributes of a Profession, Professionalisation of Social Work education



MODULE III: SOCIAL WORK PROFESSION

(7 Hours)

Nature and Scope, Objectives, Philosophy, Goals, Values and Ethics of Social Work, Functions and Principles of Social Work, Methods of Social Work.

MODULE IV: PROFESSIONAL AND VOLUNTARY SOCIAL WORK

(5 Hours)

Interface between Professional Social Work and Voluntary Social Work; Concept and philosophy of Social Work Ethics, responsibilities, ethical decision-making and dilemmas in micro and macro social work practice.

MODULE V: INDIAN HISTORY OF IDEOLOGIES FOR SOCIAL CHANGE (7 Hours)

Religious roots of Charity and Philanthropic approach towards person in need; *Ancient period*: Vedic, Vedantic and non -Vedic ideologies, Spirituality; *Medieval Period*: Zoroastrianism and Islam in India, Mysticism of Bhakti and Sufi movements, Sikhism, Buddhism and Jainism; *Modern period*: Christianity in India,

MODULE VI: SOCIAL REFORM MOVEMENTS IN INDIA

(10 Hours)

Social reform movements in India - meaning, factors essential for movement, dominant Social movements in India - Hindu reform movements, Dalit movements, Gandhian Ideology and Sarvodaya movement, Nationalism and ideologies of the Indian Constitution, Ideologies of Voluntary organizations and Voluntary action; Social movement and Social change in India.

MODULE VII: CONTEMPORARY IDEOLOGIES FOR SOCIAL CHANGE (8 Hours)

Introduction, Neo-liberalism and globalization, privatisation Postmodernism, Feminism, Resurgence of the civil society, Multiculturalism, Ideology of sustainable and people-centered development, Ideology of action groups and social movements, Ideology of non-government organizations.

MODULE VIII: FIELDS OF SOCIAL WORK

(7 Hours)

Community Development, Correctional Social Work, Family and Child Welfare, Labour Welfare, Medical Social Work, Psychiatric Social Work, School Social Work, Welfare of Weaker Sections, Environment and Social Work. Social work practise with the aged, social work and women's' development. Help lines.

MODULE IX: SOCIAL WORK EDUCATION IN INDIA

(5 Hours)

Introduction, Beginning of social work education, scope, status and challenges to social work education and practice,. Social Work Professional Organizations NASW, IASSW, ASSWI, IATSW (India) and Regional chapters.



BOOKS FOR REFERENCE:

1. Adams Robert Et al, (1988) Social Work (ed), Mac Millan, Hound Mills.
2. Banks, Sara, (1995) Ethics and Values in Social Work, Mac Millan, Hound Mills.
3. Compton, Beulah R., (1980) Introduction to Social Welfare and Social Work, The Dorsey Press, Illinois.
4. Gore M.S, (1965), Social work education, Asia Publishing House.
5. Jacob KK: Social Work Education in India, Himanshu Publication, New Delhi.
6. Madan G.R., Indian Social Problems Vol 2, Allied Publishers.
7. Shaw, Ian and Lishman, Joyce, (1990) Evaluation and Social Work Practice, Sage, London.
8. Singh R.R., (1985), Fieldwork in Social Work Education (Ed), Concept Publishers, New Delhi.
9. Stroup H.H, (1960) Social Work Education – An Introduction to the field, Eurasia Publishing, New Delhi.
10. Veda, Diwakar (1990-91), Social Reforms Movement in India, Historical Perspective, Popular Prakashan, India.
11. Wadia A.R., History and Philosophy of Social Work in India, Allied Publishers.
12. Waisre Henna Barbar et al, (1990), Home visiting, Sage, Newburyport
13. Encyclopaedia of social work



COURSE TITLE: SOCIOLOGY FOR SOCIAL WORKERS
COURSE CODE: MSW 132

INTRODUCTION

Social work students need to know and understand the social reality in which they practice their profession. This course will provide them with basic understanding of relevant concepts and theories from sociology.

OBJECTIVES

1. To improve understanding of concepts to examine social phenomenon.
2. Develop analytic skills to understand Indian society.
3. Understand change and conflict in societies.

COURSE CONTENT

MODULE I: SOCIOLOGY AND SOCIAL WORK

(4 Hours)

Meaning, scope and significance of sociology and its relevance to social workers;
Importance of social sciences for social workers.

MODULE II: GROUPS AND COMMUNITY

(4 Hours)

Groups: definition, characteristics of groups, importance of Social groups, classification of Social groups - primary and secondary groups, in-groups and out-groups, reference groups.
Community: meaning and characteristics, types - tribal, rural and urban community.

MODULE III: SOCIETY

(5 Hours)

Society: major elements of society - individuals, groups, association, institution, social system, power, status, role, role conflicts; Society as a system of relationship, meaning, origin and types.

MODULE IV: THEORIES OF SOCIETY

(4 Hours)

theories. Significance of a theoretical understanding of society; Evolutionary, Cyclical, Conflict and Systems



MODULE V: CULTURE

(5 Hours)

Culture: concept, meaning, characteristics, contents: tradition, customs, values, norms, folkways and mores; Functions of culture, major elements of culture, cultural change; the Cultural Lag theory and its application to the Indian society.

MODULE VI: SOCIALIZATION

(8 Hours)

Socialization: concept, process of socialization, internalization of Social norms, types of socialization, theories of socialization, importance and failures of socialization process.

Social processes: concept of social process, meaning of social interaction, kinds of social interaction: cooperation, competition, conflict, accommodation and assimilation.

MODULE VII: SOCIAL STRATIFICATION

(6 Hours)

Social stratification: meaning, characteristics, functions; Class and Caste – concepts, meaning and characteristics, functions, changes in caste system and class, merits and demerits of Caste, class conflict; Social inequality and social mobility.

MODULE VIII: INSTITUTIONS

(7 Hours)

Institutions: definition, characteristics, structure and functions, types – primary and secondary, concept and meaning of religious, economic, educational, political and social (marriage, family, kinship) institutions, patterns of interaction and interdependence among institutions; changes in Institutions and their impact on Indian society.

MODULE IX: SOCIAL CONTROL AND SOCIAL CHANGE

(10 Hours)

Social Control: meaning, definition, nature, functions and types of Social Control; Major agencies of Social control in India – family, kinship, religion, caste, education, law, social norms, social values, tradition, folkways, customs and mores; Social conformity and Deviance.

Social change: meaning, definition, nature and characteristics of Social change, causes of social change, social change and development; processes of social change – urbanization, industrialization, modernization, westernization and secularization. Social movements and their contribution to social change in India.

MODULE X: INDIAN SOCIAL PROBLEMS

(7 Hours)

Social problems: meaning, causes, magnitude, consequences and remedial measures; The problem of Poverty, Population problem, Beggary and unemployment, Juvenile delinquency, Youth Unrest, problems of the Aged, Prostitution, Corruption, Problems of the marginalized – Scheduled Caste, Scheduled Tribe, Backward Classes. Terrorism, cyber crimes



BOOKS FOR REFERENCE:

1. Bert N. Adams. (1975), A Sociological Interpretation, Chicago.
2. Bharadwaj, A.N. (1979), Problems of SC/ST in India, Light and Life Publication, New Delhi
3. Broom, Leonard, Charles M. Bonjean, Dorothy, H. Broom. (1990), Sociology, Wadsworth Publication Co., Belmont.
4. Ely Chinoy. (1967), Society -an Introduction to Sociology, Random House, New York.
5. Haralambos, Michael. (1980), Sociology, Oxford University Press, Delhi.
6. Jain, P.C. (1991), Social Movements among Tribals, Rawat Publication, New Delhi.
7. Kapadia, K.M. (1966), Marriage and Family in India, Oxford Press, London.
8. Kingsley, David. (1969), Human Society, New York.
9. Kolenda, Pauline. (1987), Regional differences in Family Structure in India, Rawat Publication, Jaipur.
10. Kuppaswamy, B., Social Change in India.
11. Maudelbaum, David. M. (1970), Society in India, Vol. 1 and II, University of California Press.
12. Narang, B.S., Dhawan, R.C. (1983), Introduction to Social Sciences, C.B.S. Publication, Delhi.
13. Panday Rajendra. (1986), The Caste System in India -Myth and Reality, Criterion Publication, New Delhi.
14. Pandey, A.K. (1997), Tribal Society in India, Manak Publishing Ltd, New Delhi.
15. Ross, Aileen D. (1961), The Hindu Family in its urban setting, Oxford University Press, New Delhi.
16. Sharma S. (1985), Social Movements of Social Change, B.A. Publishing House, New Delhi.
17. Sharma, K.L. (ed.) (1999), Caste and Race in India, Popular Prakashan, Mumbai.
18. Sharma, R.K. (1997), Indian Society -Institution and Change, Atlantic Publishers, New Delhi.
19. Singh. K.S. (1985), Tribal Society in India, Manohar Publishing House, New Delhi.
20. Srinivas, M.N. (1996), Village, Caste, Gender and Method (Essay in Indian Social Anthropology), Oxford University Press, New Delhi.
21. Stein Peter, Judith Richman Natalie Hannah (1977), The Family, Functions, Conflicts and Symbols, New York.
22. Stevens Smart M. Laura S. Smart. (1976), Families developing Relationships, Macmillan Publishing Co, New York.
23. Varghese, K. (1992), General Sociology, Macmillan Co, New Delhi.

JOURNALS:

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



COURSE TITLE: SOCIAL CASE WORK

COURSE CODE: MSW 134

INTRODUCTION

Casework is one of the most developed methods of social work and is the basis for all the other methods. The student needs to develop a comprehensive understanding of this method. This course aims to develop simple to complex skills of working with individuals in various difficult situations.

OBJECTIVES

1. Understand casework as a method of social work and appreciate its place in social work practice.
2. Understand the scope of Social case work practice
3. Understand the values and principles of working with individuals.
4. Develop the ability to critically analyze problems of individuals and families and factors affecting them.
5. Enhance understanding of the basic concepts, tools and techniques in work with individuals, in problem solving and in developmental work.
6. Develop appropriate skills and attitudes to work with individuals.
7. Develop ability to reflect on self as a person and grow as a professional social worker.

COURSE CONTENT

MODULE I: Meaning of Social case work (6 Hours)

- Emergence and development of Social Case Work as a method of practice in abroad and India
- Definition, nature, scope and objectives of working with individuals.
- Philosophical assumptions and values of social casework method
- Limitations in the practice of casework in India.
- Comparisons of Case work with Psychotherapy, Guidance, and Counseling.
- Social Case Work settings

MODULE II: Overview about the scope of Case work Practice (7 Hours)

Problems, Reasons and needs of individuals' difficult situations in life:

- Specific issues and conditions affecting children; children in adoption and orphanage facilities, children in conflict with law, children living on streets, Latch key children, Physically and sexually abused children, Children with behavior problems
- Persons with disability; Mentally, Physically and Visually challenged, Hearing impaired,
- Issues of the elderly,



- Marital and family conflicts
- People living with HIV/AIDS
- Individuals in disaster

MODULE III: PRINCIPLES AND COMPONENTS OF CASE WORK (7 Hours)

- Principles of working with individuals, Indigenous use of case work principles in practice
- Components of Casework:
 - Person – personality, coping strategies and defense mechanism
 - Problem, Place and Process.

MODULE IV: SOCIAL CASEWORK PROCESS (4 Hours)

- Social study
- Social analysis/ Social Diagnosis
- Intervention / Social Treatment
- Evaluation, Termination and Follow up

MODULE V: TOOLS OF CASE WORK (10Hours)

- Interview - principles, process, and skills;
- Observation and Listening
- Relationship – Essential conditions to develop relationship-Empathy, Positive regard, warmth, genuineness, authority
- Skills in building relationship, use of relationship in the helping process; Problems in professional relationship like, transference, counter transference, resistance, silence.
- Home visits and collateral contacts.

MODULE VI APPROACHES TO CASE WORK (10 Hours)

- Problem solving approach, Psychosocial approach, Behavioral approach, Functional and Diagnostic Approach, Solution focused approach, Crisis intervention and Eclectic approach

MODULE VII: INTERVENTIONS IN CASE WORK (10 Hours)

- Ventilation, Reassurance, Reflective thinking, Motivation, Support, Interpretation, Education, Suggestion, Developing insight,
- Enhancing social support, Environmental modification, Resource Utilization Advocacy
- Reinforcement, Limit setting, Confrontation, Renewing family relationships, Externalization of interests, Universalisation, Spirituality,
- Skills training: Assertiveness skills, Social skills, communication skills, interpersonal relationship skills and coping with emotions

MODULE VIII: RECORDING (3 Hours)

- Principles, Structure and usefulness of recording,



- Types of recording- narrative, process, verbatim and summary
- Use of genograms and eco-maps in case work recording

MODULE IX: PROFESSIONAL DEVELOPMENT (3 Hours)

- Use of supervision in developing professional self and therapeutic skills
- Positive and negative aspects of the worker's self and their effects on the client and the casework process,
- Conflicts and dilemmas in working with individuals

BOOKS FOR REFERENCE:

1. Barba J. G. (1991), Beyond Case Work, Macmillan, London.
2. Bargh M. V. (1995), Feminist Practice in the 21st Century, National Association of Social Workers, Washington.
3. Biestek Felix P. (1957), The Casework Relationship, George, Allen and Unwin Ltd., London.
4. Beulah Roberts Compton, Burt Galaway. (1979). Social Work Process. The Dorosey Press, Illinois.
5. Fisher, Joel (1978), Effective Case Work Practice – An eclectic approach, McGraw Hill, New York.
6. Friedlander, W.A. (1978), Concepts and Methods of Social work, Prentice Hall, Englewood Cliffs.
7. Hamilton, Gordon (1946), Principles of Social Case Recording, Columbia University Press, New York.
8. Hollis, Florence (1964), Case Work – A Psychological Therapy, Random House, New York.
9. Linda Cummins, Judith Sevel and Laura Pedrick, (2006). Social Wok Skills Demonstrated, Pearson Education Inc. Boston.
10. Nursten, Jean (1974), Process of Case Work, G.B. Pitman Publishing.
11. Pearlman. H. H. (1957), Social Case Work: A Problem Solving Process, The University of Chicago Press, Chicago.
12. Pippins J. A. (1980), Developing Case Work Skills, Sage Publications, California.
13. Richmond. M. E. (1922), What is Social Work? An Introductory Description, Sage Foundation, New York
14. Robert W. Roberts and Robert H. Nene. Theories of Social Case work, The University of Chicago Press. Chicago
15. Sanjay Bhattacharya (2003), Social Work – An Integrated Approach, Deep and Deep Publications Pvt. Ltd., New Delhi.
16. Sainsbury Eric (1970), Social Diagnosis in Case Work, Routledge & Kegan Paul, London.
17. Sena. F. Fine & Paul.H Glass (1996), The First Helping Interview Engaging the Client and Building Trust, Sage Publication.
18. Upadhyay. R.K., Social Casework, Rawat Publications, Jaipur & New Delhi
19. Timms. N. (1964), Social Case Work: Principles & Practice, Routledge & Kegan Paul, London.
20. Seker, K., Parthasarathy, R., Muralidhar, D., and Chandrasekhar Rao, M. (2008). Handbook of Psychiatric Social Work, NIMHANS, Bangalore.



COURSE TITLE: SOCIAL GROUP WORK

COURSE CODE: MSW 134

INTRODUCTION

Groups are increasingly being in India and abroad to facilitate individual and community changes. Group work is therefore very relevant for the social worker. This course aims at developing the understanding of group work as a method, developing skills for intervention and gaining knowledge of the scope of this method in various settings.

OBJECTIVES

1. To help students appreciate the importance of groups in the life of an individual.
2. To develop awareness about the specific characteristics of group work and its contributions as a method of social work intervention.
3. To gain knowledge about group formation and the use of a variety of group approaches.
4. To develop understanding of concepts, dynamics and small group theory in relation to all types of groups, e.g. family, staff, committee, long-term client groups.
5. To develop knowledge of the skills and techniques to be used by the social worker in groups.
6. To help identify the various situations and settings where the method could be used, in the context of social realities of the country.
7. To develop capacity for beginning self-awareness of one's own behaviour in the training group and to develop commitment to the value of democratic processes in group life.

COURSE CONTENT

MODULE I: INTRODUCTION TO GROUP WORK (6 Hours)

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.

MODULE II: TYPES OF GROUPS (6 Hours)

Types and approaches based on objectives and purpose, Type of membership Social group work in different settings and Analysis of group processes.

MODULE III: VALUES AND PRINCIPLES IN GROUP WORK (6 Hours)

Values in social group work, Principles in group work, Assumptions underlying social group work and philosophy of group work Factors of group formation, Formulation of goals, Identification of problems for work.



MODULE IV: PHASES OF GROUP WORK PRACTICE (8 Hours)

Pre-group and initial Phase formulation/of objectives and programme planning and implementation, termination and evaluation.

MODULE V: GROUP PROCESSES AND GROUP DYNAMICS (8 Hours)

Importance of group processes, stages of group development, Bond, sub-groups, role, Leadership, Isolation, Decision making, Contagion, Conflict, Communication, skills and techniques for effective work with group/problem solving; Group games.

MODULE VI: GROUP WORK THEORIES AND MODELS (6 Hours)

Theories applicable to group work practice; Models in group work practice – Preventive and promotive model, Therapeutic model and Rehabilitative model.

MODULE VII: RECORDING IN GROUP WORK (8 Hours)

Importance of recording in social group work, Principles of recording, recording structure Types of recording.

MODULE VIII: APPLICATION OF GROUP WORK (6 Hours)

Applications of group work in community development centers, children's institution, hospitals, correctional settings, schools and industries, scope and application of group work in relation to other social work methods.

MODULE IX: ROLE OF GROUP WORKER (6 Hours)

Roles and responsibilities of the group worker in various agency settings.

BOOKS FOR REFERENCE:

1. David, Bernard, The use of Group in Social Practice.
2. Konopka, Gisela (1963), Social Group Work - A Helping Process.
3. Parihar V. S. (1963), Group Process, Kitab Mahal, Allahabad.
4. Roberts W. Roberts & I-lalen Northend, (1976), Theories of Social Work with Groups, Columbia University Press, New York.
5. Sullivan. Dorathea F. (1952), Reading in Group Work, Association Press.
6. Timms, Noel (1972), Recording in Social Work, Routledge and Kegan Paul, London.
7. Trecker, Harleigh B. (1955), Group Work Foundations & Frontiers, Whiteside Inc & William Morrow & Co.
8. Trecker, Harleigh B. (1970), Social Group Work: Principles & Practice.
9. UNITED Nations (1959), The General Principles of Group Work, UNITED Nations Assistance Office.
10. Wilson G and Ryland G. (1949), Social Group Work Practice: Hugton Hiffin & Co, Boston.



II SEMESTER

COURSE TITLE: HUMAN GROWTH AND DEVELOPMENT

COURSE CODE: MSW 231

INTRODUCTION

This paper introduces the student to the study of mental processes, experiences and behaviour of human beings in a socio-cultural context. It aims at understanding the complexities of these and related phenomena and their contribution towards individual and social well being. The course provides knowledge and understanding of the nature and determinants of basic psychological processes, the development of life stages from conception to death and touches upon the concept of mental health.

OBJECTIVES

1. To help the students to understand the dynamics of behaviour in terms of heredity and environment as shapers of personality.
2. To help the students to gain an insight into the components of general psychology.
3. To introduce the students to developmental abnormal psychology.
4. To enable the students to develop a theoretical perspective of understanding human development across the life span.

COURSE CONTENT

MODULE 1: INTRODUCTION

(2 Hours)

Definition of Psychology, brief introduction to the branches of Psychology, relevance of Psychology to Social Work profession

MODULE II: PSYCHOLOGICAL FUNCTIONS I

(8 Hours)

Sensation and Perception;
Learning and approaches to learning;
Memory Process – registration, retention, recall.

MODULE III: PSYCHOLOGICAL FUNCTIONS II

(8 Hours)

Cognition – thinking, reasoning and problem solving;
Intelligence – measurement, aptitude, hereditary and environmental determinants;
Motivation and Emotion – theories of motivation and expression of emotions.

MODULE IV: DEVELOPMENT: THE BEGINNINGS OF LIFE

(7 Hours)

Growth and development of the individual, Lifespan Development, Principles of development; Stages in the Life span: Conception, Pregnancy and Birth; Physical, cognitive and psychosocial development in Infancy, Early and Middle Childhood.

MODULE V: DEVELOPMENT: ADOLESCENCE TO END PERIOD

(7 Hours)

Adolescence, Middle, Early and Late adulthood (old age) with special focus on physical, cognitive and psychosocial development; Dying and spirituality



MODULE VI: THEORIES OF HUMAN DEVELOPMENT

(9 Hours)

Freud's Psychoanalytic approach, Erikson's Theory of Psychosocial Development, Maslow's Humanistic Approach, Piaget's Theory of Cognitive Development, the Behavioral approach and Kohlberg's Moral Development Theory.

MODULE VII: PERSONALITY

(6 Hours)

Personality – definition, Approaches: Psychoanalytical, Trait, Learning, Biological and Humanistic.

MODULE VIII: PSYCHOLOGICAL TESTS

(5 Hours)

Personality measures: Self-report measures, Projective methods and Behavioral assessment; Intelligence tests: achievement and aptitude.

MODULE IX: MENTAL HEALTH

(8 Hours)

Introduction to the concept of mental health; minor and major mental disorders

BOOKS FOR REFERENCE:

1. Bee, Helen (1999), Lifespan Development, Pearson Higher Education.
2. Coleman, James C. (1976), Abnormal Psychology and Modern Life, Allyn & Bacon.
3. Dacey & Travers (1996), Human Development: Across the Lifespan, McGraw Hill.
4. Davenport G.C. (1994), An Introduction to Child Development, HarperCollins Publishers.
5. Feldman, Robert S. (1990), Understanding Psychology, McGraw Hill Publishing Company.
6. Hurlock, Elizabeth B. (1953), Developmental Psychology, Tata McGraw Hill, New York.
7. Lindon, Jennie (1998), Understanding Child Development, Thomson Learning.
8. McMahon, McMahon & Romano (1990), Psychology and You, West Publishing Company.
9. Morgan, King, Weisz & Schopler (1993), Introduction to Psychology, Tata McGraw Hill Publishing Company.
10. Neven, Ruth Schmidt (1997), Emotional Milestones from Birth to Adulthood, Jessica Kingsley Publishers.
11. Norlin, J., Chess. W, Dale, O & Smith, R. (2003), Human Behavior and the Social Environment: Social Systems Theory (4th Ed), Allyn Bacon, Boston.
12. Sternberg J. Robert (1997), Pathways to Psychology, Harcourt Brace College Publishers.
13. Stuart-Hamilton, Ian (2000), The Psychology of Ageing, Jessica Kingsley Publishers.



COURSE TITLE: COMMUNICATION AND COMPUTER APPLICATION FOR SOCIAL WORKERS

COURSE CODE: MSW 232

INTRODUCTION

Communication is a major tool for the social worker. In the present day society the methods of communication have multiplied. Apart from writing and speaking effectively the social work student needs to know how to handle the various audio- visual aids to make effective communication. From a larger perspective the student needs to know the role of the media in social change. Computers are being extensively used by social workers. A basic introduction is provided in this paper

OBJECTIVES

1. To make students understand the basic concepts of communication in particular to social work practice.
2. To make students to learn various dimensions of communication.
3. To help students equip with basic communication skills.
4. To make students to learn the concept of development communication and its importance and relevance and various methods of development communication.
5. to equip students to use the computer effectively I

COURSE CONTENT

MODULE I: CONCEPT OF COMMUNICATION

(5 Hours)

Communication: meaning, definition, different kinds of Communication - intra personal, inter personal, group communication, and mass communication, process of communication, basic models – SMCR –F. The flow of communication, one step, two step and multi step flow of communication, communication within an organization, top down, horizontal, vertical, circular and feed back. Principles of effective communication, barriers to effective communication, channel of communication.

MODULE II: MEDIA OF COMMUNICATION

(8 Hours)

Types of media, traditional media, alternative media (Community radio, commodore newspapers, tape recorders and video, wall newspapers. handbill, posters etc.) functions and responsibility of each medium with emphasis on the strengths and weakness of each medium.

MODULE III: COMMUNICATION SKILLS

(11 Hours)

Principles of effective writing, creative writing, report writing, public speaking, listening, and importance of silence, body language, and persuasive communication; writing to different media public communication for fundraising, reporting of natural calamities.

MODULE IV: DEVELOPMENT COMMUNICATION

(7 Hours)

Theory of diffusion of innovation, communication and social change development communication, social communication, communication strategies for empowerment family welfare, literary, women, commodore development.

MODULE V: ALTERNATIVE MEDIA AND CAMPAIGNS

(7 Hours)

- Approaches to media and society:



- Critical media analysis of artifacts such as TV commercials, films, print advertisements, comic strips and newspapers;
- Presentation of Campaign Design

MODULE VI: COMPUTER APPLICATION.

(7 hours)

Hardware, software, Operating systems: Objectives, types, functions, Internet domains, Internet resources for social workers

VII: USING MS OFFICE

(15 hours)

MS Word –Editing, reviewing, Preparation of technical reports,

MS excel- Data entry and basic calculations

MS PowerPoint- Presentations

Theory with practical

BOOKS FOR REFERENCE:

1. Capila, A. (2001), Images of women in the Folk songs of Garhwal Himalayas, Concept Publishers, New Delhi.
2. Communication for Development in the Third World Theory and Practice (1991), Sage Publication, New Delhi.
3. Dahama, O.P. and Bhatnagar, O.P. (1987), Education and Communication for Development, Oxford and IBH Publishing Co., Pvt. Ltd.; New Delhi.
4. Goldberg, Marvin, Martin Fishbein, and Susan Middlestadt, Eds. (1997), Social Marketing: Theoretical and Practical Perspectives, Lawrence Erlbaum Associates, London.
5. Honolulu (1976), Communication and Change: The Last Ten Years and Next, University of Hawaii press.
6. Joseph. D. (1990), The Dynamics of Mass Communication, McGraw Hill, London.
7. Mcquail, Denis (1994), Mass Communication Theory: An Introduction, 3rd Edition, Sage Publication, London.
8. Mehta, S.R. (1992), Communication and Development: Issues and Perspectives, Rawat Publications, Jaipur.
9. Modi, B., Designing Messages for Development, Sage Publications, New Delhi.
10. Mollison M. (1996), Producing Videos A Complete Guide, Allen and Unwin, Australia.
11. Nair, K.S. and White, Shirley (1993), Perspectives on Development Communication, Sage Publication, New Delhi.
12. Narula, U. (1994), Development Communication, Haranand Publications.
13. Pool, Ithiel, Frey, F.W. and Schramm Wilbur (1973), Handbook of Communication.
14. Ray. G. L. (1997), Extension Communication and Management, Naya Prakash, Calcutta.
15. Sandlio, K. Problems of Communication in Developing Countries, Vision Books.
16. Seymour, Fine, H. (1992), Social Marketing: Promoting the Causes of Public and Non-profit Agencies, Transaction Publishers, New Brunswick and London
17. Uma, Joshi (1997), Textbook of Mass Communication and Media, Anmol Publications, New Delhi.
18. Uma, Joshi (2001), Understanding Development Communications, Dominant Publishers, New Delhi.
19. White, Shirley A; Nair, K Sadanandan; Ascroft, Joseph (Eds) (1994), Participatory Communication: Working for Change and Development, Sage Publications, New Delhi.
20. Yadav. J. S. and Mohnot, Albilash (1983) Advertising and Social Responsibility, Vol. 1, Content Analyses, Dept of Communication Research, New Delhi.



COURSE TITLE: COMMUNITY ORGANISATION AND SOCIAL ACTION

COURSE CODE: MSW 233

INTRODUCTION

Community Organization is a method of social work, which is very relevant in the Indian context. Indian society is characterized by discrimination and exclusion of the marginalized groups resulting in loss of access to material and non-material resources. Community Organisation is primarily seen as a means to facilitate these communities towards self-directed change and larger social change.

OBJECTIVES

1. Highlight the relevance of Community Organisation as a method in Social Work Practice
2. Understand the critical elements of community organisation practice
3. Enhance critical understanding of the models and strategies for community organization practice.
4. Make the micro-macro connections between the ranges of complex issues in practice.
5. Develop attitudes conducive to participatory activities for a civil society

COURSE CONTENT

MODULE I: CONTEXTUALISING COMMUNITY ORGANIZATION PRACTICE (2 Hours)

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

MODULE II: ANALYZING COMMUNITY (4 Hours)

Concept of Community, Rural, urban and tribal communities, Sociological & Practitioner Perspective, Structure & functions, Analyzing communities.

UNITY III: UNDERSTANDING EMPOWERMENT (4 Hours)

Concept of Power, Different perspectives, Dimensions of Power relevant to Community organization, Concept of Empowerment, process and cycle of Empowerment, Barriers to empowerment, Gender Sensitive Community Organisation

MODULEIV: PRACTICE OF COMMUNITY ORGANISATION (10 hours)

Definition and concept of Community organisation, Values and Principles of Community Organisation, Ethics of Community Organisation Practice.

MODULE V: MODELS OF COMMUNITY ORGANISATION (10 Hours)

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

MODULE VI: METHODS AND STRATEGIES OF COMMUNITY ORGANIZATION (10 Hours)

Overview of methods of Public Interest Litigation, Mobilization, Protests and Demonstrations, Dealing with Authorities, Public Relations, Planning, Monitoring and Evaluation.



MODULE VII: ATTITUDES, ROLES AND SKILLS OF A COMMUNITY ORGANIZER (10 Hours)

Roles of an Organizer within different models, Skills, attributes of community Organisation Practitioner, Skills of Community Organization Practitioner-problem analysis, resource mobilization, conflict resolution, organizing meetings, writing and documentation networking training and social advocacy

MODULE VIII: ISSUES IN COMMUNITY ORGANISATION PRACTICE (6Hours)

Directive vs. Non-Directive approaches, working with Groups, Leadership functions, Gender, Caste, Class as axis of inequality.

MODULE IX: CURRENT DEBATES IN COMMUNITY ORGANISATION PRACTICE (4 Hours)

Emerging Issues, Impact of Macro Policies, and resistance to globalization from people, Millennium development goals.

BOOKS FOR REFERENCE:

1. Austin, Michael J. & Jane Isaacs Lowe (Eds.) (1994), *Controversial Issues In Communities And Organizations*, Allyn And Bacon, Massachusetts.
2. Brager, George, Harry Specht, and James Torczyner (1973, 1987), *Community Organizing*, Columbia University Press, New York.
3. Clinard, Marshall B. (1966), *Slums and Community Development*, The Free Press, New York.
4. Dunham, Arthur, *The New Community Organization*. Thomas Crowell Co., New York.
5. Friedlander, Walter A. (ed) (1958), *Concepts and Methods of Social Work*, Prentice-Hall, New Jersey.
6. Gangrade K. D., *Community organization in India*, Popular Prakashan. Bombay.
7. 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.
8. Hardcastle, David A., Stanley Wenocur, and Patricia Powers (1996), *Community Practice: Theories And Skills For Social Workers*, Oxford University Press, New York.
9. Harper, E. P. and Dunham, A. (eds.) (1959) *Community Organization in Action*. Basic literature and critical comments, Association Press, New York.
10. Hillman, Arthur (1950), *Community Organization and Planning*, The Macmillan Company, New York.
11. Kuppaswamy, (1975), *Social Change in India*, Vikas Publishing House (P) Ltd., New Delhi.
12. Murphy, Campbell, *Community Organization Practice*, Houghton Mifflin Co., New York.
13. Murthy M.V., (), *Social Action*, Asia Publishing House, Bombay.
14. Rivera, Felix F. & John Erlich (1995), *Community Organizing In A Diverse Society*. (2nd. Ed.), Allyn And Bacon, Massachusetts.
15. Ross, Murray G. (1967), *Community Organizations: Theory, Principles, and Practice*. Harper and Row Publishers, New York.
16. Rothman, Jack, John E. Truman, and John L. Erlich (Eds) (1995), *Strategies of Community Intervention*. (5th Ed.), Peacock Press, Itasca, Illinois.
17. Siddique. H.Y. (1997), *Working with Communities - Introduction to Community Work*, Hira Publications, New Delhi.
18. Tropman, John E., John L. Erlich, And Jack Rothman (Eds.) (1995), *Tactics and Techniques of Community Intervention*, 5th Ed., Peacock Press, Itasca, Illinois.



COURSE TITLE: SOCIAL WORK RESEARCH AND STATISTICS
COURSE CODE: MSW 234

INTRODUCTION

Social work research is not a method used only for academic purposes. The social worker uses research a tool to empower disadvantaged groups and communities. There is increasing relevance of research in policy making and debates. This course will introduce the student to research techniques and skills.

OBJECTIVES

1. To develop an understanding of scientific approach to human inquiry and appreciate the principles of social work research.
2. Develop an ability to see the linkages between practice, research, theory and their role in enriching one another.
3. To develop the capacity to conceptualize, formulate and conduct simple research projects/ exercises.
4. To make informed assessment and judicious use of research studies and findings.
5. To develop technical competence to assess and analyse social problems, needs and services.

COURSE CONTENT

MODULE I: SCIENTIFIC INQUIRY

Science- Meaning and assumptions; scientific approach to inquiry in comparison to the native or common sense approach; Science and the study of social phenomena; Attitudes consonant with the scientific approach.

MODULE II: CONCEPTS, HYPOTHESES AND THEORIES

(6 Hours)

Concepts, meaning, formal and operational definitions, variables and indicators; Hypothesis: meaning, attributes of a sound hypothesis, role in explanatory research; Hypothesis testing - null hypothesis, the sampling distribution, level of significance, critical region; Type I and Type II errors;

Theory – meaning; inductive and deductive theory construction.

MODULE III: SOCIAL WORK RESEARCH

(4 Hours)

Social work Research – Meaning, Objectives, Functions and limitations, Purposes, the research process, research and theory, linkages in practices; Quantitative and Qualitative Research; Scope of research in India.



MODULE IV: RESEARCH DESIGNS

(5 Hours)

Basic Research Questions – Meaning and importance, problem-formulation in research, some Strategies used for research, inter relationship between problem formulation and research Design; Types of research design: Exploratory, Descriptive, Experimental, Case study and Social survey.

MODULE V: SAMPLING

(5 Hours)

Sampling: Rationale, characteristics sampling-meaning, sample and population, types and utility, principles and methods, General considerations in the determination of sample size.

MODULE VI: DATA AND ITS MEASUREMENT

(12 Hours)

Sources of data, primary and secondary, Methods and instruments of data collection, Qualitative and Quantitative, Observation method – participant and non-participant observation, structured and unstructured Questionnaire, Interview - types; Construction of tools: pretest and pilot study; Participatory and Rapid Appraisal Techniques; Scales - need for scales. Some prominent scaling procedures; Secondary data: types, uses of secondary data. Problems in use of secondary data.

MODULE VII: DATA PROCESSING AND PRESENTATION

(8 Hours)

Content checking, Editing data, Classification, Coding, Tabulation of data – manual analysis and computer application (SPSS); Presentation – Diagrammatic, Graphical, Tabular; Analysis and Interpretation; Use of Computers; Content of research report, chapterization, reference, bibliography, index, appendices, footnotes; Writing research report, research abstracts and writing research proposals. Critical appraisal of research based articles on social work

MODULE VIII: PARTICIPATORY AND EVALUATORY RESEARCH

(4 Hours)

Introduction to participatory research, monitoring and evaluating research; different stages of conducting evaluation research

MODULE IX: STATISTICAL TOOLS AND THEIR USE

(12 Hours)

Statistics: definition, importance, functions and limitations, application of statistics in Social Work practice; Scaling Technique: level of measurements – nominal, ordinal, interval and ratio; Measures of central tendency: mean, median and mode; Measures of dispersion: range, Quartile and standard deviations; Statistical tests: non-parametric and parametric test, uses of Chi -square, correlational tests, T- test, ANOVA



BOOKS FOR REFERENCE:

1. Blalock, H.M. (1979), Social Statistics, McGraw Hill, New York.
2. Festinger, L. and Kabtz D. (Eds) (1953), Research Methods in the Behavioural Sciences, Dryden Press, New York.
3. Field, Andy. (2000), Discovering Statistics Using SPSS for Windows: Advanced Techniques for Beginners, Sage Publications, London.
4. Foster, J.J. (1998), Data Analysis Using SPSS for Windows: A Beginner's Guide, Sage Publications, London.
5. Goode, W. J. and Hatt P. K. (1952), Methods in Social Research, McGraw Hill, New York.
6. Jefferies J. and Diamonds I. (2001), Beginning Statistics: An Introduction for Social Scientists, Sage Publication, London.
7. May, Tim. (1997), Social Research: Issues, Methods & Process, Open University Press, Buckingham.
8. Mohsin, S. M. (1984), Research Methods of Behavioural Sciences, Orient Longman, Bombay.
9. Moser. C. A. and Karlton. G. (1958), Survey Methods in Social Investigation, William Heinmann, Melbourne.
10. Nachmias. C and Nachmias. D. (1981), Research Methods in Social Sciences, Edward Arnold, Great Britain.
11. Padgett, Deborah. K. (1988), Qualitative Methods in Social work Research: Challenges and Rewards, Sage Publications, New York.
12. Polansky. N. A. (1960), Social Work Research, University of Chicago Press, Chicago.
13. Rajaram V. (1999), Fundamentals of Computer, Prentice Hall, India.
14. Ramchandran, P (1990), Issues in Social Work Research in India, Institute for Community Organization Research, Bombay.
15. Selltiz. C and others (1959), Research Methods in Social Relation, Holt, Pinehart and Winston, New York.
16. Silverman, David (Eds.) (1997), Qualitative Research: Theory, Method and practice, Sage Publications, California.
17. Society for Participatory Research in Asia (1995), Participatory Research: An Introduction, Participatory Research Network Series, No.3, New Delhi: PRIA.
18. Yin, Robert, K. (1994), Case Study Research: Design and Methods, Sage Publications, California.
19. Young P. V and Schmid. C.F. (1946), Scientific Social Surveys and Research, Prentice Hall, New York.
20. Sanders, D.H. (1988), Computer Today, McGraw Hill International edition.



SEMESTER III

COURSE TITLE: COUNSELLING – THEORY AND PRACTICE

COURSE CODE: MSW 232

INTRODUCTION

Counselling like Social Work is concerned with the promotion of well being of the individual and his interpersonal relationships. This paper will help students to understand the various theoretical approaches to Counselling and the need for Social workers to learn and apply the basic counselling skills in various settings that they might choose to work.

OBJECTIVES

1. To develop an advanced understanding of different models and approaches of counselling individuals and families.
2. To develop skills and techniques for practicing counselling in various settings and their application in social work practice with individuals and families.
3. To develop appropriate attitudes and values for professional counselling practice.
4. To help students distinguish between Social work and Counselling and to acquire the required knowledge in this regard.

COURSE CONTENT

MODULE I: COUNSELLING (4 Hours)

Meaning and definition, characteristics, goals of counselling and elements of counselling.

MODULE II: COUNSELLING – HISTORY (8 Hours)

Evolution/ Development of counselling as a profession; present status of counselling; prospect of counselling practice.

MODULE III: COUNSELLING RELATIONSHIP (5 Hours)

Importance of counselling relationship; factors that promote counselling relationship – respect & regard, authenticity and empathy.

MODULE IV: THEORIES/ APPROACHES TO COUNSELLING (11 Hours)

Psychoanalytical approach, Client - centered approach, REBT, Transactional Analysis, Cognitive approach, Eclectic approach, Marital and family therapy.

MODULE V: THE PORTRAIT OF A COUNSELLOR AND COUNSELEE (5 Hours)

Personal and professional characteristics / qualities of a counselor; Values and ethics in counselling, checklist for counselor.

Characteristics of a counselee (client); skills of a client – self-exploration, non-defensive listening and dynamic self-understanding.



MODULE VI: COUNSELLING SKILLS

(6 Hours)

Attending & listening, communication, confrontation, concreteness, paraphrasing, focusing, summarizing, reflection of the feelings, self-disclosure, identification of attitudes and feelings

MODULE VII: COUNSELLING PROCESS

(10 Hours)

- I. Problem exploration & identification
- II. Analysis and diagnosis
- III. Intervention strategies
- IV. Evaluation and termination of session.

MODULE VIII: GROUP COUNSELLING

(5 Hours)

Meaning and definition, goals of group counselling, types of groups, Group counseling process and skills.

MODULE IX: COUNSELLING IN DIFFERENT SETTINGS

(6 Hours)

Counselling in school & colleges, industry, career counselling, HIV/AIDS counselling, de-addiction counselling, death and bereavement counseling and crisis intervention.

BOOKS FOR REFERENCE:

1. Brown, Steven D., (Ed), Lent, Robert W., (Ed) (2000), Handbook of Counseling Psychology, Wiley; 3rd edition.
2. Clarkson, Petruska (2004), Gestalt Counselling in Action, Sage Publications.
3. D'Ardenne, P., & Mahtani, A. (1989), Transcultural Counselling in Action, Sage publications, London.
4. Jacobs. M. (1998), Psychodynamic Counselling in Action, Sage Publications.
5. Garbarino, James & Eckenrode, John (1997) Understanding Abusive Families: An Ecological Approach to Theory and Practice, Jossey - Bass, Revised Ed.
6. Geldard, Kathryn & Geldard, David (2003), Counselling Children: A Practical Introduction, Sage Publications.
7. Gelso, C. J., & Fretz, B. R. (1992), Counselling Psychology, Harcourt Brace, New York.
8. Mearns, D. & Thorne, B. (1988), Person-centered Counselling in Action, Sage Publications, London.
9. Nelson, Richard (2002), Basic Counselling Skills: A Helper's Manual, Sage Publications.
10. Perry, C. Wayne (2002), Basic Counseling Techniques: A Beginning Therapist's Toolkit, Author house.
11. Rogers, Carl & Kramer, Peter D. (1995), On Becoming a Person: A Therapist's View of Psychotherapy, Mariner Books.
12. Worden, William J. (2004), Grief Counselling and Grief Therapy: A Handbook for the Mental Health Practitioner, Brunner-Routledge.



COURSE TITLE: ORGANISATIONAL BEHAVIOUR

COURSE CODE: MSW 332

INTRODUCTION

Sociologists often call modern societies “organizational societies” because of the predominant role organizations play in modern society. A Social worker, often works/practices in organizations, or through organizations-informal or formal. It is imperative that they understand organizations and learn to lead and motivate their fellow workers. This paper gives them the necessary background for performing these functions.

OBJECTIVES

1. To give the student an introduction to human behaviour at work places
2. To enable the student to understand organizational dynamics and its consequences on the performance of the employees
3. To help the student use the knowledge about organizational behaviour to attain personal and organizational goals.

COURSE CONTENT

Module I: Organization Behaviour.

(10 hours)

Organizational Behaviour- Definition and scope- Approaches to Organizational Behavior- Elements of Organizational Behavior- Hawthorne studies-classical and modern approaches to Management- Human Relations movement and Behavioral systems approach to OB.

Group- Types of Groups- Formal & Informal Groups- Group characteristics-Foundations of Group Behaviour-Group Behavioural Models-Group Behaviour Model of Hofmans- Techniques of studying Group Behaviour

Module II:Motivation.

(10 hours)

Motivation: Meaning of Motivation- Motivated Behaviour- Objective of Motivation-Types of Motivation-Group Motivation-Techniques to increase Motivation-Executive Motivation-Traditional Theories of work Motivation- Maslow's Rank Order of Hierarchy of Needs-McGregor's Theory X-McGregor's Theory Y- Fear and Punishment Theory-Reward Theory-Carrot and stick Approach Theory- Two Factor Hygiene Maintenance Theory of Herzberg-Vroom's Expectancy/Valence Theory-The Porter and Lawler Model-Adam's Equity Theory of work Motivation

Module III: Leadership.

(10 hours)

Leadership-Definition and characteristics of leadership- Classification of leadership- positive and negative leaders- Qualities of a leader- Leadership styles- Theories of Leadership-Leaders and followers-attribution approach, leaders explanation to follower's behaviour-Transformational Leadership.

Module IV: Organizational Change.

(5 hours)

Organizational change, forces of change; Resistance to change; Managing planned change, approaches to organizational change.



Module V: Organisational Culture and Climate.

(10 hours)

Nature of culture- Cultural dimensions [Mechanistic & organic, Authoritarian, participative, sub-culture, dominant culture, strong & weak culture]- National Culture Vs Organisational culture- Key cultures[Power culture, people/person culture. Task culture, role culture]- How culture is created- How culture is sustained- steps of socialization- How culture is learnt by an employee – cultural web- Impact on organizational effectiveness- Organizational Climate- methods to study organizational climate.

Module VI: Organisational Development.

(10 hours)

Organizational Development- Definition- Scope of Organizational Development- Characteristics of OD- Diagnostic phase- techniques used in the diagnostic process- OD interventions—Team Building- Survey feedback- Grid Training

Management By objectives (MBO)- T-Group Training- Structural techniques- Sensitivity Training- Effectiveness of Training.

Module VII: Innovation

(5 hours)

Innovation- Managing the innovation process- Creating a culture for innovation.

BOOKS FOR REFERENCE:

1. Blump M.I. & Naylor I. C., (1968), Industrial Psychology -Theoretical & Social Foundation, Harper Row Publishers, New York.
2. Chatterji N. R. (1969), Industrial Psychology, Sudha Publication, New Delhi.
3. Gangadhara Rao, M., and Rao, VSP, and Narayana, P.S. (1987), Organizational Behaviour, Konark Publishing Pvt. Ltd., New Delhi.
4. Gosh & Ghorpadhe (1985), Industrial Psychology, Himalaya Publishing House, Bombay.
5. Hersey, Paul and Kenneth Blanchard (1988), Management of Organizational Behavior: Utilizing Human Resources, Prentice-Hall, Englewood Cliffs, New Jersey.
6. John W. Newstrom and Keith Davis, Organizational Behaviour, (Human behaviour at work) Tata McGraw – Hill.
7. Luthans, Fred (1990), Organizational Behaviour, Tata McGraw Hill, New York.
8. Maslow, Abraham (1943), A Theory of Human Motivation, Harper & Row Publication, New York.
9. Maslow, Abraham (1943), Motivation & Personality, Harper & Row Publication, New York.
10. McCormick, Ernest J., and Joseph Tiffin (1974), Industrial Psychology, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
11. Munn L. Norman and Fernald, Jr. L. Dodge and Fernald S. Peter. (1972), Introduction to Psychology, Oxford and IBH, New Delhi.
12. Robbins, Stephen P. et al (2001), Organizational Behaviour, Prentice-Hall, New Jersey.
13. Taylor F. W. (1911), The Principles of Scientific Management, Harper & Row Publication, New York.



MSW 343 SPECIALIZATION A / B / C

BRANCH A: CLINICAL SOCIAL WORK

COURSE TITLE: MEDICAL SOCIAL WORK

COURSE CODE: MSW 343 A

INTRODUCTION

The field of health has become an emerging area of concern for Social workers today. This paper has been framed with the objective of helping students gain a better understanding of the field of Medical social work. The paper will introduce the students to the Indian health care system and the various psychosocial consequences of diseases. The paper also stresses the importance of the role of the Social worker in the organisation and management of the social work department in various health settings.

OBJECTIVES

1. To know and understand the beginnings of social work in the medical setting and its development and current status.
2. To develop a holistic and integrated approach to social work in the field of health.
3. To develop deeper understanding of common physical diseases and health problems.
4. To understand the relation between environmental, socio-cultural and psychological factors in causation, treatment and prevention of diseases.

COURSE CONTENT

MODULE I: MEDICAL SOCIAL WORK (5 Hours)

Concept and historical development of Medical Social Work in India and in the West; need and scope of medical social work in hospital and community settings.

MODULE II: CONCEPTS OF HEALTH (5 Hours)

Concepts and definition of health, WHO definition, health care, approaches to health - preventive, promotive and remedial health; Health, hygiene, diseases, impairment, handicap, and disability, International classification of disability.

MODULE III: AREAS OF SOCIAL WORK PRACTICE (PART-1) (9 Hours)

a. Information about various illnesses

b. Psycho social problems and interventions

Major communicable diseases: tuberculosis, hepatitis, Dengue, H1N1, HIV/AIDS

Chronic non- communicable diseases: coronary heart diseases, hypertension, stroke, cancer, chronic blood disorders, renal problems, epilepsy, motor Neuron problem

MODULE IV: AREAS OF SOCIAL WORK PRACTICE (PART-II) (9 Hours)

a. Information about various illnesses

b. Psycho social problems and interventions

Accidents: burns crush injuries

Life Style disorders: Tobacco and alcohol consumption, obesity,

Nutritional disorders



MODULE V: CONSEQUENCES OF ILLNESS

(8 Hours)

Sick role and illness behavior, Psychosocial and socio-cultural factors affecting health and disease. Impact of the disease and disability on the patient and family. Problems of hospitalization and surgery for the patient and the family; Economic, emotional and social burdens. care givers burden, end of life issues.

MODULE VI: REHABILITATION

(9 Hours)

Concept, principles, process and planning of rehabilitation for different groups of disability. Medical rehabilitation, Nutritional rehabilitation, Vocational rehabilitation, Psycho Social Rehabilitation; Role of a social worker in Rehabilitation; Introduction to different types of therapy: physiotherapy, occupational therapy, speech therapy and recreational therapy. Networking with NGOs for follow up programs

MODULE VII: ROLE OF MEDICAL SOCIAL WORKER IN DIFFERENT SETTINGS

(7 Hours)

Medical social work in different settings: hospitals, in-patient and outpatient departments, emergency and crisis care, Path ways to care Hospice, Special clinics, prisons and community health settings; Communication skills for medical social workers in health field.

MODULE VIII: ORGANIZATION AND ADMINISTRATION

(8 Hours)

Organization and administration of medical social work department in hospitals;; Patients rights in health care. Teamwork and multidisciplinary approach to health care; problems encountered by medical social workers in the field; Health education; Emerging role of Medical Social Worker in Private Health Settings and Medical Insurance.

BOOKS FOR REFERENCES

1. Anderson, R. & Bury M. (Eds) (1988), Living with Chronic Illness -The Experience of Patients & Families, Unwin Hyman, London.
2. Bajpai, P. K. (Ed) (1997), Social Work Perspective on Health, Rawat Publications, New Delhi.
3. Bartlett, H. M. (1961), Social Work Practice in the Health Field, National Association of Social Workers, New York.
4. Crowley, M. F. (1967), A New Look at Nutrition, Pitman Medical Publishing.
5. Field, M. (1963), Patients are People - A Medico-Social Approach to Prolonged Illness, Columbia University Press, New York.
6. Goldstein, D. (1955), Expanding Horizons in Medical Social Work, The University of Chicago Press, Chicago.
7. Narasmihan, M. C. & Mukherjee A. K. (1987), Disability - A Continuing Challenge, Wiley Eastern Ltd., New Delhi.
8. Park, K. (2005), Preventive and Social Medicine, Banarsidas Bhanot Publishers, India.



BRANCH B: COMMUNITY DEVELOPMENT

COURSE TITLE: RURAL COMMUNITY DEVELOPMENT

COURSE CODE: MSW 343 B

INTRODUCTION

Seventy five percent of India's population lives in India's villages. It is imperative that people living in rural areas are given opportunities to participate in the developmental process and contribute to the Nation's progress. This paper will give necessary knowledge to work for the development of rural communities.

OBJECTIVES

1. To help students understand rural and tribal communities and their problems.
2. To know about and study critically the various government programmes implemented in the rural and tribal areas.
3. To understand the functioning of local self-government bodies (Pinhead, Municipal) and their contribution to development.
4. To know about the role of civil society and NGOs working for the upliftment of people in these areas.

MODULE I: INTRODUCTION TO COMMUNITY DEVELOPMENT (4 Hours)

Community: Concept and Definition, Community Development- Need and Process

MODULE II: CONCEPT OF RURAL COMMUNITY DEVELOPMENT (8 Hours)

Nature and Characteristics of Rural Community, Rural Community development – Definition, Concept, philosophy, objectives and Scope. Approaches to Rural Community Development, Principles of Rural Community Development.

MODULE III: HISTORY OF RURAL DEVELOPMENT IN INDIA AND LATEST MODELS (6 Hours)

Rural development experiences- Pioneering period (Sriniketan, Marthandam, Gurgaon), Second phase (Etawah, Nilokheri, and Firka projects), Launching period – post launching: Technical integration, administrative adaptation and Democratic Decentralization; Latest Models of Community development: China and Indonesia.

MODULE IV: COMMUNITY DEVELOPMENT ADMINISTRATION (6 Hours)

Organisation and administration of community development programmes at different levels- District, Block and Village; development programmes and their coordination at District, Block and Village level; Functions of BDO and other functionaries; Training for community development functionaries.

MODULE V: LAND AND WATER (6 Hours)

Systems of land tenure; land reform measures, land alienation; Water harvesting & water management, Soil conservation and Agri-livelihood programme.



MODULE VI: POVERTY GROUPS AND POVERTY ALLEVIATION PROGRAMMES (10 Hours)

Programmes for Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Class (OBC), women, youth and Children - Nehru Yuva Kendra (NYK), Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGA), Swarnajayanti Gram Swarozgar Yojana (SGSY), Provision of Urban Amenities in Rural Areas (PURA), Bharat Nirman Scheme (BNS), Pradhan Mantri Gram Sadak Yojana (PMGSY), Integrated Child Protection Scheme (ICPS), National Rural Health Mission (NRHM), Prime Minister's Rozgar Yojana (PMRY) – Objectives, strategies, organization and Administration

MODULE VII: SKILLS OF COMMUNITY DEVELOPMENT WORKER (6 Hours)

Identifying leaders, resource mobilization, activating and mobilizing people, organizing and working with groups, influencing, networking and facilitating, negotiating and cooperation

MODULE VIII: PANCHAYAT RAJ (8 Hours)

Panchayat Raj - Concept, role and functions of Panchayat Raj institutions, Democratic Decentralization with specific reference to 73rd constitutional amendment; The Karnataka State Panchayat Raj Act, Leadership in Panchayat Raj institutions, Critical Analysis of Panchayat Raj system in India

MODULE IX: ROLE OF VOLUNTARY AGENCIES (6 Hours)

Voluntary agencies in rural development- scope and approaches and programmes, Impact of NGOs in rural development; Role of NGOs in training and capacity building in rural communities, Case examples of intervention of NGOs.

BOOKS FOR REFERENCE

1. Brahmamanda et al (1987), Dimensions of Rural Development in India, Himalaya Publishing Work, Bombay.
2. Brager and Specht G (1969), Community Organizing, Columbia University School of Social work, New York.
3. Brar J. S. (1983), The Political Economy of Rural Development: Strategies for Poverty Alleviation, Allied Publishers Limited, New Delhi.
4. Chowdhry Paul D. (1978), New Partnership in Rural Development, M. N. Publishers, New Delhi.
5. Chaturvedi H R Mitra S K (1982), Citizen Participation in Rural Development, Oxford and IBH Publishing House, New Delhi.
6. Dak J. M. (1982), Social Inequalities and Rural Development, National Publishing House, New Delhi.
7. Hetne Bjorn (1982), Development Theory and the Third World – Ideas and action Vol. 149 No. 6:111-143.
8. Joshi. B. K. (ed) (1984), Alternative Development Strategies and the Indian Experience, Himalayan publishing house, Bombay.
9. Larian Jorge, (1989), Theories of Development, Blackwell Publishers, Cambridge.
10. Lourdu Swamy, Stan (1985), Peoples Liberation: Characteristics Parties, Movement and Peoples Struggle in India, Indian Social Institute, New Delhi.
11. Mehta S. R. (1984), Rural Development Policies and Programmes, Sage Publications Pvt Ltd., New Delhi.
12. Mishra S, N. and Sharma, K (1983), Problems and Prospectus of Rural Development in India.
13. Mahar U. R and Lal S. K. (1992), Rural Social Transformation, Rawat Publications, Jaipur.
14. Thurson E (1975), Castes & Tribes of Southern India, Cosmo Publications, New Delhi.



BRANCH C: HUMAN RESOURCE MANAGEMENT

COURSE TITLE: HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT

COURSE CODE: MSW 343 C

INTRODUCTION

To have a sound footing in human resource practice, the introduction of Human resource management and development is very essential. Human resource management and development is a core paper for a HR student whereby he or she learns the technicality of HR subjects. In this paper the students are made to learn the basic concepts of HR, the action area and special importance is given to Human resource development and into core training aspects.

OBJECTIVES

1. To introduce the students to the basic concepts of human resource management/ development.
2. To introduce the students to the evolution of the Human Resource Management / Development and its significant growth.
3. To help students learn the Action area of Human Resource Management/ Development which will help them to function effectively in industries as HR Development Manager.
4. The students need to learn about HR, Planning & Career Development Concept.
5. To make students to understand and learn the importance of training and development.
6. The students need to learn the special training methods and techniques.
7. The students need to learn the role of motivation in training.

COURSE CONTENT

Module I: Personnel Management & Human Resource Management (5 hours)

Growth of Personnel Management-Development of Personnel Management- philosophy of Personnel Management- Factors influencing HRM-Professionalism in Personnel Management- Code of ethics-stages of change-Human Resource Management-components of HRM-HRM approach- HRM in the Indian context-Status of HRM- Future of HRM.

Module II:Organisation. (5 hours)

Nature of 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- span of management or span of control.



Module III: HR Planning

(12 hours)

Human Resource Planning-definition-need for HR planning- benefits-process of planning-short range analysis-long range analysis- Job analysis- contents of job analysis-steps & techniques of job analysis- job description- developing job descriptions- advantages in job description- use of job descriptions.

Manpower Planning Practices; Manpower Planning Models; Career and succession Planning; Personal Inventory and Audit; Controlling Manpower Costs; Manpower Information System; Use of computer in Manpower Planning; Linking training with Manpower Planning; Competency Mapping; Manpower Redeployment

Module IV: Recruitment, selection and retention

(7 hours)

Recruitment- recruitment policy- forecast of manpower requirements-sources of recruitment-internal & external- methods /techniques of recruitment-recruitment programme- selection procedure-psychological tests- types of psychological tests-advantages-interviews- types of interviews- techniques in conducting interviews-qualities of interviewer-Induction- objectives of induction-induction programme- feedback.

Module V: Job Evaluation

(8 hours)

Definition of Job Evaluation- Objectives of Job Evaluation-principles of Job Evaluation-advantages of Job Evaluation-methods of Job Evaluation- Ranking Method-Classification Method-Factor Comparison Method- Point Rating Method.- use of Job Evaluation in Grade Fixation, Wage Groups.

Module VI: Wages and salary administration

(6 hours)

Wage structure- wage fixation- flat rate, merit rate- wage payment policies- wage payment systems- wage incentives-Executive Compensation plans- basic payment-fringe benefits & perks- retirement benefits- cafeteria fringe benefits- Intrinsic rewards- Extrinsic rewards.

Module VII: Performance Appraisal.

(7 hours)

Performance Appraisal- Objectives of Performance Appraisal- Organizational uses of Performance Appraisal-Methods of Appraisal-Graphic Scale method-Ranking method-Paired Comparison method-Critical incident method-Confidential method-Essay method-BARs-Management by Objectives (MBO), 360 degree Performance Appraisal- Balanced Score Card-Self Appraisal-Computer Performance Appraisals- Emerging trends- Team Based appraisal-latest trends from journals, newspapers, magazine- group discussions-Edward Deming on Performance Appraisal.

Module VIII : Human Resource Development.

(6hours)

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.

Module IX: Executive Development.

(2hours)

Managerial Functions- Knowledge and skills of Managers-Purpose and Objective of Management Development- Components or ingredients of Management Development

Module X: International HRM.

(2 hours)

International Human Resource Management- Nature of IHRM- approaches to IHRM- differences between domestic HRM and IHRM

Human Development for overall productivity and growth of GNP.

BOOKS FOR REFERENCE:

1. Abraham E (1983), Alternative approaches and strategies of Human Resources Development (Jaipur: Rawat Publication)
2. Aswathappa K (2001), Human Resource & Personal Management (Text & Cases) Tata McGraw Hill Publishing Company Limited, New Delhi.
3. Gopal R. Jaya (1980), Human Resources Development Conceptual Analysis & Strategies.
4. Mamoria C.B. & Gankar S.V. (2002), Personal Management (Text & Cases).
5. Michael VP (1998), Human Resources Management & Human Relations, Himalaya Publishing House, New Delhi.
6. Rao T.V. & Pereira D.F., Recent Experience in Human Resource Development, Oxford & IBM Publishing Co, New Delhi.
7. Rudrabasavaraj MN (1988), Cases in Human Resource Management, Himalaya Publishing House, New Delhi.
8. Sheikh A.M. (2003), Human Resource Development & Management, S. Chand & Company, New Delhi.
9. Subba Rao (2000), Personal & Human Resource Management, Himalaya Publishing House, New Delhi.

JOURNALS

1. Personnel Today, National institute of Personal Management
2. Human Capital, HR Consultancy, New Delhi
3. HR News, HR Premier, Bangalore



MSW 344 SPECIALIZATION A / B / C

BRANCH A: CLINICAL SOCIAL WORK

COURSE TITLE: PSYCHIATRIC SOCIAL WORK

COURSE CODE: MSW 344 A

INTRODUCTION

In the modern fast moving world, increased stress is leading to different types of mental illness among people of all age groups. Thus it becomes important for a Social worker specializing in Medical and Psychiatric social work to have a good knowledge of these illnesses and its preventive aspects. This paper will introduce to the learner the emergence of the field of Psychiatric social work, the various mental disorders and its management and the different settings for practice. The paper will also focus on the legal aspects related to the field.

OBJECTIVES

1. To know and understand the beginnings of social work in the psychiatric setting and its development and current status.
2. To understand the concept of mental health and acquire knowledge about mental disorders.
3. To develop the skills in identifying mental disorders in various health settings and in the community and to understand the characteristics of positive mental health.
4. To acquire knowledge of various treatment approaches and the skill to apply the same to meet the mental health needs of people.

COURSE CONTENT

MODULE I: PSYCHIATRIC SOCIAL WORK

(4 Hours)

Psychiatric social work, concept, definition, history and scope in India and in the West; changing perspectives of Psychiatric social work; changing trends in mental health care; An overview of mental health and well-being in India; magnitude of mental health problems; Stress, coping with stress and crisis; use of internal and external resources in coping.

MODULE II: PSYCHIATRIC ASSESSMENT

(4 Hours)

Psychiatric assessment - history taking and Mental Status Examination; Psychosocial and multidimensional assessment of mental disorders

MODULE III: MENTAL AND BEHAVIOURAL DISORDERS (ICD 10) – I (14 Hours)

Organic mental disorders; Mental and behavioural disorders due to psychoactive substance use; Schizophrenia, schizotypal and delusional disorders; Mood [affective] disorders; Neurotic, stress-related and somatoform disorders

MODULE IV: MENTAL AND BEHAVIOURAL DISORDERS (ICD 10) – II (12 Hours)

Behavioural syndromes associated with physiological disturbances and physical factors; Disorders of adult personality and behaviour; Mental retardation; Disorders of psychological development; Behavioural and emotional disorders with onset usually occurring in childhood and adolescence



MODULE V: MANAGEMENT OF PSYCHIATRIC ILLNESS (10 Hours)

Treatment intervention: Family counselling, Psycho-education, ECT, psychodrama, therapeutic community, day hospital, halfway homes, occupational therapy, vocational therapy and recreational therapy and indigenous approaches to treatment of mentally ill; psychosocial and behavioral approaches and techniques in social work intervention.

MODULE VI: PSYCHIATRIC SOCIAL WORK SETTINGS (8 Hours)

Role of psychiatric social worker in mental health setting: hospitals, de-addiction centers, crisis intervention, rape victims, HIV/AIDS patients and non-psychiatric settings like CGC and schools and non-institutional (community based) settings and in Rehabilitation; multidisciplinary approach to treatment of mentally ill. Home for the aged, Family therapy

MODULE VII: POLICIES AND LEGISLATIONS (5 Hours)

National Mental Health Programme, 1982; Mental Health Act, 1987; Rehabilitation Council of India Act, 1992; People With Disabilities Act, 1995

MODULE VIII: RESEARCH AND ADVOCACY (3 Hours)

Qualitative and action research on mental health issues, monitoring and evaluation programmes.

MODULE IX: PREVENTIVE AND PROMOTIVE STRATEGIES

Life skill education, Premarital counseling, Parenting skills, Marital enrichment, suicide prevention, Family life education

BOOKS FOR REFERENCES

1. Aboud, Frances E. (1998), Health Psychology in Global Perspective, Sage Publications, USA.
2. Ahuja, Neraj (2002), A Short Textbook of Psychiatry, Jaypee Brothers Medical Publishers (P) Ltd, New Delhi.
3. American Psychiatric Association (1994), Diagnostic Criterion from DSM-IV, American Psychiatric Association, Washington DC.
4. Anderson, R. & Bury M. (Eds) (1988), Living with Chronic Illness -The Experience of Patients & Families, Unwin Hyman London
5. Bajpai, P. K. (Ed) (1997), Social Work Perspective on Health, Rawat Publications, New Delhi.
6. Bartlett, H. M. (1961), Social Work Practice in the Health Field, National Association of Social Workers, New York.
7. Bentley, Kia .J. (2002), Social Work Practice in Mental Health: Contemporary Roles, Tasks and Techniques, Brooks/ Cole, USA.
8. Carson, Butcher & Mineka (2004), Abnormal Psychology and Modern Life, Pearson Education, India.
9. DGHS (1990), National Mental Health Programme for India – Progress report, DGHS, New Delhi.
10. Etherington, Kim (Ed) (2001), Counsellors in Health Settings, Jessica Kingsley Publishers, London.
11. Kaplan, H.L., Freedman A.M. & Saddock B.J. (1980), Comprehensive Textbook of Psychiatry, Volume 1, 2 & 3, Williams & Wilkins, Baltimore/ London.
12. Kappur, N. Sheppard, Ralph & Renate (Eds) (1993), Child Mental Health – Proceedings of Indo-US Symposium, NIMHANS & ADAMHA.
13. World Health Organization (1992), the ICD-10 Classification of Mental and Behavioral Disorders, Clinical Description and Diagnostic Guidelines, Oxford University Press.



BRANCH B: COMMUNITY DEVELOPMENT

COURSE TITLE: URBAN COMMUNITY DEVELOPMENT

COURSE CODE: MSW 344 B

INTRODUCTION

Urban areas are the centers for economic growth and cultural activities. Yet major problems have emerged due to overcrowding, large volumes of waste and crime. This paper explains the problems faced by the urban community in India and other countries. The student is familiarized with programmes and projects for the development of urban dwellers.

OBJECTIVES

1. To know the working in urban community come to know the origin and proliferation of cities and towns.
2. To familiarize the students with problems of urban families and individuals settling in these areas.
3. To analyze the policy projects and organization's contribution for urban development.
4. To give an opportunity to learners to evaluate the urban development projects.
5. One more objective is to equip students to prepare a model urban community plan.

COURSE CONTENT

MODULE I: URBANISATION

(5 Hours)

Concept of urban, urban community development, principles of urban community development, Theories of Urbanization, types of urban centres, urban centres development in the new millennium.

MODULE II: URBAN DEVELOPMENT AND SETTLEMENT PATTERN (7 Hours)

Urban growth and development in underdeveloped, developing and developed countries. Ecological factors in migration to urban areas, land use pattern in cities and towns, Twin cities.

MODULE III: PLANNED DEVELOPMENT IN URBAN REGIONS

(8 Hours)

Five-year plans and urban development, Introduction to Metropolitan development authorities, Welfare programmes for urban dwellers.

MODULE IV: URBAN COMMUNITY WORK

(9 Hours)

Slum dwellers dilemma, need for Slum improvement, Community centres and their activities.



MODULE V: MODELS OF URBAN DEVELOPMENT IN INDIA (7 Hours)

Urban Development innovative models - Delhi Development Authority and its contribution for urban poor, Bangalore Development Authority, Chennai Metropolitan Development Authority, Ahmedabad Private- Public partnership

MODULE VI: LOCAL AUTHORITIES AND URBAN DEVELOPMENT (7 Hours)

74th Constitutional Amendment Act, Statutory provisions, Karnataka Nagarapalika Act, Slum Improvement and Clearance Board – their functions, financial aspect of development work.

MODULE VII: URBAN POVERTY (6 Hours)

Eradication programmes, alternative strategies with specific reference to Karnataka, Role of NGO's in poverty eradication, natural resource management, women's empowerment, education, health, sanitation and waste management etc; trends in poverty alleviation programmes – Jawaharlal Nehru National Urban Renewal Mission (JNURM)

MODULE VIII: PLANNED CITY (10 Hours)

Interdependence of cities and satellite towns, critical analysis on the need for more satellite towns. Project plan for an ideal town, city and satellite town. Infrastructure development and problems.

BOOKS FOR REFERENCE:

1. Ansari, A.S. (2000), Urban Renewal and Development, Rawat Publications, Jaipur.
2. Gupta, K.R., (2004, 2005) Urban Development Debates in the New Millennium.
3. Goel, S.L. and Dhaliwal, S.S. (2004), Slum improvement through participatory urban - based community structures, deep and deep publications, New Delhi.
4. Jose, M and others (2003), Development Induced displacement, Rawat Publications, Jaipur.
5. Mittal, A.C. (2001), Planning for Urban and Economic Development, Vol I and II, Mittal Publication.
6. Sharma, R.K. (2004), Urban Sociology, Atlantic Publishers.
7. Sharma, R.N. and Sita, K. (2001), Issues in Urban Development, Rawat Publications.

JOURNALS FOR REFERENCE:

1. Indian Journal Social Work Tata Institute of Social Sciences, Deonar Bombay
2. Yojna, Planning Commission, New Delhi
3. Social Welfare, Central Social Welfare Board, New Delhi



BRANCH C: HUMAN RESOURCE MANAGEMENT

COURSE TITLE: LABOUR LEGISLATIONS

COURSE CODE: MSW 344 C

INTRODUCTION

To have an effective human resource practice, the knowledge of Labour legislation is an indispensable part. Especially in the Indian scenario, the labour welfare and security is paramount in industrial relations solutions. Thus to enable the students to have a good base in Labour law, this paper focuses on various Labour legislations, dispute solving machineries and judicial setup.

OBJECTIVES

1. To make students know the development and the judicial setup of Labour law.
2. To make students learn the salient features of welfare and wage legislation.
3. To make students integrate the knowledge of Labour law in General HRD Practice.
4. To help students learn the laws relating to Industrial Relations, Social Security, Employment exchange and trainees.
5. The students need to know the enquiry procedural and industrial discipline.

COURSE CONTENT

Module I : Labour Legislations in India. (5 hours)

History & Development of Labour Legislations in India and their Socio economic Environment-- Labour in Indian Constitution.

Module II: Regulatory Laws. (15 hours)

Laws relating to working conditions – Factories Act, Shops & Establishment Act, Contract Labor (Abolition & Regulation) Act, The Plantations Act- the Indian Mines Act- the Motor Transport Act.

Module III: Wages & Bonus (6 hours)

Laws relating to Wages-The Minimum Wages Act- The Payment of Wages Act-Equal Remuneration Act-Payment of Bonus Act.

Module IV: Social Security (10 hours)

Laws relating to Social Security- Employees Provident Fund Act- Employees State Insurance Act-Workmen's Compensation Act-Payment of Gratuity Act-Maternity Benefit Act.



Module V: Employment & service conditions

(12 hours)

Laws relating to employment, service conditions, Employee Relations- The Industrial Disputes Act- Trade Unions Act- Industrial Employment (Standing Orders) Act.

Module VI: Grievances

(5 hours)

Grievance- Causes / sources of Grievances- Grievance procedure- A model Grievance Procedure- Grievance redressal machineries- Gender sensitivity - Sexual Harassment at Work places- preventive steps-procedures in dealing with the Complaints- Employer's responsibility

Module VII: Discipline

(7 hours)

Legal Approach for disciplinary actions- Certified Standing Orders- Misconduct- Domestic Enquiry- procedures – Punishments- Jurisdiction of Labour Courts and Industrial Tribunals in interfering with the orders of the employer.

BOOKS FOR REFERENCE:

1. Garg, K.C.; Sharma, Mukesh; Sareen, V.K. (2002) Commercial And Labour Laws, Kalyani publishers, Ludhiana.
2. Kumar H.L., Practical Guide to Labour Management, Universal Law Publishing.
3. Kumar H.L., Practical Guide to Contract Labour - Regulation & Abolition Act & Rules, Universal Law Publishing.
4. Malik, Labour Laws, Allahabad Law Agency, Allahabad.
5. Mathur .A.S (1968) Labour Policy and Industrial Relations in India, Ram Prasad, Agra.
6. Reshma Arora, Labour Law, Himalaya Publication House
7. Singh, Avtar (2002) Introduction to Labour & Industrial Law.

JOURNALS

1. Indian Labour Law Journal
2. NIPM – Personnel Today



IV SEMESTER

COURSE TITLE: SOCIAL POLICY AND SOCIAL LEGISLATION

COURSE CODE: MSW 431

INTRODUCTION

Social workers need to understand the larger socio political context in which they practice. This paper will introduce the to the learner how policy is the link between constitutional principles, plans, legislative action and executive actions. The second part of the paper will improve the legal knowledge of the learner, which will help him or her become a better practitioner.

OBJECTIVES

1. To help students gain knowledge of policy analysis and the policy formulation process.
2. To acquire skills in critical analysis of social policies and development plans.
3. To study social policies plans and programmes so as to be able to interpret enforce and challenge them.
4. To develop an understanding of social policy in the perspective of national goals as stated in the Constitution particularly with reference to Fundamental Rights and the Directive Principles of State Policy.
5. To examine application and litigation machinery.

COURSE CONTENT

MODULE I: SOCIAL POLICY AND CONSTITUTION

(6 Hours)

Concepts of social policy, social planning, social services and social welfare policy and its sources, Social Policy and development, Role of ideology, introduction to constitution, preamble, fundamental rights, duties and directive principles of state policy

MODULE II: OVERVIEW OF THE PROCESS OF SOCIAL POLICY MAKING IN INDIA

(5 Hours)

Approaches to social policy, models of social policy, Steps in policy making, Agencies involved in Policy Making.

MODULE III: PLANNING IN INDIA

(5 Hours)

The machinery and process of social planning in India and the implementation of social planning at various levels, Monitoring and evaluation of planning, the problems of co ordination and centralization, the need for decentralization, Panchayat Raj, People's participation.

MODULE IV: DIFFERENT SECTORAL POLICIES AND PROGRAMMES (8 Hours)

A brief review of the national policies related to Education, Health, Housing, Population, Family welfare, weaker sections and Minorities.

MODULE V: ROLE OF SOCIAL WORKER IN POLICY FORMULATION (2 Hours)

Role of Social worker in the policy formulation, planning and implementation process



MODULE VI: INTRODUCTION TO SOCIAL LEGISLATION (4 Hours)

Origin and modern concept of welfare state; social justice; concepts and characteristics, Importance of human rights and role of judiciary, legal aid, social movements, Public Interest Litigation (PIL), voluntary action in protecting human rights.

MODULE VII: PERSONAL LAWS (12 Hours)

Hindu, Mohammedan and Christian personal laws related to Marriage, Divorce, Adoption and Succession, Special Marriage Act of 1954

MODULE VIII: LEGISLATION RELATED TO CHILDREN (6 Hours)

Juvenile Justice (Care and Protection) Act, 2000 and amendment in 2006; Child Labour (abolition and regulation) Act, 1986; Prohibition of Child Marriage Act 2006; Right to Education Act-2009; National Commission for Protection of Child Rights (NCPCR) 2005.

MODULE IX: LEGISLATION RELATED TO SOCIAL PROBLEMS (12 Hours)

Dowry (Prohibition Act) 1961; People With Disabilities (equal opportunities, protection of rights and full participation) act 1995; Immoral traffic Prevention Act (1956); Medical termination of pregnancy act 1971(MTP) and Amendment 2002; The pre-natal diagnostic techniques (regulation and prevention of misuse) Act 1994(PNDT); The scheduled Castes and the Scheduled Tribes (prevention of atrocities) act 1989, The Protection Of Women From Domestic Violence Act, 2005 and Visaka judgments regarding sexual harassment in workplace; The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; Right to Information Act 2005; The Mahatma Gandhi National Rural Employment Guarantee Act 2005 (MGNREGA); The National Commission for Women Act 1990; National Policy for the Empowerment of Women(2001), The Maintenance and Welfare of Parents and Senior Citizens Act, 2007.

BOOKS FOR REFERENCE:

1. Bynes T. J. (1994), The State and Development Planning in India, Oxford University Press, New Delhi.
2. Chakraborty S. (1987), Development Planning for Indian Experience, Oxford Press, New Delhi.
3. Dubey. K.N (1990), Planning and Development in India, Ashish Publishing House, New Delhi.
4. Gangrade, K.D., Social Legislation in India-Vol. I & II.
5. Gokhale, S.D., (Ed) Social Welfare, Legend & Legacy.
6. Government of India, The Constitution of India.
7. Hill and Bramley Blackwell (1986) Analyzing Social Policy, Basic Oxford.
8. Marshall T. H., Social Policy in the Twentieth Century, Hutchinson University Library, London.
9. Ponsioen J. A. (ED) (1962), Social Welfare Policy, Monoton & Co., Hague.
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COURSE TITLE: SOCIAL WELFARE ADMINISTRATION
COURSE CODE: MSW 432

INTRODUCTION

The practice of the methods of social work cannot be separated from the organizations where it is practiced. Social welfare organizations are now emphasizing the need for professional management in order to achieve their objectives. The course aims to develop management competencies to function in organizations, participate as a team member and understand the role of a social work programmes' manager.

OBJECTIVES

1. The students learn the administrative structure and function of organizations rendering social work.
2. The procedure of imitating and obtaining statutory recognition for social work organizations in India is familiarized through this paper.
3. The preparation of budget, maintenance of records required will be practiced by studying his paper.
4. Laws governing social issues and institutions will be clarified. Knowledge of these laws is essential for the practice of professional social work.

COURSE CONTENT

MODULE I: SOCIAL WELFARE ADMINISTRATION (5 hours)

Definition of Social Welfare, Definition of Administration, Scope of welfare Administration, inter relations with economic and political development.

MODULE II: EMERGENCE OF DEVELOPMENT ADMINISTRATION (6 hours)

Administration of Integrated Child Development Services (ICDS) Scheme, Directorate of welfare of Disabled and Senior Citizens, National Literacy Mission, Administration of health care systems, administration of programmes for women.

MODULE III: PRINCIPLES OF ADMINISTRATION (6 hours)

Planning, Organising, staffing, Directing, Coordinating, Reporting, budgeting; Leadership and Public Relation; communication, Monitoring

MODULE IV: PARTNERSHIP APPROACHES (4 hours)

Partnership approaches in administration, convergence and networking with Non Governmental Organizations and Community Based Organization, Methods, Approach and Issues.

MODULE V: SOCIAL SERVICE ORGANIZATIONS (12 hours)

Social Welfare Organization: Characteristics like size, nature, types, philosophy, approaches and methods, status image and general socio political environment impact; Central 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).



MODULE VI: PROJECT DESIGN AND MANAGEMENT FOR SOCIAL WELFARE ORGANISATIONS (15 hours)

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.

MODULE VII: PEOPLE'S PARTICIPATION IN DEVELOPMENT (6 hours)

Awareness building and education, Human Rights issues dealing with communities, Levels of Participation, Principles and strategies for enhancing participation

MODULE VIII: CAPACITY BUILDING (6 hours)

Basic knowledge in budget and importance of accounts and audit for effective intervention; E-governance, the advantages of transparency Act, Case Examples of people utilizing Right to Information Act.

BOOKS FOR REFERENCE

1. Barnard, C.I. (1938), The Functions of the Executives, Harvard University Press, Boston.
2. Chowdhury Paul D. (1983), Social Welfare Administration, Atmaram & Sons, New Delhi.
3. Elwood, Street, A Handbook of Social Agency Administration, Harper & Brothers, New York.
4. Goel, SL & Jain, R.K, Social Welfare Administration Vol. I & II, Deep and Deep Publications, New Delhi.
5. Government of India Report of the Director General for Weaker sections.
6. Gupta N. S. (1979), Principles & Practice of Management, Light & Life publications, New Delhi.
7. Hachette, H.W. (1946), Dynamics of Social Agency Administration, Family Services Association of America, New York.
8. India International Proceedings of the Seminar on Social Administration in Developing Countries.
9. Indian Council of Social Welfare (1964), Problems of Administration of Social Welfare Agencies - Seminar report, India International Centre.
10. Jaganathan .V (1978), Administration & Social Change, Uppal Publishing House, New Delhi.
11. Jagannadham, V, Social Welfare Organisation, Indian Institute of Public Administration, New Delhi.
12. Kulkarni P.D (1965), Social Policy in India, TISS, Bombay.
13. Kulkarni P.D (1979), Social Policy and Social Development, ASSWI, Madras.
14. Mishra Ramesh (1987), Society & Social Policy, McMillan Educational Ltd., London.
15. Prasad, Rajeshwar (1982), Social Administration - Shree Publishing House, Delhi.
16. Sankaran & Rodriguez (1983), Handbook for the Management of Voluntary Organizations.
17. Weiner M. (1982), Human Service Management, The Dorsey Press, Illinois.



MSW 443 SPECIALIZATION A / B / C

BRANCH A: CLINICAL SOCIAL WORK

COURSE TITLE: COMMUNITY HEALTH

COURSE CODE: MSW 443 A

INTRODUCTION

The paper on Community Health will help students understand the health problems and health needs of the Indian people. The paper will introduce the students to the concept of public health and community health care in India. The students will also be introduced to the key health policies, programmes and legislations and to the role of social worker in different settings.

OBJECTIVES

1. To develop an understanding of the health care system in India, health policies and legislative provisions relating to health.
2. To develop an understanding of the existing programmes and services at local, national and international levels.
3. To facilitate an understanding of key health issues, current debates, priority thrusts, programmes in health sector.
4. To develop skill in programme planning and education for different target groups about handling of health problems.
5. To develop a critical understanding and appreciation of the role of social worker in the emerging health sector in the country and the challenges involved.

COURSE CONTENT

MODULE I: CONCEPT OF PUBLIC HEALTH

(6 Hours)

Public Health – concept and development in India; Public health as distinct from Preventive medicine, Community health, Social medicine and Community medicine, women's health, child health and health of the aged.

MODULE II: COMMUNITY HEALTH CARE

(6 Hours)

Community health Care – changing concepts; Preventive, promotive and remedial approaches to Community health; Levels of health care; elements and principles of Primary health care; Health care delivery; Health status and health problems; Health information: components, uses and sources; vital statistics and patterns of morbidity and morbidity rates in India.

MODULE III: HEALTH CARE SYSTEMS IN INDIA

(8 Hours)

Organization and administration of health care at the national, state, district and village level; Health planning in India, health committees and priority accorded to health sector in five year plans; Health care systems – Public, Private, Voluntary and Indigenous systems and the role of these systems in health delivery.



MODULE IV: FACTORS AFFECTING HEALTH AND HEALTH CARE (6 Hours)

Role of micro level factors (poverty, gender discrimination, lack of education, malnutrition, environment and cultural practices) and macro level issues (availability of health care facilities, water, sanitation, nutrition, environmental pollution, hazards at the workplace, lack of effective health service delivery); Challenges of health delivery - primary vs. tertiary, rural vs. urban, provision of trained personnel

MODULE V: HEALTH LEGISLATIONS AND POLICIES (8 Hours)

National Health Policy, 2002; ESI Act (Amendment), 1975 (Employees State Insurance); Medical Termination of Pregnancy Act, 1971; People with Disabilities and Equal Opportunities Act, 1995; Pre-Natal Diagnostic Test Act, 1994

MODULE VI: HEALTH PROGRAMMES IN INDIA (8 Hours)

The national programmes on disease control, education and eradication: National Malaria Control Programme (NMCP), National Filaria Control Programme (NFCP), National Leprosy Eradication programme (NLEP), National Tuberculosis Programme (NTP), National AIDS Control Programme (NACP), Disability Disease Control (DDC), Universal Immunization programme (UIP), iodine Deficiency Disorder Programme (IDDP), National Emergency NEMP, National Cancer Control Programme (NCCP), National Disease Control programme (NDCP), National Rural Health Mission (NRHM), Reproductive and Child Health Programme, National Family Welfare Programme, Minimum Needs Programme, 20-Point Programme.

MODULE VII: ROLE OF THE SOCIAL WORKER (6 Hours)

The roles played by the social worker in the Community settings, at the micro and macro level; in policy analysis, advocacy, and lobbying and policy reform; in implementation and evaluation of large-scale health programmes.

MODULE VIII: INTERNATIONAL HEALTH (5 Hours)

World Health Organization – objectives, structure and broad areas of work; United Nations International Children's Emergency Fund (UNICEF), United Nations development programme (UNDP); **United Nations Fund for Population Activities** (UNFPA); Food and Agriculture Organization (FAO); International Labour Organization (ILO) and World Bank.

MODULE IX: DISASTER MANAGEMENT (7 Hours)

Disaster, risk, hazard; definition and types: natural and manmade; Disaster management: response, preparedness and mitigation; Economic, social and emotional vulnerability to disaster; Disaster impact and response: search, rescue and first aid, relief, recovery, restoration, resource mobilization; Post-disaster - rehabilitation, mitigation and management of negative effects; Salient Features of National Disaster Management Policy.



BOOKS FOR REFERENCE:

1. Bannerji, Debabar (1984), Health services development in India, Centre of Social Medicine and Community Health, School of Social Sciences, Jawaharlal Nehru University, New Delhi.
2. Barnett, Andrew (1977), An introduction to the Health Planning and Budgeting Systems in India (Discussion paper - Institute of Development Studies, Institute of Development Studies at the University of Sussex.
3. Chen, Lincoln C. et al (1996), Health, Poverty & Development in India, Oxford University Press.
4. Gulhati, Kaval; Ajay Mehra, Janaki Rajan, Ravi Gulhati (Eds), Strengthening Voluntary Action in India: Health- Family Planning, the Environment and Women's Development, Centre for Policy Research.
5. Measham. R. Anthony, (1996), India's Family Welfare Program: Moving to a Reproductive and Child Health Approach: Directions in Development, World Bank Publications, Washington.
6. Misra, Rajiv; Rachael Chatterji & Sujatha Rao (Eds) (2003), India Health Report, Oxford University Press.
7. Murthy R. Srinivasa (2000), Development of Mental Health Care in India, 1947-1995 (Health policy series), Voluntary Health Association of India.
8. Narayanan K.V. (1997), Health and development: Intersectoral linkages in India, Rawat Publications, Delhi.
9. Sahni, Ashok (1990), Community participation in Health and Family Welfare: Innovative experiences in India: a Guide for Health Administrators and Professionals for Community Health and Development, Indian Society of Health Administrators.
10. WHO (1984), Intersectoral Linkages and Health Development: Case Studies in India (Kerala State), Jamaica, Norway, Sri Lanka, and Thailand, World Health Organisation.
11. World Bank, (1996), Improving Women's Health in India: Development in Practice, World Bank, Washington D.C.
12. Yazbeck S. Abdo, Adam Wagstaff, G. N. V. Ramana, Lant H. Pritchett, Rashmi R. Sharma, David H. Peters (Eds), Better Health Systems for India's Poor: Findings, Analysis, and Options (Health, Nutrition, and Population Series).



BRANCH B: COMMUNITY DEVELOPMENT

COURSE TITLE: DISASTER MANAGEMENT

COURSE CODE: MSW 443 B

INTRODUCTION

Disasters, man made and natural is striking the world at regular intervals causing enormous damage to human lives and property. Governments and international agencies are also increasingly recognizing that a multi-disciplinary approach at different levels is needed to respond to the situation. Social workers play an important part in the whole process and they need to be aware about the various facets regarding disaster management. This paper will fulfill that need.

OBJECTIVES

1. To help students understand the ecosystem equilibrium and disequilibrium.
2. To develop skills to analyze factors contributing to disaster.
3. To develop an understanding of the process of disaster-management.
4. To develop skills to participate in disaster management.
5. To develop an understanding of the social worker's role in the team for disaster management.

COURSE CONTENT

MODULE I: UNDERSTANDING DISASTERS (6 hours)

Disaster and Development: Content and Definition, Understanding disasters, the underlying causes, dynamic pressures and the impact of disasters – physical, economic, social and emotional, vulnerability and response to disaster.

MODULE II: DISASTER CLASSIFICATION / TYPES (6 hours)

Classification / Types: Disaster, risk, hazard; Indicators for Disaster Classification and National Disaster; Natural - famine, drought, floods/storms, cyclones, earthquakes; Manmade - riots, biological warfare, industrial, militancy insurgency, eviction.

MODULE III: IMPACT OF DISASTER ON INDIVIDUAL AND SOCIETY (6 hours)

Physical, economical and psychosocial effects on individual, families, groups, communities and nations. Impact on vulnerable populations like women, children, handicapped, aged and tribal.

MODULE IV: INTRODUCTION TO DISASTER MANAGEMENT (8 hours)

Principles of disaster management, Pre-disaster - prevention, preparation, education, preparedness; Actual disaster - short term plan, long term plan, stress and trauma, search, relief, recovery, restoration, resource mobilization; Post-disaster - rehabilitation, mitigation and management of negative effects; Psychosocial support and need for community volunteers.

MODULE V: ADMINISTRATIVE ORGANIZATIONS AND MANAGEMENT (6 hours)

Administrative Organizations and Management, Organizational structure for disaster management, National Disaster Management Act, 2005, National Disaster Management



Authority-Roles and Functions, State Disaster Management Authority- Roles and Functions, District Disaster Management Authority- Roles and Functions. Local institutions and their functions, Health management of Human beings and animals – Health care delivery during disaster.

MODULE VI: INTERVENING PARTIES (8 hours)

Government organization, voluntary organization, international organization, local institutions, community participation, volunteers, social workers, need for capacity building

MODULE VII: ROLE OF COMMUNITY IN DISASTER MANAGEMENT (8hours)

Organizing village disaster management committees and village task force, Inventory of resources for countering disasters, Maintenance and operation of village warning systems, Formulating village level disaster management plans and their integration with developmental plans, Emergency support functions (ESFs) and their coordination mechanism, Field level coordination with various government and Non Governmental Organizations (NGO's), Community Participation at various stages of Disaster management.

MODULE VIII: ROLE OF SOCIAL WORKER IN DISASTER MANAGEMENT (6 hours)

Roles of Social Worker in different phases of disaster management- Pre disaster and prevention, actual disaster, rehabilitation; skills required for performing these roles. Trainer, capacity builder, counselor, evaluator and researcher.

MODULE IX: DISASTER MANAGEMENT – CASE STUDIES (6 hours)

Rehabilitation – Earthquake in Gujarat – A case study of Kutch; Rehabilitation of Gujarat Areas affected by earthquake; Drought Monitoring System – Karnataka State's lead; People's participation in Disaster Management with special reference to flood management in Shiralik region.

BOOKS FOR REFERENCE:

1. Birnbaum, F. Coplon, J., and Scharff, T. (1973), Crisis Intervention after a Natural Disaster, Social Case Work, Volume. 54, No.9, 545 - 551.
2. Blaufard, H. and Levine, J. (1972), Crisis Intervention in an Earthquake, Social Work, Volume 17, No.4, 16-19.
3. Brahme, S. and Gole, P. (1967), Deluge in Poona, Asia Publishing House, Poona.
4. Chen, L. (1973), Disaster in Bangladesh: Health Crisis In a Developing Nation, Oxford University Press, New York.
5. Gangrade. K.D. and Dhadde, S. (1973), Challenge and Response, Rachna Publications, Delhi.
6. Grossman, L. (1973), Train Crash: Social Work and Disaster Services, Social Work, Volume 18, No.5. 38 - 44.
7. Hoff, A. (1978), People in Crisis: Understanding and Helping, Addison Wesley Publishing Company, California.
8. Joint Assistant Centre (1980), Natural Disaster, Adhyatma Sadhana Kendra, New Delhi.
9. Lindomann. E. (1944), Symptomology and Management of Acute Grief, American Journal of Psychiatry, Volume 101, 141 - 148.
10. Shader and Schwartz (1996), Management of Reaction to Disaster, Social Work, Volume 11, No.2, 99 - 104.
11. Sills, D. (ed.), International Encyclopedia of Social Science, Volume 4, 202 – 208, The Macmillan Company and the Free Press, U.S.A.
12. Siporin, M. (1966), The Experience of Aiding the Victims of Hurricane 'Betsy', Social Service Review. Volume 10.



BRANCH C: HUMAN RESOURCE MANAGEMENT

COURSE TITLE: EMPLOYEE RELATION AND LABOUR WELFARE

COURSE CODE: MSW 443 C

INTRODUCTION

Employee relation and Labour welfare is an integral and comprehensive part of Human resource management department. Employee relation is an inevitable subject to an HR student and the Labour welfare is the base for employee relation and better human resource practices. In this paper students learn about the objective, methods and techniques to maintain Industrial peace and smooth relation. Along with this, the students learn various components of Labour welfare.

OBJECTIVES

1. To introduce the students to the basic concepts of employee relations like factors, conditions & characteristics of employee relationship especially in Indian context.
2. To help students learn grievance & discipline procedures to better understand employee relation.
3. To help students learn about the workers participation in management as the knowledge work force is increasing day by day & also students need to learn about quality circles.
4. The students need to be familiarized with the concept & method of collective bargaining, which is very essential for industrial peace.

COURSE CONTENT Module I: Industrial Relations and Employee relations (7 hours)

Concept of Industrial Relations and employee relations- Characteristics -Directive Principles of State Policy-Regulations of Industrial Relations through legislative and tripartite code, conventions, commissions-Machinery and authorities under Law-

Module II: Trade Union Movement in India

(10 hours)

Labour Movement in India- Growth of Trade Unions- Political influences- Multiplicity of Trade Unions-Objectives and functions of Trade Union-Federations of Trade Unions-Leadership & influences of outsiders- International Trade Union- International Labour Organization (ILO).

Module III: Collective Bargaining.

(10Hours)

Collective Bargaining-Characteristics of collective bargaining. Theories & practices in India- Unit-wise, nation-wise, industry-wise collective bargaining- Emerging trends of collective bargaining on productivity, technological up gradation, computerization; Negotiation; Recommendations of National commission on Labour and Second National commission on labour.

Module IV: Industrial conflicts

(13 hours)

Industrial conflicts- types of Industrial conflicts-Prevention of conflicts and resolution of conflicts- Concept of workers participation in Management- Joint consultative measures-Joint Management councils-Plant council- Shop Councils-Grievance committees-compliant committees-



Module V: Labour Welfare

(15 hours)

Labour Welfare- Concept, philosophy, origin and growth of Labour Welfare in India- types of labour welfare- statutory and non statutory programmes- Industrial health & safety- workers education-Labour Welfare Officer- roles, duties and functions.- Social Work interventions in handling emotional & distress problems, addictions, absenteeism etc.

Module VI: Emerging Trends in Industrial Relations.

(5 hours)

Economic liberalization, globalization – Effects on Industrial Relations- Emerging trends- participative approach - confrontation to collaboration

BOOKS FOR REFERENCE:

1. Punekar (1998), Industrial Relations; Himalaya Publishing House
2. Mamoria CB (2000), Dynamics of Industrial Relations
3. Suba Rao P (2003), Personnel & Human Resource Management, Himalaya Publishing House
4. Michael VP, Industrial Relations
5. Sharma AM, Industrial Relations Conceptual & Legal Frame Work, Himalaya Publishing House, Bombay.
6. Dakar RS, Personnel Management & Industrial Relations, Vikas Publishing House.
7. 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



COURSE TITLE: RESEARCH PROJECT
COURSE CODE: MSW 474

Research Project is common to students of all branches of specialization in the second year. The students on the basis of their empirical study will submit the Research project. The research work will be spread over a period of one year, starting from the third semester and ending in the fourth semester. Every student is required to complete the research project under the guidance and supervision of a Faculty of the Department, who will guide the student on topics related to Social work education, practice or some aspects of their area of specialization.

For the research project, the student has to engage meaningfully in the process of problem-formulation; reviewing some literature related to the study; preparing the research proposal; choosing an appropriate research strategy and developing instruments of data collection; collecting the data; processing, analyzing and interpreting the data; and preparing the research report. The Department will give a common guideline to all students before they start their research project.

The length of the research project may be between 60 - 75 pages and not exceed 100 pages and the whole project has to be typed and hard bound. A student is required to submit two copies of the Research project report to the Head of the Department, 15 days before the End semester examinations. The Research project will carry 100 marks, of which the respective Faculty guide will award 50% and the other 50% will be given after the Viva Voce examination conducted by at least three examiners (one external, one internal and the respective Faculty Guide). The Viva Voce examination will be part of the End semester examination.



SOCIAL WORK PRACTICALS **SEMESTER I**

COURSE TITLE: PRACTICAL I **(ORIENTATION VISITS & CONCURRENT FIELD WORK)** **COURSE CODE: MSW 155**

COMPONENTS:

1. **ORIENTATION VISIT:** The students of first semester are required to undergo an orientation visit programme before starting their concurrent fieldwork. The first semester students will make ten orientation visits that will comprise of community, health settings and agencies working for special groups. All orientation visits will be arranged under professional guidance.
2. **CONCURRENT FIELDWORK:** The student shall put at least 12 hours per week (two full working days) for fieldwork training. The Department will give the detailed guidelines for methodology of fieldwork. The students will be placed in the social welfare organisations for their first semester fieldwork.

Every student is required to make minimum of 25 concurrent fieldwork visits (inclusive of orientation visits) in this. A student shall maintain 100 percent attendance and any student who fails to satisfy the attendance requirement for fieldwork shall repeat the programme. He or she will not be eligible for promotion.

ASSESSMENT:

The assessment will be carried for 150 marks. The marks will be awarded on the basis of orientation visit reports, weekly fieldwork reports and on the basis of individual and group conferences. Out of 150 marks, the respective faculty supervisor based on the following areas will give 100 Marks.

1. Attendance, regularity and punctuality.
2. Integration of theory into practice.
3. Participation during individual and group conference.
4. Submission of fieldwork reports, clarity and expression.
5. Professional growth and commitment.

The other 50% of the marks will be awarded based on the performance of the student in the Viva-voce examination, which will be conducted by the Viva-voce committee constituted for the assessment of fieldwork. The committee shall consist of the Head of the Department, Fieldwork coordinator and the External examiner.

The student must secure 50% of the marks to pass the fieldwork examination. The candidates who fail must redo the fieldwork as per Departmental directions. The Head of the Department will consolidate and forward the marks to the Controller of Examinations.



SEMESTER II

COURSE TITLE: PRACTICAL II (RURAL CAMP & CONCURRENT FIELD WORK) COURSE CODE: MSW 255

COMPONENTS:

1. **CONCURRENT FIELDWORK:** The student shall put at least 12 hours per week (two full working days) for fieldwork training. The Department will give the detailed guidelines for methodology of fieldwork. The students will be placed in the social welfare organisations for their second semester fieldwork.
2. **RURAL CAMP:** The Rural camp will be held for a period of 7 days in a rural area identified by the Camp Director. The key objective of rural camp is to make students to understand rural social systems, and the approaches and the strategies of intervention used by the various organizations working for the welfare of the rural system. The camp will also help initiate the capacity of the student to critique the intervention of both the voluntary organization and the government agencies in relation to the specific poverty group. The rural camp facilitates the students to experience group living and to appreciate the value in terms of self-development, interpersonal relationship and sense of organization, management and talking responsibility.

Every student is required to make minimum 25 concurrent fieldwork visits per semester. A student shall maintain 100 percent attendance and any student who fails to satisfy the attendance requirement for fieldwork shall repeat the programme. He or she will not be eligible for promotion.

ASSESSMENT

Practical II will carry 150 marks, which will include the 25% marks awarded to rural camp and the remaining 75% towards concurrent fieldwork. The marks for the rural camp will be awarded by the Viva-voce committee comprising of the Camp Director and the Head of the Department, based on the performance of the student in the camp and the records.

Regarding concurrent fieldwork, the faculty supervisor will award 25 marks and the Viva-voce committee will award the other 50 marks at the end of the II semester. The committee shall consist of the Head of the Department, Fieldwork coordinator and the External examiner.

The student must secure 50% of the marks to pass the fieldwork examination. The candidates who fail must redo the fieldwork as per Departmental directions. The Head of the Department will consolidate and forward the marks to the Controller of Examinations.



SEMESTER III

COURSE TITLE: PRACTICAL III (ORIENTATION VISITS & CONCURRENT FIELD WORK) COURSE CODE: MSW 355

COMPONENTS

1. **ORIENTATION VISIT:** The students in their third semester are required to undergo an orientation visit programme before starting their concurrent fieldwork. The third semester students have to make ten orientation visits that will comprise of various settings like medical, community, industry and correctional setting. All orientation visits will be arranged under professional guidance.
2. **CONCURRENT FIELDWORK:** The student shall put at least 12 hours per week (two full working days) for fieldwork training. Each student will be allotted a fieldwork supervisor who will guide him/her in his/ her fieldwork practical. The student shall submit weekly reports to the respective fieldwork supervisor and meet the supervisor at least once a week. The Department will give the detailed guidelines for methodology of fieldwork. The students will be placed according to their specialization in medical and psychiatric, community development and industrial setting.

Every student is required to make minimum of 25 concurrent fieldwork visits (inclusive of orientation visits) in this. A student shall maintain 100 percent attendance and any student who fails to satisfy the attendance requirement for fieldwork shall repeat the programme. He or she will not be eligible for promotion.

ASSESSMENT

The assessment will be carried for 150 marks. The marks will be awarded on the basis of orientation visit reports, weekly fieldwork reports and on the basis of individual and group conferences. Out of 150 marks, the faculty supervisor based on the following areas will give 100 marks:

1. Attendance, regularity and punctuality.
2. Integration of their into practice.
3. Participation during individual and group conference.
4. Submission of fieldwork reports, clarity and expression.
5. Professional growth and commitment.

The other 50% of the marks will be awarded based on the performance of the student in the Viva-voce examination, which will be conducted by the Viva-voce committee constituted for the assessment of fieldwork. The committee shall consist of the Head of the Department, Fieldwork coordinator and the External examiner belonging to that particular specialization. Three different Viva voce panels shall be involved in the assessment of the students

The student must secure 50% of the marks to pass the fieldwork examination. The candidates who fail must redo the fieldwork as per Departmental directions. The Head of the Department will consolidate and forward the marks to the Controller of Examinations.



SEMESTER IV

COURSE TITLE: PRACTICAL IV

(CONCURRENT FIELD WORK)

COURSE CODE: MSW 455

COMPONENTS

1. **CONCURRENT FIELDWORK:** The student shall put at least 12 hours per week for fieldwork training. The Department will give the detailed guidelines for methodology of fieldwork. The students will be placed according to their specialization in medical and psychiatric, community development and industrial setting.

Every student is required to make minimum 25 concurrent fieldwork visits this semester. A student shall maintain 100 percent attendance and any student who fails to satisfy the attendance requirement for fieldwork shall repeat the programme. He or she will not be eligible for promotion.

ASSESSMENT

The assessment will be carried for 150 marks. The marks will be awarded on the basis of the weekly fieldwork reports and on the basis of individual and group conferences. Out of 150 marks, the respective faculty supervisor based on the following areas will give 100 marks.

1. Attendance, regularity and punctuality.
2. Integration of their into practice.
3. Participation during individual and group conference.
4. Submission of fieldwork reports, clarity and expression.
5. Professional growth and commitment.

The other 50% of the marks will be awarded based on the performance of the student in the Viva-voce examination, which will be conducted by the Viva-voce committee constituted for the assessment of fieldwork. The committee shall consist of the Head of the Department, Fieldwork coordinator and the External examiner. Three Viva voce panels will be constituted according to the specializations for assessing the students.

The student must secure 50% of the marks to pass the fieldwork examination. The candidates who fail must redo the fieldwork as per Departmental directions. The Head of the Department will consolidate and forward the marks to the Controller of Examinations.



COURSE TITLE: SUMMER PLACEMENT

It is increasingly recognized that a part of the summer vacation after completion of the first year of the post graduate programme could be used fruitfully to integrate practice skills and techniques learnt. A time frame recommended for the summer placement is minimum of four weeks soon after the end semester examination. The student is to work directly with client systems and management operations of day to day work of the setting. The objective of summer placement is to expose students to the new learning situations and enable them to develop professional outlook and gain experience, which contribute for their professional development. Summer placement gives an opportunity to develop linkage with reputed organizations.

Objectives

- Experience direct practice and management operations
- Enhances the integrate practice of social work methods and strategies
- Experience self in the role of professional social worker

The student should maintain day-to-day records and a consolidated report should be submitted to the summer placement coordinator, at the end of the period of placement. The report should be counter-signed by the respective agency supervisors. A detailed guideline regarding summer placement will be given to the students and the agency supervisors before they leave for the same. The satisfactory completion of the summer placement and the submission of the consolidated report is a requirement for course completion.

REQUIREMENTS

1. Period of Block Placement: One Month
2. 8 hours per day totaling of 240 hours
3. Consolidated report submitted to the Summer Placement coordinator, at the end of the placement.
4. Certificate of completion of placement from the Agency Supervisor.



COURSE TITLE: BLOCK PLACEMENT

INTRODUCTION

This opportunity is provided at the end of the two-year postgraduate programme. Block Placement programme in professional Social Work education is designed for the student to integrate theory and practice and enhance competencies of social work practice.

The period of Block placement is four weeks, starting right after the End semester examination of the last semester. The student shall do his or her block placement in an agency of their specialization. Regarding learning aspects, the students are required to be more independent and interactive than their previous practices. During Block placement, the student can take simple assignments, mini projects, documentation, etc., which will give them final professional outlook.

The student should maintain day-to-day recording and a consolidated report should be submitted to the Block placement coordinator, at the end of the period of Block placement. The report should be counter-signed by the respective agency supervisors. A detailed guideline regarding Block placement will be given to the students and the agency supervisors before they leave for the same. The satisfactory completion of the Block placement and the submission of the consolidated report is a requirement for course completion.

OBJECTIVES

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

REQUIREMENTS

5. Period of Block Placement: 30 days.
6. 8 hours per day totaling to 240 hours.
7. Placement in his or her field of specialization.
8. Consolidated report submitted to the Block Placement coordinator, at the end of the placement.
9. Certificate of completion of placement from the Agency Supervisor.



FACULTY RESPONSIBILITY IN FIELDWORK EDUCATION

I. FIELDWORK COORDINATOR:

One of the faculty members from the Department will be nominated as the Fieldwork Coordinator who will take the responsibility of orientation visit programme and concurrent fieldwork for the four semesters. The various responsibilities of the fieldwork coordinator will be:

1. Planning and monitoring fieldwork programme including networking with agencies.
2. Arranging orientation visits.
3. Supporting and networking between students, department staff and agencies.
4. Preparing the placement of students in consultation with other faculty members.
5. Making a purposeful distribution of students among the staff for fieldwork supervision.

II. FIELDWORK SUPERVISOR:

1. Every faculty member is required to visit the agencies of students placed under him/her periodically to supervise and monitor the fieldwork training components.
2. Three ways matching of students - agency – field.
3. Providing adequate supervision inputs to the agency supervisors.
4. Conducting individual and group conferences regularly.
5. Providing any support, assistance to the students for effective learning in the field.



INTERFACE BETWEEN DEPARTMENT OF SOCIAL WORK AND CENTRE FOR SOCIAL ACTION

Centre for Social Action was founded in the year 1999 in keeping the vision, mission and values of Christ College as its integral part. C.S.A. works for the marginalized people especially in urban slums and rural areas. It has a holistic approach to child development and relies on the concept of child focused family and community development.

C.S.A has a built in capacity to ensure that the poor understand the government policies and also the government officials understand the needs of the poorest segment of the society.

The thrust areas of the Centre for Social Action are:

1. Provide support to the underprivileged children.
2. Sensitize and promote community leadership.
3. Conduct advocacy programmes on child rights and other social issues.
4. Networking with government, support agencies and other NGO's for socio-economic development work.
5. Housing and watershed development.

The various projects of C.S.A are:

1. Child sponsorship programme.
2. Vocational skill training for poor youth and women in slums and villages.
3. Income generation programme.
4. Self help group formation and
5. Housing projects.

The Project areas of C.S.A are:

1. Rajendra nagar slum in Bangalore.
2. Hosakote in (Bangalore rural).
3. Kumbulugudu (Bangalore rural).
4. Adilabad (Andhra Pradesh).

The agencies that are supporting C.S.A are:

1. Bishop Conference of Italy.
2. Kinder Not Hilfe, Germany.
3. Swedish agency for Development Cooperation.
4. Habitat for Humanity, India.
5. Namma Suvantha Mane, India.
6. Sangamithra, India.

C.S.A. is a great source of technical support and field base for the Social Work department. The C.S.A projects which are tuned to one crore of annual turnover, are handled and executed by professionally qualified Social workers whereby their expertise becomes an added advantage for the richness of the Social work department.

MSW students will be placed for concurrent fieldwork at the CSA Project areas. Social work camp can be organized in any of the Project areas. Students can carry out their Research projects at the CSA Project areas.



MSW 176 / MSW 276 EXTENSION ACTIVITY

(COMMON TO I AND II SEMESTER)

Extension activity is a unique opportunity to the MSW students of Christ College, whereby the students get an opportunity to implement and practice their professional skills and importantly this is a space for them to develop their leadership and planning skills. Professionals from the Center of Social Action will facilitate the extension activity. The extension activity will be part of the first and second semester curriculum. The extension activity will take place in the three projects of CSA namely Vikas, Samveditha and the Rural Exposure programme.

VIKAS AND SAMVEDITHA:

These projects consist of more than 200 volunteers from different departments of Christ College. The Social work students will lead the Vikas and Samveditha projects as Facilitators and they will plan the programme for the semester and work out the strategy for implementation along with the volunteers. They will do so under the guidance of a Project officer from CSA who is also a professionally trained Social worker. The activities of the students should be recorded and submitted to the respective Project officers.

RURAL EXPOSURE & SOCIAL SENSITISATION CAMP:

Christ University conducts rural exposure and social sensitization camps for all its first year undergraduate and postgraduate students every year, through the CSA. These camps are planned and guided by the professional social workers of CSA, under the extension activity programme of the Social Work department. It is mandatory that all the students in their first semester get an opportunity to guide at least one rural exposure camp. There will be two students who will take responsibility to guide a camp troop of approximately 50 students, under the guidance of a Faculty member of the Department and the Project officer of CSA.

ASSESSMENT:

The students have to submit brief weekly record to the Project officer in charge of the Extension activities, who will be a trained Social worker. There will be a continual assessment by the Project Officer based on records, field performance and individual conference of the students. At the end of the semester, there will be Viva-voce examination, which will be assessed for 50 marks. The Viva-voce committee will comprise of the Project officer in charge of Extension activity, one senior Project Officer and one senior faculty member of the Department of Social work.