SAFI INSTITUTE OF ADVANCED STUDY (AUTONOMOUS)

DEPARTMENT OF SOCIAL WORK

MASTER OF SOCIAL WORK (MSW)

(W.E.F. 2025 Admission Onwards)

Under Choice Based Credit & Semester System

SAFI Institute of Advanced Study (Autonomous), Vazhayur
Department of Social Work & Public Administration

<u>Board of Studies Members</u>

<u>Head of the department</u>

Dr. Noorunnida.M (Chairman)

Head of the department
Department of Social Work
Ph: 9072063635
Email: noorunnidha@siaindia.org

<u>Faculty members of the department</u>

Ms. Amrutha K N

Head of the Department
Department of Public Administration
Email: shalikh@siaindia.org
Ph: 7994847292

Mr. Muhammed Shalikh. N

Assistant Professor
Ph: 9061146113
Email: shalikh@siaindia.org

<u>Expert nominated by Vice-Chancellor</u>

Dr. Aneesh Kurian

Head of the Department
Department of Social Work
St Joseph's College (Autonomous),
Devagiri, Calicut
Email: aneeshkurian@gmail.com

<u>Subject experts from outside the parent university</u>

Dr. Ashalekshmi BS

Assistant Professor

Department of Public Administration
Central University of Kerala

Kasaragod
E-mail: ashalekshmibs@cukerala.ac.in
Ph: 9645533673

Dr. Ajitha

Assistant Professor
Department of Political Science
University of Kerala
Chairperson of board of studies
Public Administration University of Kerala
Coordinator MA Public Administration Course at SDE
Email: dr.ajithas@gmail.com
Ph: 9447259150

<ins>Industrial Expert</ins>

Mr. Surendran TT

District Mission Coordinator
Kudumbashree, Kasaragod
MA English, MA Public Administration
PGD in Sustainable Rural Development
Email: surendranttmathil@gmail.com
Ph: 9447006242

FOREWORD

"It gives me immense pleasure to present this curriculum for the Master of Social Work, a program that has been designed in alignment with the dynamic needs of the social welfare sector and the vision of national progress. Social work continues to emerge as one of the most critical fields in the 21st century, with its applications spanning healthcare, education, community development, and beyond. In India, the social welfare sector has evolved rapidly, driven by a blend of innovation, community engagement, and government initiatives. This changing landscape, coupled with the rapid social and economic transformations, makes it essential for academic institutions like ours to equip students with the knowledge and skills needed to navigate this ever-evolving field."

"This curriculum seeks to provide a balanced education, one that encourages both deep academic inquiry and field application, thereby making our graduates not only highly competent social work professionals but also responsible and empathetic global citizens.

With the institution's recent acquisition of autonomy from the academic year 2024-2025, we are positioned to offer a more flexible, rigorous, and forward-thinking academic environment. This autonomy empowers us to be responsive to the evolving trends in social welfare and national priorities. Our forward-looking approach ensures that our students are prepared to contribute to creating a more just and equitable society. This program is one of the many steps we are taking to fulfill our vision and make a substantial contribution to the growth and development of our nation.

I want to sincerely thank the members of the various Boards of Studies and the Academic Council for their valuable time and expertise in guiding us through the process of restructuring and redesigning the curriculum and syllabi. A special note of appreciation goes to the IQAC team for their unwavering commitment to improving the quality of education by organizing workshops for both faculty and students to understand the importance of the changes being made.

Finally, I would also like to express my gratitude to the Heads of Departments, as well as the faculty and staff, for their collaboration and support throughout this process. Their efforts have been key to making these developments a reality."

Prof. E.P. Imbichikoya

Principal,

SAFI Institute of Advanced Study (Autonomous)

ACKNOWLEDGEMENT

File Ref.No.20158/GA - IV - B1/2013/CU

UNIVERSITY OF CALICUT

Abstract

General and Academic- Faculty of Humanities- Syllabus of Master of Social Work (MSW) Programme under CBCSS PG Regulations 2019 with effect from 2019 Admission onwards - Implemented- Orders Issued

U.O.No. 15047/2019/Admn IV - B	G & A -	Dated, Calicut University, 25.10.2019

Read: -1.UO. No. 4487/2019/Admn Dated: 26.03.2019

2. Minutes of the meeting of the Board of Studies in Social Work (SB) held on 14.06.2019 (Item No.1)

3. Minutes of the meeting of Faculty of Humanities held on 19.06.2019 (Item No.19) 4. Minutes of the meeting of Academic council held on 05.10.2019(Item no.II.G)

ORDER

The Regulations for Choice Based Credit and Semester System for Post Graduate (PG)Curriculum- 2019 (CBCSS PG Regulations 2019) for all PG Programmes under CBCSS-Regular and SDE/Private Registration with effect from 2019 Admission has been implemented vide paper read first above.

The meeting of Board of Studies in Social Work (SB) held on 14.06.2019, vide Item no.1 has approved the Syllabus of Master of Social Work (MSW) Programme in tune with new CBCSS PG Regulations implemented with effect from 2019 Admission onwards vide paper read second above.

The Faculty of Humanities at its meeting held on 19.06.2019 has approved Item no.1 of the minutes of the meeting of the Board of Studies in Social Work (SB) held on 14.06.2019, vide paper read third above.

The meeting of the Academic Council held on 05.10.2019 vide Item No.II.G, has approved the minutes of the meeting of the Faculty of Humanities and the minutes of the meetings of various Boards of Studies coming under the Faculty of Humanities as approved by the faculty. Sanction has been accorded by the Vice Chancellor to implement the Academic Council resolution.

The Scheme and Syllabus of Master of Social Work (MSW) Programme in accordance with CBCSS PG Regulations 2019 is therefore implemented in the University with effect from 2019 Admission onwards.

Orders are issued accordingly. (Syllabus appended)

Biju George K

Assistant Registrar

To

The Principals of all Affiliated Colleges

Copy to: PS to VC/PA to PVC/ PA to Registrar/PA to CE/JCE I/JCE V/DoA/EX and EG Sections/GA I F/ CHMKLibrary/Information Centres/SF/DF/FC

SAFI Institute of Advanced Study (Autonomous), Vazhayur

Department of Social Work (2025 Admission)

<u>PREFACE</u>

Social work is a dynamic and multidisciplinary field that has significantly evolved over the years. It encompasses a wide array of scientific areas, including Human Behavior and Social Environment, Social Work Practice, Community Organization, Social Policy and Planning, Research Methods, and Statistics. In the context of social welfare and community development aimed at societal progress, social work offers an ideal platform for innovation and application.

The MSW in Social Work is a two-year program, structured over four semesters. Throughout these semesters, students will engage in a comprehensive curriculum consisting of core courses, core practical courses, elective courses, a Project Work/Dissertation, a Comprehensive Viva-Voce, and audit courses. In total, the program comprises a well-rounded education that enhances the interdisciplinary nature of social work.

"In the first two semesters of the MSW program, students will establish a strong foundation in social work by studying core courses, including Foundations of Social Work, Sociology, Social Legislation, Growth and Development, Professional Skills, Abnormal Psychology, Primary Methods of Social Work, and Counselling Techniques. These courses will provide a comprehensive understanding of the principles and practices of social work, preparing students for advanced learning and real-world applications."

"In the third and fourth semesters of the MSW program, students will specialize in either Community Development or Medical and Psychiatry. Through specialized papers, students will delve into advanced topics such as Project Planning, Quantitative and Qualitative Research, Community Health, Rural and Urban Development, Healthcare Social Work, and Social Work in Mental Health Settings. Additionally, students will explore Administration of Human Service Organizations, Social Work with Vulnerable Groups, Therapeutic Approaches in Medical and Psychiatric Settings, and Social Work Practice with Families, equipping them with expertise in their chosen specialization."

Additionally, Field work and internship are essential components of social work education, providing students with hands-on experience and practical skills in real-world settings. These experiential learning opportunities enable students to apply theoretical concepts to actual practice, developing their critical thinking, problem-solving, and communication skills. Through field work and internship, students gain valuable insight into the complexities of social issues, fostering empathy, cultural competence, and a deeper understanding of the human experience. Moreover, these experiences facilitate networking opportunities, mentorship, and professional growth, ultimately enhancing students' employability and effectiveness as social work practitioners. By integrating field work and internship into the curriculum, we empower students to become confident, competent, and compassionate social workers.

PROGRAMME OUTCOMES

At the end of a postgraduate programme, the student would have:

PO 1	Demonstrate a comprehensive understanding of social work theories, concepts, and principles.
PO 2	Apply evidence-based interventions and practices to address individual, family, group, and community needs.
PO 3	Analyze the impact of policy, legislation, and social structures on client outcomes and social justice.
PO 4	Develop and implement effective assessment and intervention strategies to address trauma, oppression, and social inequality.
PO 5	Demonstrate cultural competence and humility in working with diverse populations and communities.
PO 6	Apply research and evaluation methods to inform social work practice and policy decisions.
PO 7	Develop and maintain effective relationships with clients, colleagues, and community partners.
PO 8	Summarize the major evidence-based interventions for specific mental health populations and settings
PO 9	Demonstrate leadership and collaboration skills in working with teams and organizations.
PO 10	Integrate technology and digital literacy into social work practice.
PO 11	Demonstrate self-awareness, self-reflection, and self-care in social work practice.
PO 12	Pursue ongoing professional development and lifelong learning in the social work profession.

PROGRAMME SPECIFIC OUTCOME

PSO1	Upon completion of the MSW program, graduates will be able to demonstrate a comprehensive understanding of social work theories, concepts, and principles
PSO2	Upon completion of the MSW program, graduates will be able to apply evidence-based interventions and practices to address individual, family, group, and community needs
PSO3	Upon completion of the MSW program, graduates will be able to analyze the impact of policy, legislation, and social structures on client outcomes and social justice
PSO4	Upon completion of the MSW program, graduates will be able to develop and implement effective assessment and intervention strategies to address trauma, oppression, and social inequality
PSO5	Upon completion of the MSW program, graduates will be able to demonstrate cultural competence and humility in working with diverse populations and communities
PSO6	Upon completion of the MSW program, graduates will be able to apply research and evaluation methods to inform social work practice and policy decisions
PS07	Upon completion of the MSW program, graduates will be able to summarize the major evidence-based interventions for specific mental health populations and settings.
PO08	Upon completion of the MSW program, graduates will be able to develop and maintain effective relationships with clients, colleagues, and community partners
PO09	Upon completion of the MSW program, graduates will be able to demonstrate leadership and collaboration skills in working with teams and organizations
PO09	Upon completion of the MSW program, graduates will be able to integrate technology and digital literacy into social work practice

COURSE DESIGN

The MSW programme shall include Theory Courses, Field Work, Project/ Dissertation and Comprehensive Viva Voce.

The theory courses of the MSW programme shall include: Core Courses and Specialization courses. The Core courses are spread across the semesters. The Specialization courses shall be distributed among third and fourth semesters along with other courses. The students can choose any one of the specialization group of courses and would complete all the courses in the selected specialization group.

Field work is an integral part of the MSW programme. The detailed syllabus, requirements and evaluating scheme are given in the syllabus. Evaluation and grading shall be based on the Calicut University Guidelines for MSW programme. About 90% attendance and 50% score in the evaluation is mandatory for a pass in field work.

Dissertation/ Project shall be carried out under the supervision of a teacher in the concerned department. A candidate may, however, in certain cases be permitted to work on the project in an industrial/ organization/ institute on the recommendation of the supervisor.

Comprehensive Viva- Voce shall be conducted at the end semester of the MSW programme, which covers questions from all theory courses in the programme. It will be conducted by a board of examiners appointed by the Controller of Examinations (COE) of the college.

Duration of the Programme

The minimum duration for completing the four-semester PG program is 2 years, while the maximum allowable period for completion is 4 years. Each semester will consist of 90 working days, including examinations, and will span a period of five months. Odd semesters (1st and 3rd) will take place from June to October, while even semesters (2nd and 4th) will be held from November to March, in accordance with the institution's academic calendar.

Programme Structure

The total credit of the MSW Programme is 100 credits. The MSW programme is organized into four semesters with specialization groups of courses in:

- Rural and Urban Community Development

- Medical and Psychiatric Social Work (MPSW)

A student who has registered for the course shall complete the course within a period of eight continuous semesters from the date of commencement of the programme. The candidate has to register all the courses prescribed for the particular semester.

Eligibility

Candidates for admission to MSW programme shall be required to have passed an appropriate Degree Examination with a minimum of 50% marks (equivalent grade point) of Calicut University as specified or any other examination of any recognised University or authority accepted by the Academic Council of Calicut University as equivalent thereto. SC/ST candidates shall be eligible with a pass in the degree examination.

Selection Procedure

The candidates seeking admission shall have to attend SAFI Social Work Entrance Examination (SSWEE), Group Discussion and Personal Interview conducted by the college. Rank list is prepared based on the marks of degree examination (50%) but the absolute mark will be 75, marks of SSWEE (20%), group discussion (15%), and personal interview (15%) conducted by the college.

Attendance

Theory courses needed 75% attendance for appearing in the End Semester Examination. Condonation of shortage of attendance to a maximum of 10%, subject to a maximum of two times during the whole period of MSW programme may be granted by the college.

A student who does not satisfy the requirements of attendance shall not be permitted to take the Semester Examinations. Those students who are not eligible even with condonation of shortage of attendance shall repeat the course along with the next batch.

COURSE CODE FORMAT

First two digits indicate the code of college SI

Next three digits indicate the Programme/discipline code (SOW)

Sixth digit is the Semester indicator which can be given as 1, 2, 3 & 4 respectively for I, II, III & IV Semester (SOW1, SOW 2).

Seventh digit will be the Course Category indicator as detailed below:

S. No	Nature of Course	Course Code
1	Core Courses	C
2	Elective Courses	E
3	Dissertation	P
4	Comprehensive Viva	V
5	Filed Work	F
6	Ability Enhancement Course	A

Last two digits indicate the serial number of the respective courses. If there is one digit it should be prefixed by '0'(Zero). (01, 02, etc.)

If the number of courses in one category is only one (Eg: Viva, Project etc.), assign the course serial number as 01.

Examples:

Sl. No	Code	Details
1	SOW1C01	MSW I Sem Core Course No1
2	SOW2C 02	MSW II Sem Core Course No.2
3	SOW1A01	AEC I Sem No 1
4	SOW1F01	MSW I Sem Field Work

COURCES & CREDIT DISTRICUTION

Semester I

Sl. No.	Course Code	Title of Courses	Instruction Hours/week	Credits	Exam Hours
1.	SOW1C01	History, Philosophy and Fields of Social Work	4	4	3
2.	SOW1C02	Sociology and Economics for Social Work Practice	4	4	3
3.	SOW1C03	Human Growth and Development	4	4	3
4.	SOW1C04	Professional Skills for Social Workers	4	4	3
5.	SOW1C05	Social Legislation and Human Rights	4	4	3
6.	SOW1F01	Concurrent Fieldwork	10 **	4	
7.	SOW1A01	Working with Older Persons (Ability Enhancement Course)		4	
		Total	**30**	**24**	

Semester II

Sl. No	Course Code	Title of Courses	Instruction Hours/week	Credits	Exam Hours
1.	SOW2C06	Social Casework	4	4	3
2.	SOW2C07	Social Group work	4	4	3
3.	SOW2C08	Community organization and Social Action	4	4	3
4.	SOW2C09	Psychology for Social Work	4	4	3
5.	SOW2C10	Theory and Practice of Counseling	4	4	3
6.	SOW2F02	Concurrent Fieldwork	10**	3	
7.	SOW2A02	Child Protection (Professional Competency Course)		4	
		Total	**30**	**23**	

Semester III

Sl. No	Course Code	Title of Courses	Instruction Hours/week	Credits	Exam Hours
1.	SOW3C11	Quantitative and Qualitative Methods for Social Work Research	4	4	3
2.	SOW3C12	Participatory Project Planning and Training	4	4	3
3.	SOW3C13	Community Health	4	4	3
4.	SOW3E01 or SOW3E02	Health Care Social Work or Rural Community Development and Governance	4	4	3
5.	SOW3E03 or SOW3E04	Social Work in Mental Health Settings or Urban Community Development and Governance	4	4	3
6.	SOW3F03	Concurrent Fieldwork	10**	4	
		Total	**30**	**24**	

Semester IV

Sl. No	Course Code	Title of Courses	Instruction Hours/week	Credits	Exam Hours
1.	SOW4C14	Administration of Human Service Organisations	4	4	3
2.	SOW4C15	Social Work with Vulnerable Groups	4	4	3
3.	SOW4E05 or SOW4E06	Therapeutic Approaches in Medical and Psychiatric Settings **or** Environmental Studies and Disaster Management	4	4	3
4.	SOW4E07 or SOW4E08	Social Work Practice with Families **or** Social Work Practice and Gender	4	4	3
5.	SOW4F04	Concurrent Fieldwork	10**	3	
6.	SOW4D16	Dissertation		4	
7.	SOW4V17	Comprehensive Viva-voce (Theory)		2	
8.	SOW4F05	Block Field work	4	4	
		Total	**30**	**29**	
		Grand Total		**100**	

EVALUATION CRITERIA

Examination Regulations

There shall be University examination at the end of each semester.

Project Work / Dissertation shall be evaluated at the end of the programme only. There shall be both Internal and External evaluation for the Project Work.

Comprehensive Viva–Voce shall be conducted at the end of the programme only. There shall be only External Comprehensive Viva–Voce conducted by the examiners appointed by the University.

There shall be one end-semester examination of 3 hours duration for each theory course.

Evaluation and Grading

Evaluation: The evaluation scheme for each course shall contain two parts; (a) Internal / Continuous Assessment (CA) and (b) External / End Semester Evaluation (ESE).

Of the total, 20% weightage shall be given to Internal evaluation / Continuous assessment and the remaining 80% to External/ESE and the ratio and weightage between Internal and Externalis1:4.

Primary evaluation for Internal and External shall be based on 6 letter grades (A+, A, B, C, D and E) with numerical values (Grade Points) of5, 4, 3, 2, 1 &0respectively

Grade Point Average: Internal and External components are separately graded and the combined grade point with weightage 1 for Internal and 4 for external shall be applied to calculate the Grade Point Average (GPA) of each course. Letter grade shall be assigned to each course based on the categorization based on Ten-point Scale provided in clause 20.2 of the Regulations for the Post-Graduate Choice Based Credit Semester System - 2019

Evaluation of Audit Courses: The examination and evaluation shall be conducted by the college itself either in the normal structure or MCQ model from the Question Bank and other guidelines provided by the University/BoS. The Question paper shall be for minimum 20 weightage and a minimum of 2-hour duration for the examination. The result has to be intimated / uploaded to the University during the Third Semester as per the notification of the University.

Internal Evaluation / Continuous Assessment (CA)

This assessment shall be based on a predetermined transparent system involving periodic written tests, assignments, seminars and viva-voce in respect of theory courses and based on tests, lab skill and records/viva in respect of practical courses.

The criteria and percentage of weightage assigned to various components for internal evaluation are as follows:

(a) Theory:			
Sl. No	Component	Percentage	Weightage
1	Examination /Test	40%	2
2	Seminars / Presentation	20%	1
3	Assignment	20%	1
4	Attendance	20%	1

Grades shall be given for the internal evaluation are based on the grades A+, A, B, C, D&E with grade points 5,4,3,2, 1 &0 respectively. The overall grades shall be as per the Ten Point scale provided in clause 20.2 of the Regulations for the Post-Graduate Choice Based Credit Semester System – 2019. There shall be no separate minimum Grade Point for internal evaluation.

To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester shall be published on the notice board before 5 days of commencement of external examination. There shall not be any chance for improvement of internal marks.

The course teacher shall maintain the academic record of each student registered for the course, which shall be forwarded to the University, through the college Principal, after being endorsed by the Head of the Department.

For each course there shall be class test/s during a semester. Grades should be displayed on the notice board. Valued answer scripts shall be made available to the students for perusal.

Each student shall be required to do assignment/s for each course. Assignments after valuation must be returned to the students. The teacher shall define the expected quality of the above in terms of structure, content, presentation etc. and inform the same to the students. Punctuality in submission is to be considered.

Every student shall deliver Seminar / Presentation as an internal component for every course and must be evaluated by the respective course teacher in terms of structure, content, presentation and interaction. The soft and hard copies of the seminar report are to be submitted to the course teacher.

All the records of Continuous Assessment (CA) must be kept in the college and must be made available for verification by university, if asked for.

The semester-end examinations in theory courses shall be conducted by the University with question papers set by external experts.

Students shall have the right to apply for revaluation or scrutiny as per rules within the time permitted for it. Photocopies of the answer scripts of the external examination shall be made available to the students for scrutiny on request by them as per rules.

The language of writing the examination shall be English only.

Pattern of Questions for External/ESE:

Sl. No.	Type of Questions	Individual Weightage	Total Weightage	Number of questions to be answered
1	Short Answer type questions	2	2 x 4 = 8	4 out of 7
2	Short essay/ problem solving type	3	3 x 4 = 12	4 out of 7
3	Long Essay type questions	5	5 x 2 = 10	2 out of 4
Total			30	18

Evaluation of Project Work / Dissertation

There shall be External and Internal evaluation with the same criteria for Project Work done and the grading system shall be followed as per the specific guidelines and stipulations of the concerned BoS.

One component among the Project Work evaluation criteria shall be Viva-voce (Project Work related) and the respective weightage shall be40%.

Consolidated Grade for Project Work is calculated by combining both the External and Internal in the Ratio of 4:1 (80% &20%).

For a pass in Project Work, a student has to secure a minimum of P Grade in External and Internal examination combined. If the students could not secure minimum P Grade in the Project work, they will be treated as failed in that attempt and the students may allowed to rework and resubmit the same in accordance with the University exam stipulations. There shall be no improvement chance for Project Work.

Conduct of Comprehensive Viva-Voce

There shall be External Comprehensive Viva-voce. The panel of examiners for comprehensive Viva -Voce should consist of two external examiners. The Chairman of the Board of Examiners shall prepare the schedule and list of examiners for the MSW programme. Examiners will be selected from the list of examiners prepared periodically by the University.

For a pass in Comprehensive viva-voce, a student has to secure a minimum of D Grade. If the students could not secure minimum D Grade, they will be treated as failed in that attempt and the student may re-appear for the same next time in accordance with the University exam stipulations. There shall be no improvement chance for Comprehensive viva-voce.

Direct Grading System

Direct Grading System based on a 10 – Point scale is used to evaluate the performance (External and Internal Examination of students)

For all courses (Theory & Practical)/ Semester/Overall Programme, Letter grades and GPA/SGPA/CGPA are given on the following way:

First Stage Evaluation for both Internal and External done by the Teachers concerned in the following Scale:

Grade	Grade Points
A+	5
A	4
B	3
C	2
D	1
E	0

The Grade Range for both Internal & External shall be:

Letter Grade	Grade Range	Range of Percentage (%)	Merit / Indicator
O	4.25 – 5.00	85.00 – 100.00	Outstanding
A+	3.75 – 4.24	75.00 – 84.99	Excellent
A	3.25 – 3.74	65.00 – 74.99	Very Good

B+	2.75 – 3.24	55.00 – 64.99	Good
B	2.50 – 2.74	50.00 – 54.99	Above Average
C	2.25 – 2.49	45.00 – 49.99	Average
P	2.00 -2.24	40.00 – 44.99	Pass
F	< 2.00	Below 40	Fail
I	0	-	Incomplete
Ab	0	-	Absent

'B 'Grade lower limit is 50% and 'B+' Grade lower limit is 55%

No separate minimum is required for Internal evaluation for a pass, but a minimum P Grade is required for a pass in the external evaluation. However, a minimum P grade is required for pass in a course.

A student who fails to secure a minimum grade for a pass in a course will be permitted to write the examination along with the next batch.

Improvement of Course-The candidates who wish to improve the grade / grade point of the external examination of a course/s they have passed already can do the same by appearing in the external examination of the concerned semester along with the immediate junior batch.

Betterment Programme One time-A candidate will be permitted to improve the CGPA of the Programme within a continuous period of four semesters immediately following the completion of the programme allowing only once for a particular semester. The CGPA for the betterment appearance will be computed based on the SGPA secured in the original or betterment appearance of each semester whichever is higher.

Semester Grade Point Average (SGPA): Calculation

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses taken by a student.

After the successful completion of a semester, Semester Grade point Average (SGPA) of a student in that semester is calculated using the formula given below.

Semester Grade Point Average - SGPA $(S_j) = \Sigma(C_i \times G_i) / Cr$

(SGPA= Total Credit Points awarded in a semester / Total credits of the semester)

Where 'S_j is the j th semester, 'G_i 'is the grade point scored by the student in the ith

course 'c_i'is the credit of the ith course, 'Cr'is the total credits of the semester.

Cumulative Grade Point Average (CGPA) = Σ(C_i x S_i) / Cr(CGPA= Total Credit points awarded in all semesters/Total credits of the programme)

Cumulative Grade Point Average (CGPA) Calculation

Where C_1 is the credit of the Ist semester$S_1$is the SGPA of the Ist semester and Cr is the total number of credits in the programme. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme. The SGPA and CGPA shall be rounded off to 2 decimal points.

For the successful completion of a semester, a student should pass all courses and score a minimum SGPA of 2.0. However, the students are permitted to move to the next semester irrespective of their SGPA.

FIELD WORK RULES

Field work is designed to provide a variety of opportunities to develop and enhance professional practice skills. Learning is aided through observation, analysis of social realities and experience of participation in designing and providing social work intervention. Major components of field work are observation visits, community living experience/camp, concurrent field work, study tour, summer placement and block placement.

Field work should involve the selective utilization of all social work methods. The student should also be assigned small research studies, organization of programmes for the clientele of the agency and training programmes.

Each student is to be assigned to faculty supervisor who supervises the field work activities of the student. Individual conferences with the students are recommended. The Department should prepare an evaluation proforma to assess the level of competence of the student. This should be given to the agency supervisor for assessment.

The students should prepare and submit the report of their activities during fieldwork. They should also present a summary of activities in the fieldwork seminar held every semester. A viva voce exam should be held at the end of each semester in which a social work practitioner will be the examiner. This viva voce exam can be conducted by the Departments themselves

Field Work Schedule

Semester	Field practicum component	Duration/No (Minimum Requirements are given)	Credits
I	a. Observation Visits b. Community living/ Camp c. Concurrent Fieldwork	a. 12 organizations b. 5 to 7 Days c. 10 hours per week. (Social work methods)	4
II	Concurrent Fieldwork	10 hours per week (opportunities for casework, and group work should be provided.)	3
III	a. Concurrent Fieldwork b. Study Tour	a. 10 hours per week (Students should be placed in organizations according to their specializations.) b. Four to seven days to social welfare organizations and development projects	4
IV	a. Concurrent Fieldwork	a. 10 hours per week (Students should be placed in organizations according to their specializations)	3
	b. Block Placement	b. One Month at the end of the fourth semester (It is an internship to facilitate the transition from academic to work life. Agency should be chosen so that (Opportunities for enhancing independent practice competencies are provided.)	4

Assessment

Credits for Fieldwork are given after internal assessment and there is no external evaluation.

Sl. No.	Criteria for Assessment	Weightage
1.	Fieldwork Report (daily)	10
2.	Summary Report	3
3.	Evaluation Proforma (Average of the marks given by the agency and faculty supervisors to be taken. Peer/Self-evaluation Peer/Self-evaluation can also be done though it should not be considered for assessment.)	6
4.	Field work seminar (Criteria- preparation, presentation, use of audio-visual aids and general participation in the seminar)	5
5.	Field work Viva Voce	6
	Total	**30**

FIELD WORK PRACTICUM

SEMESTER I

Local Self Government (LSG) Study

Introduction
Community being an integral field of social work practice, the **LSG Study** aims to provide an opportunity for the students for self-learning through observation, interviews and discussion about their locality and its diverse resources, problems and prospects. The students are expected to know community and thereby identify the major institutions; voluntary and government, the major resources, diverse socio- economic conditions, major problems perceived by the community and the scope for development.

Methodology

- The department will provide the list of institutions; however, the students can go beyond the checklist
- The students can conduct discussions with the senior citizen in their locality
- Students are advised to collect the reports/ brochures etc of the visiting institutions
- Try to meet diverse population in the locality, via, women, children, youths, etc
- Get familiarize with the geography of the locality
- Based on the work prepare a report not less than 20 pages and submit it to the faculty supervisor concerned

Reporting Format

1. Introduction
2. Objectives
3. Profile of the Panchayath- Map/Face Sheet/History/Major Developments/Current status
4. Major institutions and its services
5. Natural resources
6. Work Done
7. Major problems in the Panchayath
8. Scope for development
9. Personal Reflection (Suggestions)
10. Observation
11. Evaluation
12. Conclusion

13. Appendix (Photos, Questionnaire)

Check List for LSG Study

No	Organization/institution/office	Signature of the concerned person
1	Panchayat/ corporation/ municipality office	
2	Village office	
3	Krishibhavan	
4	Continuing education center	
5	PHC/Hospitals	
6	Veterinary hospital	
7	Police station	
8	Special schools	
9	Schools/colleges	
10	Orphanages/old age home	
11	Religious institutions	
12	Community Development Society (CDS)	
13	Micro enterprise units	
14	Balasabha units	
15	Scheduled Caste/ Scheduled tribe welfare office	
16	Youth clubs/senior's forum/ Mahilasamajam	
17	Trade unions	
18	ICDS Anganwadis/ ICDS office	
19	Cooperatives (E.g. Milk Cooperatives)	
20	NGOs	
21	Factories/industries	
22	Farmers forums	
23	Bus stand/ Railway station	
24	Libraries	
25	Computer centers (Akshaya E- Kendra)	
26	Plantations	

27	Communication facilities (E.g. Post office)	
28	Kudumbasree meeting/ Gramasabha meeting	
29	Village Extension office	
30	Any other major institutions	

Assessment criteria

1. Report
2. Presentation

ORGANISATION VISIT

Introduction

The organization visit provides exposure for the students to various social welfare agencies, orientation on different programmes, services, schemes and resources which cater the special needs of different groups and individuals. The organization visit provides multifaceted experiential learning to the students by orienting the students to social realities and major social issues and kinds of interventions practiced in settings of social work

Objectives
- To get an exposure in Government or Non-Government organizations working for social development
- To familiarize with the structure, functions, activities and approaches that different social welfare organizations have adopted
- To familiarize with different social issues and the kind of interventions practiced
- To imbibe knowledge and skill in report writing, group discussion, observation and critical evaluation

Guidelines
- Students are prepared for the visits with an orientation session
- Each visit is followed by a group discussion along with the faculty member who accompanies the group
- Students are supposed to prepare for the visits with proper reference and reading
- Students are expected to raise relevant questions during the visit

Reporting format

Name of the organization

Number, date and time of the visit

1. Introduction

2. Organization profile

- History

- Vision

- Mission

- Objectives of the organization

- Objectives of the trainee

- Administrative Structure

- Major Activities

- Funding

- Role of social worker

3. Work Done

4. Observation, learning, Skills acquired

5. Critical Evaluation

6. Conclusion

Assessment criteria

1. Attendance

2. Discipline &Punctuality

3. Participation & Involvement

4. Report

COMMUNITY LIVING CAMP

Introduction
Community living camp is to provide the students with opportunities for self-development, group living and community exposure. The creativity and initiative of students are facilitated through different stages of the camp. The community living camp is an exposure for students for participatory learning.

Objectives of Community Living Camp
- To provide occasions for experimental learning about community living
- To provide a firsthand experience in participatory planning, coordination and management of programmes
- To learn method of reflection and analytical learning

- To provide opportunities to the students for creative expression of their potentialities, opportunities for development
- To provide opportunities for building professional relationship with community and students
- To get a firsthand experience of physical/ manual labour

Essential Components in Community Living Camp
The minimum components for the community living camp are as follows

- Social surveys
- Awareness generation programmes
- Resource mobilization
- Focused group discussions
- House visits
- Cultural programmes
- Physical/ manual Labour
- Daily assembly
- Daily evaluations
- Camp paper, Trucking and camp fire etc.

Reporting Format - Day
1. Introduction
2. Objectives of the camp
3. Major Activities of the camp
4. Summary of day wise activities
5. Role of the Social Work Student in committee at:
   a. Planning
   b. Coordination
   c. Implementation
6. Learning
7. Initiatives and achievements of the Social Work Student
8. Critical evaluation
9. Suggestions
10. Appendix (if any)

General rules

- All the students are supposed to travel with the whole team during the camp days
- The camp budget must be prepared on the basis of the affordability of all the students
- Use of mobile phone during camp is strictly restricted
- All the students should wear college identity card during camp days
- Student will be banned from the camp if noticed with any type of unethical behavior during the camp days

- Students should take care of the properties at residing place.
- Final evaluation should be done before camp fire
- Daily evaluation meeting begins with the presentation of previous day's report
- Consent letter of parents regarding the camp should be submitted to the faculty coordinator before 7 days of rural camp

A student's behaviour is expected to be consistent with the following:

- Use appropriate language at all times.
- Cooperate with staff and follow directions.
- Respect other students, community people and staff, equipment, facilities and him/herself.
- Staying in designated areas on camp. Leaving these areas for any reason is not acceptable.

The Discipline Policy:

- If a student is unable to comply with the behavior expectations, faculty coordinator will hold a conference with the student. The parent(s)/guardian(s) will be notified by phone and in writing.
- The student will be subject to suspension or dismissal if the student's behavior continues to be disruptive and/or unsafe.

Assessment criteria
- Attendance
- Planning & Implementation
- Discipline & Punctuality
- Group Dynamics
- Report

Reporting Format
- Introduction
- Objectives of the camp
- Consolidated report of the camp activities
- Brief Report of the activities done
- Committee wise report
- Observation, learning, attitude

- Limitations / Challenges faced
- Evaluation
- Conclusion
- Appendix

BLOCK FIELD WORK PRACTICUM

Introduction

The concurrent field work provides opportunity to practice in settings of social work which is intended to give a general outline on the structure, functions, resources and working patterns of the agencies and the role of social worker in that setting. The concurrent field work is an intense opportunity for practicing the primary methods of social work with the support of mentors.

Objectives

- To practice the primary methods of social work in the agency
- To develop the skill to plan, organize and execute one's own work within the framework of the agency
- To enhance competence in interpersonal communication and development communication
- To imbibe knowledge and skill in report writing, group discussion, observation and critical evaluations

Tasks

- To involve with the day-to-day activities of the agency
- To do two case work in the agency
- To do one group work in the agency
- To organize one programme/event in the agency using development communication method

Reporting format

1. Introduction
2. Objectives
3. Activities done
4. Personal reflection – Observation, Learning & Skills acquired
5. Evaluation
6. Plan for next day
7. Conclusion
8. Appendix

Assessment criteria

- Attendance
- Discipline & Punctuality
- Task Accomplishment

- Report
- Presentation

DAY OBSERVANCE

Introduction

Every student is expected to take individual initiative to observe a socially relevant day. It aims to improve the leadership quality and skill in programme planning of the students. The students should ensure the mutual cooperation of the fellow students, participation from the other departments and involvement of civil society.

Guidelines for Day observance

- Each student shall opt a socially relevant day as per their interest area, in consultation with the staff coordinator of ASWAD
- Students shall submit their plan of action on the stipulated date.
- Communications should be done through proper channel.
- Networking with other departments, NGOs, activists etc are appreciated, provided it must be done with prior faculty consultation and approval.
- All the stakeholders should get enough involvement in planning, organizing and evaluation of the programme
- Regular academic timetable shall not be interrupted with this activity
- Summary report of the programme with photographs is to be submitted on the very next working day on or before 9.30 am.

Reporting Format

1. Introduction
2. Brief description about the day
3. Description about the activities done
4. Role of coordinators
5. Personal Reflection
6. Evaluation
7. Conclusion
8. Appendix

Assessment criteria

1. Attendance
2. Planning, Organizing & Implementation
3. Creativity
4. Report
5. Presentation

STUDY TOUR

Introduction

National study tour aims to identify issues in social work and development sectors across the country, setting specific goals for learning from the field, and familiarizing with the skill of programme planning and implementation. The programme aims to improve the leadership, planning, budgeting and coordination skills of the social work students. It also facilitates the skill in communication, networking and public relations of the students

Objectives of study tour

- To gain a national level exposure in the field of social work
- To understand the national level concerns of development and the role of social work as a profession in it
- To get familiarize and make a professional relationship with the social work agencies operating in national level
- To sharpen the skill in leadership, coordination and planning of the social work students
- To have an experience in cultural exchange
- To have an interaction with the social work trainees in other universities and other part of the country

Department policy& guidelines

- Study tour is a mandatory activity in social work curriculum; so every social work student has to participate in all the stages of the study tour, including, the planning, implementation, evaluation, presentation etc
- The maximum duration of the study tour will be 10 days including travelling
- The tour budget must be prepared on the basis of the affordability of **ALL** the students
- One or two faculty members will be accompanying the student group. The student group have to meet the reasonable comforts of the accompanying staffs
- Proper planning is essential one. Travel (including internal travel), accommodation, agencies, etc should be conformed prior to the tour journey
- Daily evaluation of the day's programme and assessment of the funds should be part of the tour.
- A day should be set apart for a final presentation by the groups/ committees before the entire faculty members and the junior batch.
- A record of all the activities from planning till evaluation is to be submitted to the department by the documentation committee.
- Each student would give a detailed report (consolidated) of the planning process, role undertaken by the student and the activities and learning points of the study tour as part of the field practicum record.

Reporting Format

1. Introduction
2. Objectives
3. Agency Profile
4. Summary of the daily activities
5. Committee wise Report
6. Observation, Learning, Attitude
7. Limitations/Challenges
8. Evaluation
9. Conclusion
10. Appendix

Assessment criteria

- Attendance

- Planning & Implementation

- Discipline & Punctuality

- Group Dynamics

- Report

BLOCK FIELD WORK PRACTICUM

Introduction

The III semester, social work students undergo field practicum based on their specializations.The MPSW students shall be placed in medical social work settings and students specializing in Community Development shall be placed in rural/urban community settings. The students are required to practice their specialized learning in the block placement.

Objectives and tasks

Objectives for Medical social Work placement

- To practice adaptively all the methods of social work

- To gain experience of counselling /case work with patients & their families – 'individual & group.

- To understand the hospital administration.

- To conduct a relevant programme for the agency.

- To study the role of the social worker in the agency.

- To organize educative, recreational & rehabilitative programmes for the patients.

- To have a thorough knowledge about 3 diseases

Tasks to be completed during field work:

- The student has to do 3 case works (which includes intervention also). Session wise report should be there, (one case should be in the verbatim format).

- Case work report has to be in the format given by the social work department or by the agency

- Student has to conduct one group work / therapy. Students conducting the group sessions should submit their reports in the same format given by the Dept/Agency. Supportive documents can be attached to the reports.

- At least three educative, recreational & rehabilitative programmes on different topics should be conducted for the beneficiaries, which should include ICT materials. A copy of the ICT Material prepared should be submitted to the Department

- Organize a major program (workshop/seminar) for the hospital and this should be supplemented by reports, photographs, program schedule, registration form etc.

Objectives for Rural and Urban Community Development specialization

- To get familiarized with the agency and actively get involved in the day-to-day activities

- To practice adaptively all the methods of social work, both primary and secondary methods

- To have experiential learning from conducting a relevant programme with proper planning and with stakeholders' participation

- To sharpen the skills in project preparation

- To study the role of a social worker in the agency

- To practice adaptively the major theories of social work

- To get familiarize with approaches and intervention strategies in the development sector

- To develop skill in intervention at community or organization level by ensuring people's participation

Tasks to be completed during field work

- To understand the administrative structure. Study of the organization structure should include Bye law, MOU, source of funds (Donor agencies and Govt. sources), information including schemes of govt. with regard to respective setting, project monitoring and evaluation systems of the agency, networking of the organization and its collaborative organizations etc.

- To conduct a relevant one-day programme for the setting and agency. The report of the program should be supplemented with photographs, program schedule, and registration form.

- At least three educative/awareness programme on different topics should be conducted for the beneficiaries, which should include ICT materials. A copy of the ICT Material prepared should be submitted to the Department
- Student has to attend weekly or monthly meeting of the agency (which is attended by the field staff).
- To prepare a project proposal for the agency/setting

Reporting Format

1. Introduction
2. Objectives of the field work
3. Agency Profile
4. Activities done
5. Personal reflection
6. Evaluation
7. Conclusion
8. Appendix - Weekly Report, Daily Report, Certificate

Assessment criteria

- Attendance
- Agency Evaluation
- Task Accomplishment
- Report
- Presentation

FIELD ACTION PROJECT (FAP)

Introduction

Field Action Projects (FAPs) initiates time bound Social Work Programmes within well-established organizations/systems, or outside them with the objective of demonstrating to the public the need for such service. FAPs play an integral role in the curriculum of Social Work Education.

Objectives

- Develop the skills in project management through practical experience
- Develop skills in participatory training and facilitation
- Develop skills in participatory project planning

Major Tasks

- Identifying of a problem/ need assessment
- Project planning

- Resource mobilization
- Project implementation
- Submission of final report and presentation

Reporting format

1. Introduction
2. Brief description about the day
3. Work done

   Planning

   Organizing

4. Learning -Knowledge, Skills, Attitude
   i. Critical Evaluation
   ii. Limitations/Challenges
   iii. Appendix, if any

Assessment criteria

Project Planning

Implementation

Resource Mobilization

Report & presentation

SEMESTER IV

BLOCK FIELD WORK PRACTICUM

Introduction

The block placement in IV Semester should be based on the specializations of the students. The MPSW students shall be placed in psychiatric social work settings and students specializing in Community Development shall be placed in rural/urban community settings. The students are required to practice their specialized learning in the block placement.

Objectives and tasks

Objectives for Psychiatric Social Work Placement

- To practice adaptively all the methods of social work
- To gain experience of case history taking and Mental Status Examination
- To understand multidisciplinary team approach
- To conduct a relevant programme for the agency.
- To study the role of the social worker in the agency.
- To organize educative, recreational & rehabilitative programmes for the patients.
- To have a thorough knowledge about 3 illness

Tasks to be completed during field work:

- ✓ The student has to do 2 case history and MSE (Session wise report should be given)
- ✓ The report has to be in the format given by the social work department or by the agency
- ✓ Student has to conduct one group work / therapy. Students conducting the group sessions should submit their reports in the same format given by the Dept/Agency. Supportive documents can be attached to the reports.
- ✓ At least three educative, recreational & rehabilitative programmes on different topics should be conducted for the beneficiaries, which should include ICT materials. A copy of the ICT Material prepared should be submitted to the Department
- ✓ Organize a major program (workshop/seminar) for the hospital and this should be supplemented by reports, photographs, program schedule, registration form etc.

Objectives for Rural and Urban Community Development specialization

- To get familiarized with the agency and actively get involved in the day-to-day activities

- To practice adaptively all the methods of social work, both primary and secondary methods

- To have experiential learning from conducting a relevant programme with proper planning and with stakeholders' participation

- To sharpen the skills in project preparation

- To study the role of a social worker in the agency

- To practice adaptively the major theories of social work

- To get familiarize with approaches and intervention strategies in the development sector

- To develop skill in intervention at community or organization level by ensuring people's participation

Tasks to be completed during field work

- ✓ To understand the administrative structure. Study of the organization structure should include Bye law, MOU, source of funds (Donor agencies and Govt. sources), information including schemes of govt. with regard to respective setting, project monitoring and evaluation systems of the agency, networking of the organization and its collaborative organizations etc.
- ✓ To conduct a relevant one-day programme for the setting and agency. The report of the program should be supplemented with photographs, program schedule, and registration form.
- ✓ At least three educative/awareness programme on different topics should be conducted for the beneficiaries, which should include ICT materials. A copy of the ICT Material prepared should be submitted to the Department
- ✓ Student has to attend weekly or monthly meeting of the agency (which is attended by the field staff).
- ✓ To prepare a project proposal for the agency/setting

Reporting Format

1. Introduction
2. Objectives of the field work
3. Agency Profile
4. Activities done
5. Personal reflection
6. Evaluation
7. Conclusion
8. Appendix - Weekly Report, Daily Report, Certificate

Assessment Criteria

- Attendance
- Agency Evaluation
- Task Accomplishment
- Report
- Presentation

BLOCK PLACEMENT

Introduction
The one-month final placement is an internship to facilitate the transition of students from academic to work life. Agency should be chosen such that opportunities for enhancing independent practice competencies are provided.

Objectives
- To get familiarized with the agency and actively get involved in the day-to-day activities.
- To practice adaptively all the methods and theories of social work; both primary and secondary
- To study the role of the social worker in the agency/setting
- To conduct a relevant programme with proper planning with the involvement of stakeholders.

Tasks
- To understand the administrative structure (AHSO). Study of the organisation structure should include Bye law, MOA, source of funds (Donor agencies and Govt. sources), information including schemes of Government with regard to respective setting, project monitoring and evaluation systems of the agency, networking of the organization and its collaborative organizations etc...
- Students have to study about filing system, capacity building programmes, job descriptions, performance appraisal, induction, orientation programme, recruitment process, documentation, networking funding and so on of the agency.
- The student has to do 2 case work/ case history & MSE (which includes intervention also). Session wise report should be there, (one case should be in the verbatim format).
- Student has to conduct 2 group works/ therapy. Students conducting the group sessions should submit their reports in the same format given by the Dept/Agency. Supportive documents can be attached to the reports.
- At least one educative, recreational & rehabilitative program should be conducted for the beneficiaries, which should include ICT materials. A copy of the ICT material prepared should be submitted to the department.
- Organize a major program for the agency and this should be supplemented by reports, photographs, program schedule, registration form etc.
- The student has to conduct a mini research/ project proposal in collaboration with the agency.

Reporting Format

1. Introduction
2. Objectives of the field work
3. Agency Profile
4. Activities done
5. Personal reflection
6. Evaluation
7. Conclusion
8. Appendix - Weekly Report, Daily Report, Certificate

Assessment criteria

- Attendance
- Agency Evaluation
- Task Accomplishment
- Report
- Presentation

<u>GENERAL GUIDELINES FOR THE FIELD WORK PRACTICUM</u>

- Field work is a compulsory graded activity in every semester.

- Hundred percentage of attendance in field work is mandatory, if the reason for the absence is genuine, the supervisor may permit the students to compensate the day's activities. It should be done with proper planning and consultation with the faculty supervisors

- The duration of field work should be in accordance with the timings of the agency and more with the need of the community/ agency with proper arrangement but a minimum of 5 hours in a day is compulsory.

- Trainees should maintain a diary of all that he/she does during the field work.

- Report submission: Daily report (handwritten) should be submitted to the Agency Supervisor every day and get duly signed

- Reports should submit on or before 9.30 am on all Mondays to the faculty mentor

- Supportive documents of all the programs conducted should be included in the reports.

- The dress code should be moderate and decent.

- All the students should wear college identity card during field work

- Usage of mobile phones and other electronic devices shall be done only with the permission of agency supervisor

- The student shall avail only those holidays, which are the holidays of the agency

- The social work student should follow the rules and regulations of the agency/ community

- Field work conference is an important one and failure in attending field work conference will be considered as negligence from the side of student

- The faculty members can visit the agency/ community where the social work students are placed at any time

- If in the multi point assessment the student fails to obtain a pass grade (50%), he/she has to repeat the field practicum as decided by the field practicum coordinator in consultation with the Head of the department

STUDENT PERFORMANCE APPRAISAL FORMAT

4.1. First semester

Sl no	Component
1	Daily report
2	Summary report
3	Organization visit report
4	Community living camp
5	Community programme
6	Presentation
7	Agency evaluation
8	Panchayat study

4.2. Second semester

Sl no	Component
1	Daily report
2	Consolidated report
3	Case work record
4	Group work record
5	Community programme
6	ICT material
7	Presentation
8	Summer placement
9	Agency evaluation

4.3. Third semester

Sl no	Components
1	Daily report
2	Summary report
3	Study tour report

4	Mini research
5	Case work record
6	Group work record
7	Major programme
8	Project proposal
9	Field Action Project
10	Organization study record
11	ICT material
12	Presentation
13	Agency evaluation

4.4. Fourth semester

Sl no	Components
1	Daily report
2	Summary report
3	Mini research
4	Case work record
5	Group work record
6	Major programme
7	Organization study record
8	ICT material
9	Presentation
10	Agency evaluation

AGENCY EVALUATION FORMAT

A=Excellent, B= Good, C= Average, D= Poor, E= Very Poor

No	Criteria	score				
1	Ability to assume responsibility for own learning	A	B	C	D	E
2	Effectiveness in planning and arranging work responsibilities	A	B	C	D	E
3	Assertiveness and self-control	A	B	C	D	E
4	Ability to work within the purpose structure and constraints of the agency	A	B	C	D	E
5	Ability to identify and use community/ agency resources	A	B	C	D	E
6	Written communication and documentation skill	A	B	C	D	E
7	Ability to develop and maintain professional relationship with clients from different backgrounds	A	B	C	D	E
8	Relationship with coworkers and staff	A	B	C	D	E
9	Application of social work values, ethics and theories	A	B	C	D	E
10	Effectiveness in achieving the task assigned by the agency/department	A	B	C	D	E
11	Use of supervision and acceptance of correction	A	B	C	D	E
12	Individual initiatives and contribution to the agency	A	B	C	D	E
13	Punctuality and conduct	A	B	C	D	E

Name of the student: **Date:**

No of working days of Agency: **No of days Present:**

Name of Agency Supervisor: **Sign & Seal**

Please use additional paper for writing additional comments; it may help the student to improve his/her performance later.

DISSERTATION RULES

The student has to prepare and submit a dissertation under the guidance of a faculty member. The student is engaged 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 for data collection, collecting data, data processing, analyzing and interpreting the data and preparing the research report. The length of the research report should be between 80 to 100 pages and should not exceed 100 pages. The research report should be soft bound and plastic or plastic laminated paper should not be used for binding.

The assessment of dissertation work has 4 weightages for external evaluation and 1 for internal evaluation. General Grading pattern is applicable to dissertation also. If a candidate fails in the dissertation, the examiner will give comments and suggestions for resubmission. Corrected dissertation should be submitted to the University within one month of the receipt of comments from the University. The resubmitted dissertation may be sent to an examiner for re valuation. (See Annexure I)

External Evaluation - Criteria

Sl. No	Item	Description	Weightage External	Percentage of Weightage
1.	Choice of area / topic, Review of relevant literature	Scope, research potentials of the theme Comprehension, quality and quantity	3	
2.	Research design or methodology	Relevance, relation to research theme, clarity Appropriateness, selection of variables, sample selection, description of the method used	4	
3.	Tools/instruments used	Appropriateness, construction, validation	1	
4.	Data analysis and interpretation	Scheme, Application of analytical/statistical techniques, use of tables, figures, relating findings to objectives and literature, discussion on findings Discussion on earlier chapters, synthesis of research findings, implications of the study	4	60
5.	Report Presentation	Chapter division, chapter size distribution, structuring paragraphs, vocabulary, clarity, coherence and bibliography	2	
6.	Viva Voce	Ability to recall and explain the research process and to defend the research work.	10	40
	Total		**24**	**100**

Internal Evaluation - Criteria

Sl. No	Item	Weightage
1.	Choice of area / topic, Review of relevant literature Research design or methodology	2
2.	Data analysis and interpretation Report Presentation Regularity and punctuality	2
3.	Viva Voce	2
	Total	**6**

Dissertation Viva Voce – External: Criteria for evaluation

Sl. No.	Criterion	Description	Weightage External
1	Ability to defend the dissertation	Knowledge of the content of the dissertation, ability to place it in either scientific and/or practical context	3
2	Knowledge of the field of study	Sufficient basic knowledge (subject matter) in relation to research, ability to link various parts of the research, Awareness of the current discussions on the topic	3
3	Coherence in Presenting the research process	A carefully defined structure, logical with proper introduction and conclusion	1
4	Contribution to practice	Ability to demonstrate the application of findings with respect to social work practice. Rich arguments for why and how the findings are relevant to improved social work practice, in preparing new models for best practices in social work	3
	Total		**10**

MSW Semester I

SOW1C01: History, Philosophy and Fields of Social Work

Credits: 4

Hours/week: 4

Learning Objectives

1. **Assess the significance and impact of historical events and milestones on Social Work and Social Work education**

2. **Use Social Work concepts and methods to analyze case studies or real-life scenarios**

3. **Identify the ethical dilemmas and conflicts that may arise in Social Work practice**

4. **Examine the strengths and limitations of social work as a profession**

5. **Describe the unique challenges and opportunities in each field**

Module I   **(10 Hours)**

Historical development of social work: U.K. and U.S.A, Historical development of Social Work in India - Social Reform Movements and their contribution to Social Welfare. Welfare activities in India by Governmental and nongovernmental agencies in the Post Independent Era

Social Work-related concepts: Social Service, Social Reform, Social Welfare, Social Policy, Social justice, Social Defense

Module II   (14 Hours)

Concept, Philosophy and approaches to Social Work

Social Work- Definition**,** Principles, Core values and Functions.

Philosophical assumptions of Social Work - Democratic frame work, worth and dignity of individual, interacting forces of human behaviour, uniqueness of individuality, change and the potentiality to change, the right for self-direction, participation of clients in the helping process, right to self-fulfilment to the extent of his capacity and within the limits, Society's responsibility to facilitate self-fulfillment of the individual, group or community. Operationalising cardinal social work values, challenges in embracing values.

Sources of Social Work Philosophy: Moral & Religious values in social work philosophy- Christian, Hindu, Muslim, Buddhist, Gandhian traditions. Secular humanism, Rationalism, Welfarism, Liberalism and democracy, Socialism and human rights

Module III

Social Work Theories, perspectives and Methods (14 Hours)

Introduction to theories of Social Work: Importance - Systems Theory, Humanistic, Psychosocial development theories, Social Learning Theory, Conflict Theory.

Major Perspectives in Social Work: Strengths and Ecological Systems Perspectives

Overview of Social Work Practice Models: Crisis Intervention and Task-Centered, Cognitive-Behavioral, Strengths and Solution – Focused, Narrative, Anti oppressive, Cultural Competence

Methods of Social Work- Social Case Work, Social Group Work, Community Organisation, Social work Research, Social work Administration, and Social Action

Role of professional social worker. Core skills of Social Work

Module IV

Social Work profession-issues and concerns, Social Work Education (10 Hours)

Identification of Social Work as a Profession, Code of Ethics in Social Work, Issues and concerns of social work Profession. Professional Associations for social workers, Importance of continuing professional development of social workers, International Social Work

Social Work education- Multidisciplinary foundation of social work education, curriculum, courses and specializations.

Field work –objective, components, Supervision-functions and methods, Field work recording-Need and importance, Current trends in social work education

Module V

Fields of Social Work (12 Hours)

Primary and secondary settings, Role of professional social worker. Core skills for Social Work.

Family and child welfare Settings, Medical and Psychiatric Settings, Industrial Settings, Educational Setting, Correctional setting, Community Development Settings.

Social Work with Children, Adolescents and youth, Women, Gender issues, Aged, differently abled, SC/ST, migrants, unorganized labourers, abuse, sexual assault, and Domestic violence victims, HIV/AIDS, sexual minorities.

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6. Fink, Arthur et al (1985).The fields of Social Work. Beverly Hills, Calif: Sage Publications

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12. Desai, Murli (2002): Ideologies and social Work. Rawat Publications, Jaipur

13. Patel, Chhaya(Ed): Social Work Practice Religio-Philosphical Foundations. Rawat Publications Jaipur

14. Terry Mizrahi, Larry E. Davis (2008) : Encyclopedia of Social Work (20th Edition), Oxford University Press, New York.

15. Upadhay Ashok K., John Rawls (1999)– Concept of Justice, Rawat Publications, Jaipur

16. Viviene Cree and Steve Myers (2009): Social Work: Making a Difference, Rawat Publications, Jaipur.

17. Payne, Malcom (2014) Modern Social Work Theory, Palgrave Macmillan London

18. Gray, Mel and Webb, A. Stephen (ed.) (2013) Social Work Theories and Methods, Sage London

19. Healy, Karen (2014) Social work Theories in Context Creating Frrameworks for Practice, Palgrave Macmillan London

20. Maclean, Siobhan and Harrison, Rob (2001); Theory and Practice: A Straightforward Guide for Social Work Students, Kirwin Maclean Associates

MSW Semester I

SOWIC02: Sociology and Economics for Social Work Practice

Credits: 4

Hours/week: 4

Learning Objectives:

1. **Apply sociological theories to understand social phenomena**
2. **Assess the effectiveness of policies and programs aimed at addressing social problems**
3. **Understand social and economic processes and systems**
4. **Examine the relationships between economic and social development outcomes.**

Module I:

Sociological Perspectives and theoretical contributions to Sociology (12 Hours)

Sociological perspectives: Functionalist perspective,Conflict perspective, Interactionist perspective.

Contributions of theorists: Durkheim, Aguste Comte, Max Weber, Foucault and Talcott parson, Amartya Sen.

Module II:

Sociological concepts for social work I   (12 hours)
Definition of sociology, relationship between Sociology and Social Work

Society: Definition, Society as system of relationships, meaning and characteristics, Culture: Definition, characteristics, cultural change

Status & Role: Types and Characteristics

Socialization: Meaning, theories of socialization, process and agents

Social process: Associative and dissociative process

Social institutions – Marriage, family, religion, kinship, education, economic institutions and legal system

Module III:

Sociological concepts for social work II (10 hours)
Social Stratification: Characteristics, Gender, caste, class.

Social control: Conformity and deviance; Characteristics, agencies and means of social control

Social change: Nature, characteristics, factors and theories related to social change

Social Problems : Meaning, natures and factors responsible for social problems, Major Social problems in India.

Module IV:

Introduction to basic economic concepts (12 Hours)
Significance of studying Economics in social work. Basic Economic concepts: Needs, Resources, Production, Distribution and Consumption. Demand and supply.

Contemporary economic systems: Capitalism, Socialism and Mixed economy, their features, merits and demerits.

Module V:

Development Economics (14 Hours)

Economic Development: Concept, Meaning, under development - Characteristics, causes and consequences

Poverty and unemployment in India: Types, Causes, effects and implications. World Hunger- myths, magnitude, causes and remedies.

New Economic Policy: Structural adjustment programmes (LPG) and Stabilization programmes, Impact of NEP

Planning for Development – Economic Planning, meaning, Objectives of Indian Planning, NITI Aayog,

References

1. M, A. F. (2006). *"Contemporary Sociology" – An Introduction to Concepts and Theories.* USA: Oxford University Press.

2. Béteille, A. (2002). *SociologY:Essays on approach and method.* New Delhi : Oxford University Press.

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5. Singh, Y.(2004).*Ideology and Theory in India Sociology*, Rawat Publications. New Delhi.

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7. Madan, G.R. (2002) .*Indian Social Problems*, Mumbai : Allied Publishers Pvt. Ltd.

MSW Semester I

SOW1C03: Human Growth and Development

Credits: 4

Hours/week: 4

Learning Objectives

1. **Identify and define basic concepts in psychology and human growth relevant to social work practice**
2. **Describe the developmental stages across the developmental stages across the human lifespan and their significance in social work**
3. **Apply theories of development to real-life scenario in human growth and development contexts**
4. **Analyse the impact of various developmental theories on social work practice**

Module I:

General psychological concepts and biological basis of behavior (10 Hours)

Psychology: Definition and scope. Learning, thinking, emotion and intelligence-definition and other basic information.

Brain and Behavior: Brief outline on Nervous system and Endocrine system

Module II:

Introduction to Human Development   (12 Hours)
Developmental psychology: Definition, Scope and its importance in Social work practice. Meaning of Development changes, significant facts about development. Theories of development: Psychoanalytic theory, Cognitive theory, Ecological theory and sociocultural theory. Importance of life span approach**.**

Module III:

Prenatal period, Infancy Babyhood, and Childhood   (16 Hours)

Prenatal period– characteristics, stages, Importance of prenatal period and hazards

Infancy – stages, characteristics of newborn – major elements of adjustments, hazards

Babyhood - characteristics, developmental tasks, Emotional, Social and moral development

Early childhood – characteristics, developmental tasks, language acquisition, socialisation, personality, Moral and Emotional development.

Late Childhood – characteristics, developmental tasks, importance of play, peer relationships-cognitive and moral development.

Module IV: Puberty & Adolescence (8 Hours)

Puberty – Characteristics, criteria, causes of puberty, major physical and emotional changes and its influence on personal and social adjustments, hazards and its effects on the individual's physical and psychological wellbeing.

Adolescence – characteristics, developmental tasks, major physical, emotional and social changes, Emotional, social and personality development, sex and sexuality in adolescence.

Module V: Early adult hood, Middle age and Old age (14 Hours)

Early adulthood: characteristics, developmental tasks, personal and social adjustments, vocational and marital adjustments

Middle age: characteristics, developmental tasks, personal and social adjustments, vocational and marital adjustments

Old age: characteristics, developmental tasks, Ageing and Ageism. Health problems and hazards. Death and Dying, Bereavement. Personal and social adjustments, vocational and marital adjustments.

References:

1. Hurlock, Elizabeth B. (1996). Developmental Psychology-a life span approach. Tata New Delhi: Mcgraw-Hill Publishing Co.Ltd.

2. Keniston, Allen (Ed.). (1998). Perspectives: Life Span Development. Madison: Course wise Publishing Inc.

3. Papalia, D.E et.al (2004) *Human Development* (9th Ed). New Delhi: Tata McGraw Hill Publishing Company

4. Santrock, J.E (2007) *Child Development* (2nd end) New Delhi: Tata McGraw Hill Publishing Company

MSW Semester I

SOW1C04: Professional Skills for Social Workers

Credits: 4

Hours/week: 4

Learning Objectives:

1. **Understand and define key concepts such as self-esteem, self-awareness, and self-development.**

2. **Explain the managerial skills essential for effective social work practice.**

3. **Apply training techniques to improve competence in**

4. **Assess and evaluate personal strengths and areas for**

Module I   (10 Hours)

Intra personal and Interpersonal skills -Significance of understanding self, meaning of self: Self-awareness, self-concept, self-esteem, self-image and self-acceptance, Factors affecting self: attitudes and values. Techniques of understanding self, SWOT analysis, Jo- Hari window. Self-defeating behaviour and its management. Life skills, Emotional resilience, Emotional Intelligence.

Module II   (13 Hours)

Relationship skills for social work: Understanding client's situation and perspective- assessment, genograms, ecomaps, Core relationship qualities: warmth, empathy, genuineness, unconditional positive regard, interviewing skills: creating supportive environment, active listening, silence, reflecting feelings, paraphrasing, clarifying, summarizing, Direct, closed, open ended questions, Professional integrity, Professional boundaries

Module III   (14 Hours)

Communication Skills- Communication: Definition, Purpose, Types, process, barriers, approaches in communication, non-verbal communication, Transactional Analysis-ego states, transactions, strokes, life positions, Group discussion, Public speaking, Presentation skills, reflective writing, presentation skills, Writing skills: Minutes, reports, letters, Advocacy letters, case notes, Structure of case notes, legal writing, newsletters, press, media, media releases, Letter to the editor, Literature review, academic writing, referencing and plagiarism.

Module IV   **(12 Hours)**

Leadership skills: Leadership- Introduction to Leadership, Leadership Power, Leadership Styles, Leadership in social work-Facilitative and transformational Leadership, Motivation, Motivation enhancement, Group dynamics, Team building and team work, Time Management, Stress management, Goal setting, Managing conflict

Module V   **(11 Hours)**

ICT Skills: Use of ICT in Social Work, MS Office, Various forms of ICT resources, ICT in teaching and learning, Online Learning resources, Introduction to Cyber laws, Cyber crimes, Cyber ethics

Reference:
1. Stogdon C and Kitleley R (2010) Study skills for social workers, Sage Publications

2. Mohan K, Banerji M, Developing Communication Skills, , Macmillan Publishers India Ltd.

3. Neil T (2009), People Skills, 3rd Ed., Palgrave Macmillan New York

4. Hamer M (2006), The barefoot Helper: mindfulness and creativity in social work and the caring professions, Russell House Publishing Limited

5. Benson, Jarlath B(2001), Working more creatively with groups, Routledge, New York

6. Donald S. (1991), The Reflective Practitioner, How Professionals Think in Action, Basic Books New York [ISBN: 1857423194]

MSW Semester I

SOW1C05: Social Legislation and Human Rights

Credits: 4

Hours/week: 4

Learning Objectives:

1. **Assess the effectiveness of human rights organizations and instruments in promoting and protecting human rights**

2. **Assess the importance of the Indian Constitution in modern Indian society**

3. **Examine the relationships between statutory bodies and their impact on individual rights**

4. **Describe the rights and entitlements of vulnerable and marginalized sections under these legislations**

5. **Analyse and evaluate the impact of social legislations in India, such as the Constitution, Hindu Marriage Act, Muslim Personal Law, and Protection of Women from Domestic Violence Act, on promoting social justice and gender equality**

Module I

Introduction to Social Legislation   **(8 Hours)**

Social Legislation: Definition, objectives, & Scope. Social Legislation as an instrument for social change and social justice. Process of making social legislation

Indian constitution and social Legislation: Fundamental rights, Fundamental duties and Directive Principles of State policy. Legal system in India: Courts, Hierarchy of courts.

Module II

Human rights   **(14 hours)**

Concept and nature of human rights: Values: Dignity, Liberty, Equality, Justice, and Unity in Diversity. Human rights as Inherent, Inalienable, Universal and Indivisible,

Universal Declaration of Human Rights 1948 and Universal Declaration of Human Responsibilities 1997.

International Convention on Economic, Social and Cultural Rights 1966 International convention on Civil and Political Right 1966

UN and its Principal Organs: General Assembly, Economic and Social Council, and Security Council, Subsidiary Organ: Human Rights Council, Specialized Agencies: UNICEF, UNESCO, ILO, WHO and various agencies. Inter-governmental and non-governmental agencies working for human rights.

Statutory Mechanism for Enforcement of Human Rights in India: National Human Rights Commission (NHRC) and State Human Rights Commissions (SHRCs) – Evolution, Composition and their Roles, Role of a social worker in relation to social legislation and human rights issues – advocacy, campaign, lobbying, networking, educating, guiding, enabling

Module III: **(14 hours)**

Legislations for the Protection of Children and Women- their social relevance, objectives, implications, remedies and critical review

Children
Juvenile justice care and protection act 2015

Laws related to adoption, Child Marriage Act – 2006.

The Protection of Children from Sexual Offences Act, 2012

The Child Labour (Prohibition and Regulation) Amendment Act, 2016

Women
Laws related to atrocities against women as per Indian
penal code The Dowry Prohibition Act –1986.

The Protection of Women from Domestic Violence Act,
2005. The Immoral Traffic (Prevention) Act, 1986.

The *Nirbhaya Act*, 2013

Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013,

Module IV: **(14 hours)**

Social Legislations for the Aged, Disabled and other weaker Sections, their social relevance, objectives, implications, remedies and critical review

Aged: Maintenance and Welfare of Parents and Senior Citizens Act, 2007.

Disabled: The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.

Backward Classes: The Schedule Caste and Schedule Tribes, (Prevention of Atrocities) Act, 1989.

Social security legislations- An overview

Module V: Introduction to Legal Aid   **(10 hours)**
Legal Aid- Definition, meaning and scope

Legal services authorities act, 1987 – salient features,

The Schemes and Programmes for Legal Aid Services, Lok Adalats

Public Interest Litigation -Meaning and Definition, Nature and Scope of Public Interest Litigation. Procedure for filing PIL

References
1. India Government: Constitution of India. Govt. of India Press, New Delhi

2. Social Legislation in India (2 Vols)Hardcover K .D. Gangrade 2011

3. Mathew PD : Public Interest Litigation, Indian Social Institute, New Delhi, 1999

4. Tapan Bisowal : Human rights, gender and environment Viva books pvt Ltd, New Delhi, 2006

5. Videh Upadhyay, Public Interest Litigation in India: Concepts, Cases and Concerns: Concepts, Cases Concerns – 2007

6. Mamta Rao, Public Interest Litigation Legal Aid and Lok Adalats Paperback – 2015

7. People law and justice : A case book of PIL, Vol 2Orient Longman publishers, New Delhi, 1997

8. Introduction to constitution of India: Vikas publishers house pvt Ltd, New Delhi

9. Legal Education Series   : Indian Social Institute, New Delhi, 1999

10. Hebsur, R. K. (Ed.) Social Intervention for Justice, Bombay: TISS.

11. Huttman, E. D. 1981 Introduction to Social Policy, New York: McGraw- Hill.

MSW Semester II
SOW2C06: Social Case Work

Credits: 4

Hours/week: 4

Learning Objectives

1. **Identify the fundamental principles and concepts of Social Case Work and its relevance in social work practice**

2. **Explain the application of Social Case Work in real-world scenarios, demonstrating an understanding of its underlying values and principles**

3. **Demonstrate the ability to apply Social Case Work skills and methods in practice, working with individuals to address their unique needs and challenges**

4. **Critically evaluate the effectiveness of Social Case Work interventions and develop strategies for improvement, demonstrating a deeper understanding of the method and its applications.**

Module I: Introduction to Social Case Work   (8 hours)

Social Case Work as a Method of Social Work: Definition, scope and objectives of Social Case Work, History and Development of Social Case Work in UK, USA and India, Casework and Counseling. Philosophical assumptions and values of Social Case Work. Caseworker - qualities and skills.

Module II: (10 hours)

Case work relationship: definition, qualities and principles of Case work relationship, (Individualization, Purposeful expression of feelings, controlled emotional involvement, Acceptance, Non-judgmental attitude, Client self-determination, Confidentiality)

Tools used in social case work: Relationship, listening, observation, home visits, Interview, Casework Interview: nature purpose and principles.

Module III: Components and Tools of social casework   (16 hours)

Components of casework (Perlman's model):
Person- client, significant others and collaterals.

Problem- need impaired social functioning.

Place- agency, objectives, functions, policies and resources.

Process- Social Casework intervention; psychosocial study, Diagnosis,Treatment, Evaluation, Termination and follow up. Writing a Case work record

Recording: importance, principles and types: Narrative recording, summary recording & verbatim recording,

Module IV: Social Case Work Treatment - Approaches and Models   (16 hours)

Environmental modification, Enhancing social support systems, and Direct treatment (Counselling techniques - guidance, clarification, ventilation, psychological, support, reassurance, confrontation, accreditation, suggestion etc.),

Enhancing the client's problem solving - assertiveness, Stress management & social skills

Theoretical approaches relevant to case work. Psychoanalytical, Psychosocial, Diagnostic and Functional approaches.

Models of Casework Practice: Social diagnostic (Richmond), Supportive and modificatory (Hamilton), Problem solving (Perlman), Crisis intervention (Rappaport), Classified treatment method (Florence Hollies), Competence based approach (Elleen Grabrill)

Module V: Case management in Social Case Work   (10 hours)

Case management: definition, philosophy, components- Assessment, planning, facilitation, care coordination, evaluation, advocacy, referral, resource management

Settings of social case work: Primary & secondary, Scope of social case work in various settings, Role and function of case worker in all settings

References:

1. Biestek Felix (1957). Case Work Relationship. Chicago: Loyola University Press

2. Grace Mathew (1992). Introduction to Social Case Work. Bombay: Tata Institute of Social Sciences.

3. Perlman, H.H. (1957). Social Case Work: A Problem-Solving Process. Chicago: University of Chicago Press.

4. Hepworth & Larsen (2010). Direct Social Work Practice: Theory and Skills (Eighth Edition). Belmont, CA: Brooks/Cole/ Thompson.

5. Hamilton.G : Theory and Practice of Social Case Work

6. Hamilton, Gordon (1970) The New York School of Social Work: Theory and Practice of Social Case Work, New York and London: Columbia University Press

7. Rameshwari Devi, Ravi Prakash (2004) Social Work Methods, Practics and Perspectives (Models of Casework Practice), Vol. II, Ch.3, Jaipur : Mangal Deep Publication

8. Brammer.L.M   : The Helping Relationship Process and Skills 1985

9. Upadhay .R.K   : Social Casework – A Therapeutic Approach.

10. Garrett, Annett (1972) Interviewing – Its Principles and Methods, Family Service Association of America, New York

11 Compton and Galaway : Social Work Process 1979

MSW Semester II

SOW2C07: Social Group Work

Credits: 4

Hours/week: 4

Learning Objectives:

1. **Define the concept and principles of Social Group Work as a method of Social Work, identifying its key components and characteristic**

2. **Explain the process of Social Group Work, including its stages, techniques, and roles, demonstrating an understanding of how it enables social workers to effectively work with individuals in groups.**

3. **Demonstrate the ability to apply the principles and processes of Social Group Work in various settings, such as community organizations, schools, and healthcare institutions.**

4. **Demonstrate the ability to apply the principles and processes of Social Group Work in various settings, such as community organizations, schools, and healthcare institutions.**

5. **Evaluate the effectiveness of Social Group Work interventions, considering factors such as group composition, leadership, and environmental context, and develop strategies for improving practice.**

Module I: Introduction to Groups   (12 Hours)

Understanding groups: Definition, characteristics and significance of groups in society Types of groups – primary and secondary groups

Task groups (forum, committees and work team)

Treatment groups (support groups, educational groups, socialization groups, therapeutic groups,)

Developmental groups (self-help groups and support groups) Subgroups- meaning and types (Cliques, dyads, triads, isolates)

Tools for assessing group interaction - Sociometry and Sociogram. Functional and nonfunctional role of individuals in group

Module II Group Process   **(14 Hours)**

Typical patterns in group process and interpersonal communication, Group formation, Role, Rank and Relationship, Group norm, Bond, acceptance, isolation, rejection, conflict and control. Impact of group experience on individuals

Group dynamics - Group bond, Sub groups, Decision making, isolation, Leadership, Conflict.

Communication and Interaction pattern, Group cohesiveness, Group control, Group culture.

Stages of group development – Forming, Storming, Norming, Performing and Adjourning

Group morale- meaning determinants and importance and characteristics of groups with high or low morale.

Module III: Introduction to Social Group Work   **(9 Hours)**
Social Group Work: Definition, characteristics and goals of social group work method. History and evolution of group work as a method – international and Indian context.

Theoretical assumptions underlying social group work, Philosophical assumptions and Values of social group work, Relevance and Scope of Social Group Work

Module IV   **(13 Hours)**

Social group work principles and process

Principles of group work.

Group Worker – Qualities, skills, Role and functions,

Steps in group formation: Need Assessment, formulating objectives, developing plan for group work, Programme planning

Group Formation and Group Development

Group Work Process: Pregroup formation, Beginning Phase, Middle Phase and Ending Phase Termination phase: Types of termination

Evaluation: Significance of evaluation, types and methods of evaluation

Module V **(12 Hours)**

Recording in group work – Importance, Principles, types, structure of recording,

Techniques of

recording to analyze group process and plan strategies for intervention

Applications of Group work in various settings – Health (Hospitals, De-addiction centres and Mental health centres), Children and Adolescents(schools and Child Guidance Clinics) Women development, Family welfare (Family counselling centres), Industries, Communities, Correctional institutions

References:

1. Hepworth, D. H. (2010). . *Direct Social Work Practice: Theory and Skills (8th Edition).* Belmont: Brooks/Cole.

2. Konopka, G. (1963). *Social group work. A Helping Process* . New Jersey: Prentice Hall.

3. Rivas, R. W. (2009). *Introduction to social group work practice.* . London : Allyn & Bacon.

4. Siddiqui, H.Y. (2008). *Social group work: Theories and practice.* Jaipur: Rawat Publications.

5. Trecker, H. B. (1972). *Social group work: Principles and Practice.* Chicago: Follett. Publishing Company.

6. Upadhay, R. (2003). *Social Casework: A Therapeutic Approach.* New Delhi: Rawat Publishers.

7. Zander, D. C. (1960). *Group Dynamics.* New York: Peterson and Co.

SOW2C08: Community Organisation and

Social Action

Credits : 4

Hours/week : 4

Learning Objectives:

1. **Identify the concepts and principles of community organization and social action as methods of social work, recognizing their roles in promoting social change.**

2. **Explain the key elements of community organization practice and social action, including their goals, strategies, and stakeholder engagement**

3. **Design and evaluate participatory community work and social action plans, incorporating diverse perspectives and stakeholders, and demonstrating critical thinking and problem-solving skills.**

4. **Apply models and strategies for community organization and social action to real-world scenarios, demonstrating an understanding of their practical applications.**

Module I: Understanding Community and Community Dynamics (10 hours)
Concept of community: - Sociological and social work perspectives of community - geographical and functional community.

Functions of community. Concepts of power and authority; sources of power in communities. Understanding community power structure, Powerlessness and empowerment, Cycle of empowerment.

Leadership in Community Organisation**:** Concept and types of leadership. Role and functions of community leaders.

Participation in Community Organisation**:** Meaning, significance and dimensions and levels of participation. Challenges in participation.

Module II: Community Organization as Practice Method   (14 hours)
Concepts: - Community organization, community development. Evolution of community practice in the West and in India

Principles of community organization. Emphasis on human rights, multiculturalism, diversity, pluralism and social justice. Theoretical perspectives relevant to community organisation-Systems theory, Learning Theory, Conflict Theory and Social Exchange Theory Phases in community organization- Study, analysis, assessment, organization, action, evaluation, modification and continuation.

Approaches and Models: Rothman's approaches to Community Organisation-Locality Development, Social Planning, Social Action. Paulo Freire and Conscientization. Saul Alinsky and Organised Mass Action.

Approaches to Organising communities in the Indian Context: The Gandhian method of organizing: Satyagraha, civil disobedience and the philosophy of non□violence.

Module III: Strategies in Community Organization (12 hours)
Formation and capacity building of marginalized groups, community level institutions and organisations (e.g- PRIs, people's organisations), asset-based community development, leadership building and networking, awareness generation, local services development. Advocacy and coalition building.

Skills required in community organization practice: Interaction skills, skills in information gathering and assimilation, community mobilization, resource mobilization (external and internal), advocacy, conflict resolution, documentation, networking, training and facilitation, Participatory Rural Appraisal (PRA)

Recording: community profiling, recording (administrative and process records; data banks, monitoring report, evaluation reports) and documentation of the community organization processes (documentation of the best practices, case studies)

Module IV: Community Organization Practice in Various Settings (12 hours)
Health, Education, Residential institutions, Livelihood and work, Natural resource management, Sustainable development, working with tribal population, Disability, Working with rural and urban vulnerable communities, displaced population and rehabilitation, disaster response.

Module V: Social Action (12 Hours)
Social Action: Concept, Objectives, Principles, methods and strategies of social action. Scope of social action in India. Social Movements.

Approaches to Social Action- Freire, Gandhi (Sarvodaya), Alinsky, Radical social work; Rights based approach.

Strategies for social action from various social movements.

Skills- Mediation, advocacy, conflict resolution. Social Action as a method of social work.

References:
1. Ross Murray G, Community Organisation: Theory and Principles, Harper and Row Publication New York, 1985.
2. Arthur Dunham: Community Welfare Organisation.

3. Weil, Mary (Ed) :- Community Practice. Conceptual Methods, New York: The Haworth Press. Inc 1996.

4. Meenai, Zubair: Participatory Community work. Concept Publishing Company, NewDelhi 2008

5. Siddiqui , H.Y. Working with Communities: An Introduction to Community Work. Hira Publications, New Delhi 1997.

6. Tropman, John E, Erlich, John L; and Jack Rothman: Tactics and Techniques of Community Intervention – F.E. Pea cock Publication, Inc, Illinois 1995

7. Hardcastle, David A., Powers, Patricia R. and Wenocur, Stanley : Community Practice-Theories and Skills for Social Workers. Second Edition 2011

8. Hardina, D. : Analytical Skills for Community Organisation practice, Columbia University Press, New York, 2002

9. Weil, Mary (Ed): The Handbook of Community Practice, Sage Publications, New Delhi, 2013

SOW2C09: Psychology for Social Work

Credits : 4

Hours/week: 4

Learning Objectives

1. **Analyse individual and collective behaviour to understand the determinants of social behavior.**

2. **Explain the concept of mental health and evaluate mental health issues in contemporary society.**

3. **Identify and describe various mental disorders and dysfunctions.**

Module I: Introduction to Social Psychology **(8 Hours)**

Social Psychology: Definition, Nature and Scope and relevance to social work Social Perception: Nonverbal Communication-Attribution-Theories of attribution. Attitude: Definition, Formation and change of attitudes.

Module II: Individual Behavior in social Context **(10 Hours)**

Social Cognition: Meaning &definition, Schemas and Heuristics
Prejudice: Definition and characteristics of prejudices

Sex and Gender, Gender identity and gender stereotypes.

Social influence- Types of social influence, Compliance techniques

Module III: Group Behavior in social Context **(12 Hours)**

Pro-social behaviour.- factors and determinants. Aggression- factors and determinants.

Propaganda: definition, psychological basis and techniques. Counteracting misleading propaganda

Collective behavior: Characteristics of Audience & crowd. Classification of crowd and audience.

Module IV: Introduction to Mental Health   (14 Hours)

Definition, characteristics and determinants of mental health. Mental Health issues in the contemporary society- Alcoholism and drug addiction, Suicide.

Adjustment disorder-post traumatic stress disorder; anxiety disorder: specific phobia, social phobias, generalized anxiety disorders, obsessive-compulsive disorder.

Module V: Introduction to major Mental Disorders   (16 Hours)

Clinical features of schizophrenia, mood disorders

Somatic Symptom Disorders, Hypochondriasis, Somatization Disorder, Pain Disorder, Conversion Disorder;

Dissociative Disorders - Depersonalization/ Derealization Disorder, Dissociative Amnesia and Dissociative Fugue, Dissociative Identity Disorder (DID).

Major Childhood disorders- Autism spectrum disorders, Conduct disorders, ADHD, LD, Intellectual Disability

References:

Baron, R.A.,& Branscombe, N.R.(2012). *Social Psychology*(13 th ed). New Delhi: Pearson Education.

Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology, 12 th ed.* New Delhi: Pearson Education**.**

Baron, R.A., & Byrne, D. (2002). *Social Psychology, 10th ed.* New Delhi: Pearson

Education Butcher, J. N., Hooley, J. M., &Mineka, S. (2014). Abnormal Psychology (16th

ed.). U.S.A

: Pearson Education, Inc.

Carson, R. C., Butcher, J. N., &Mineka, S. (1996). Abnormal Psychology and Modern life (10th ed.). Newyork : Harper Collins College Publishers.

Myers,D.G.(2006).Social Psychology. New Delhi: Tata MCGraw Hill Inc.

Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). Kaplan &Sadock's Synopsis of Psychiatry Behavioral Sciences/ Clinical Psychiatry (11th ed.). U.S.A :Wolters Kluwer.

Seligman, M. E. P., Walker, E. P. ,&Rosenhan , D. L. (2001). Abnormal Psychology (4th ed.). Newyork : W. W. Norton & Company, Inc.

Taylor,S.E.,Peplau,L.A., & Sears, D.O.(2006). New Delhi: Pearson Education.

MSW Semester II
SOW2C10: Theory and Practice of Counselling

Credits: 4

Hours/week: 4

Learning Objectives:

1. **Describe and compare various theoretical and therapeutic approaches in counselling.**
2. **Explain and analyse the counselling process and its key components.**
3. **Apply counselling knowledge and demonstrate skills in diverse practice settings.**

Module 1   **(9 Hours)**

Basics of Counselling Practice

Counselling: definition need and scope, Types of counseling: Individual and Group Counselling, Concepts-similarities & differences: Guidance, Counselling, Social Case Work, Psychotherapy. Elements in counselling: counsellee, counsellor, counselling setting.

Module II   **(14 Hours)**
Counselling Process

Counselling stages: Relationship building, Exploring, assessment and understanding, goal setting and action, Termination and Evaluation Phase

Attitudes and Skills required for the stages of counseling: Contracting, Attending, Reflecting feelings, paraphrasing, focusing, confronting, summarizing, evaluating, goal setting, building relationships, empathic responding, challenging skills,

Module III   **(12 Hours)**
Techniques and skills in Counseling

Personal Qualities of an effective counsellor

Skills and Techniques of counselling: Active listening, questioning, clarification, physical attending skills: non-verbal skills: posture, facial expressions and eye contact

Counsellor as a professional: Code of ethics and legal and ethical aspects of Counseling

Module IV   (14 Hours)
Theories and approaches in Counseling Practice

Psychoanalysis, Client-centered, Gestalt theory, Rational emotive therapy, Behaviour therapy, Cognitive Behaviour Therapy, Reality therapy and Transactional Analysis, Strengths based approach, Solution focused brief therapy. Mindfulness based stress reduction, Eclectic approach in Counselling

Module V   (11 Hours)
Counselling practice in different settings

Marriage and Family counselling, Career Counselling, Crisis and Trauma Counseling; Genetic Counselling, Grief Counseling, Stress management, Counselling in the Context of HIV/ AIDS, Counselling services for children and adolescents, Counselling for Elderly, Counselling in Workplace, Counselling for Substance abuse and Addiction

Reference:

1. Fuster, J. M., (2002). Personal Counselling. Mumbai : Better Yourself Books

2. Gladding, S. (2013). *Counseling : a comprehensive profession*. Boston: Pearson

3. Nelson-Jones, R., (2000). Practical Counselling and Helping Skills. Mumbai : Better Yourself Books

4. Yeo, Anthony, (1993). Counselling a Problem Solving Approach. Boa Vista : APECA publications in India

5. Carroll, Michael., (1996). Workplace Counseling: A systematic Approach to Employee Care. London : Sage Publications

6. Patri, V.R., (2005). Counselling Psychology. New Delhi : Authors Press

7. Rao, S.N., (2002). Counselling and Guidance. New Delhi : Tata McGraw Hill Publishing Company Ltd

8. Theory and Practice of Counselling; Richard Nelson-Jones, Sage South Asia Edition2011

9. Elements of Counselling- Scott T Meier, Susan R Davis

10. An introduction to Counselling- John McLeod

MSW Semester III
SOW3C11: Quantitative and Qualitative Methods for Social Work Research

Credits: 4

Hours/week: 4

Learning Objectives:

1. **Explain the significance and characteristics of scientific research**

2. **Develop competence in designing and conducting qualitative and quantitative research.**

3. **Analyse the research process in both qualitative and quantitative methodologies**

4. **Apply statistical techniques in social work research to interpret and evaluate data.**

Module I

Introduction   **(8 Hours)**

Scientific Research and social work: - Meaning of research, types of research, social work research – aims and significance.

Types of Research- Qualitative v/s Quantitative Research, evaluative research, participatory research, action research.

Module II

Quantitative Research methods in social work   **(20 hours)**

Research Problem formulation: - Concepts, Theoretical and operational definition of concepts, Role of theory in research, Variables- Types, Hypothesis- Definition, types, sources and significance. Importance and methods of review of literature, Formulation of research proposal, Pilot study. Ethical considerations in research.

Research Design: - Meaning, purposes and types: - Exploratory, Descriptive, Diagnostic and experimental. Quasi-experimental design. Single subject designs, group design,

Sampling Techniques- Types, merits and demerits

Measurement-Levels, scales and scaling techniques, Pretest, validity and reliability

Data collection: - Primary data and Secondary Data-Types. Methods of data collection - interview schedule, questionnaires, projective techniques.

Data analysis and data presentation in quantitative studies: Editing, Coding, tabulating, Interpreting, Descriptive and inferential Analysis

Report writing- Format, style and content. Qualities of a good research report

Module III

Qualitative Research methods in social work (10 Hours)

Qualitative Research, Nature of Qualitative Research, Methods of collecting qualitative data- Interviews, Focus groups, Observation, Case study, Ethnography, Action Research, PRA and other forms. Writing-up qualitative studies. Principles of Triangulation.

Module IV
Statistical Methods (8 Hours)

Nature and purpose of statistics – use of statistical methods and limitations of statistics in social work research. Tabulation of data – purpose and basis of classification Frequency distribution-construction of frequency tables, graphic and diagrammatic presentation of data- Bar chart, Pie chart, Histogram, Frequency curve and Ogive. Normal distribution.

Module V

Theoretical understanding of Descriptive and Inferential statistics (14 Hours)

Meaning, relevance, uses, merits and demerits of measures of central tendency, Measures of dispersion (Range, Quartile deviation, Mean deviation, Standard Deviation)

Meaning, relevance, uses, merits and demerits of measures of Correlation (Karl Pearson's Coefficient of correlation and Spearman's Rank correlation

Meaning, relevance, uses, merits and demerits of Chi square, 't' test, and ANOVA Use of software packages in data analysis – SPSS

References:
1. C. B. Gupta, V. G. (2009). *Introduction to Statistical Methods.* New Delhi: Vikas Publishing House Pvt Ltd.

2. CresSOWell, J. W. (2007). *Qualitative enquiry & research design:Choosing among five approaches.* New Delhi: Sage Publication.

3. CresSOWell, J. W. (2009). *Research Design: Qualitative ,Quantitative and mixed methods approaches.* New Delhi: Sage Publications.

4. CreSOWell , J. W .and Clark, V.L. (2011). *Designing and Conducting Mixed Methods Research.* New Delhi: Sage Publications.

5. D.K, L. (2000). *Practice of Social Research: Social Work Perspective.* New delhi: Rawat Publications.

6. Mark, R. (1996). *Research Made Simple: A Handbook for Social Workers.* New Delhi: Sage Publications Inc.

7. Rosenthal, J. A. (2012). *Statistics and Data Interpretation for social work.* New York: Springer publishing company.

8. Schneider, R. A. (2003). *Basic statistics for social workers.* Maryland: University press of America.

SOW3C12: Participatory Project
Planning and Training

Credits : 4

Hours/week : 4

Learning Objectives: -

1. **Develop skills in writing project proposals and managing projects effectively**

2. **Explain the concept and significance of participatory training.**

3. **Apply techniques for formulating and implementing development project**

4. **Analyse the steps involved in organizing participatory training programs and demonstrate skills in participatory training and facilitation**

Module I Development Projects   (10 Hours)

Meaning and purpose, Programme vs. project

Principles in development project: sustainability, development direction, concern for the marginalized. Planning in Local Self-Governing Institutions and Community Based Organisations

Environmental Impact assessment [EIA], Gender Impact Assessment [GIA]

Module II Project Identification and Planning   (12 Hours)

Need Assessment, Project Formulation -Setting Goals and objectives, feasibility and viability, cost benefit and cost effectiveness analysis, Action plan, budgeting, time schedule, Different models of preparing development projects

Planning for a Project - Development of vision & mission statement, strategic planning, Log frame approach, results frame work, theory of change, Risk analysis and management /Risk matrix, Gant chart, Network analysis, Critical Path Method

Identification of beneficiaries

Resource mobilization- sources and strategies, Preparing project proposals

Module III Project Implementation and Evaluation   (14 Hours)

Monitoring and Evaluation

Monitoring, evaluation, supervision, review- meaning and definition, Need for M& E, challenges, key M & E activities, Baseline and Endline studies, process documentation, output tracking & outcome monitoring, key data collection tools for M & E- MSC (most significant change) Case study, interviews, stories, life history and interviews.

Measurement of outcomes/Impact assessment, Preparation of monitoring and evaluation reports, Various Models and methods of M&E like PME, Gap analyses, Social auditing.

Public relations and marketing of social projects, Social Entrepreneurship. Practical sessions in project proposal writing and implementation.

Module IV Participatory training   (12 Hours)

Participatory training- Significance, principles and Philosophy, Difference between conventional training and participatory training. Adult learning, Principles of adult learning.

Social work and participatory training - significance.

Steps- Pre-training phase: designing- conducting training needs assessment, formulation of objectives, identifying and sequencing content, choosing methods, developing modules, readers. Post –training phase: Monitoring and evaluation – types, methods, Follow up of training and report writing

Module V Methods in facilitation and training   (12 Hours)

Lectures, Brainstorming, discussion exercises, focus group discussion, checklists, using visual images, simulation, case studies, learning games, role plays, demonstration, quiz, stories and songs and field visits.

Skill Training: Workshops for Street Theatre, Designing of Posters and other low cost participatory media, developing newsletters, digital stories.

References:

1. Chandra Prasanna, Projects: Planning, Analysis, Selection, Implementation, and Review, Tata McGraw Hill Pub. Co. Ltd, 1995.

2. Desai, Vasant., Project Management Preparation Appraisal, Himalaya Publications, 1997

3. Ghosh, A.S. Project Management. Anmol Publishers. New Delhi, 1990

4. Roy, M. Sam, Project Planning and Management – Focusing on Proposal Writing, CHAI, Secunderabad.

5. Lock, Dennis, Handbook of project Management, Jaico Publishing House, Delhi, 1997

6. Mohsin M, Project Planning and Control, Vikas Publishing House Pvt. Ltd, 1997

7. PuttaSOWamaiah.K, Aspects of Evaluation and Project Appraisal, Popular Parkashan, 1978.

8. Vasant Desai, Project Management: Preparations, Appraisal, Finance and Policy, Himalaya Pub. House, Delhi, 1997.

9. Reidar, Dale: Evaluating Development Programmes and Projects. Second Edition, Sage Publications,2004

10. Mathew .T.K.: Project Planning, Formulation and Evaluation CBCI Centre, New Delhi.

11. Agochiya Devendra 2002. Every Trainer's Handbook. Sage Publication New Delhi

12. Chatterjee, Bhasker 2004. ICT for Basic Education and Literacy: Country Study for India. Delhi: UNESCO

13. Chambers, Robert. 2002 Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities Earthscan UK

14. Abreu, Desmond, D. Participatory Evaluation, PRIA, New Delhi

MSW Semester III
SOW3C13: Community Health

Credits: 4

Hours/week: 4

Learning objectives

1. **Describe basic concepts in health and healthcare**
2. **Analyse the epidemiology of common communicable and non-communicable diseases.**
3. **Explain the structure and significance of community health programs.**
4. **Identify common nutritional problems and apply strategies for their management.**
5. **Examine various health-related legislations and their implications.**

Module I   **(14 Hours)**

Basic concepts in health: Definition and meaning- Health, Disease, Illness, Wellbeing, Positive health, determinants of health, Spectrum of health, Community Health, right to health, concepts of prevention, iceberg phenomenon of diseases, Cultural factors in health and disease, Multiple causes of disease, Biopsychosocial aspect of health and illness. Health Education- Purpose and methods.

Health Planning in India, Health for all and primary health care, attributes & principles of primary health care, Community health team and functions, Major health Programmes in India, National Health Mission, School Health Programme.

Module II   (14 Hours)

Introduction to major Health problems: Epidemiology, etiology, clinical picture, treatment and prevention of communicable and non-communicable diseases, TB, HIV/AIDS, life style diseases, cardiovascular diseases, hypertension, Diabetes, obesity. Accidents and injuries.

Immunization: significance, major vaccine preventable diseases.

Impairment, Disability, handicap, Types of Impairment, Causes, and Consequences of Disability, Needs and problems of persons with disabilities.

Rehabilitation-. Definition, principles, types: medical, educational, psychological vocational. Rehabilitation – Social worker as a member of the multidisciplinary rehabilitation team, rehabilitation counselling.

Module III   (10 Hours)

Environmental health: Air pollution, water pollution, poor housing, climate change, health hazards of accumulated solid waste. Environment sanitation, Food sanitation.

National and International health fundingorganizations WHO, UNICEF, UNDP, UNEP, UNFPA, DFID, FAO, UNESCO, Rotary International, USAID**.**

Module IV   (12 Hours)

Community health aspects of nutrition: Classification of foods, introduction to nutrition, Macro and micro nutrients, Mineral deficiencies, Assessment and management of malnutrition, Nutritional rehabilitation, Nutritional supplements, balanced diet, Community nutritional programmes, Approaches to nutrition education. Food adulteration, Food borne disease

Module V   (10 Hours)

Legislations pertaining to health: Medical Termination of Pregnancy Act, Prevention of Food Adulteration Act, The Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act (PCPNDT Act), Mental Health Act, Public Health Act.

Reference

1. Park, J. E.,& Park K. (2009): Text book of Preventive and social medicine. Jabalapur: Banarsidas. Bhanot

2. Srinivasan K (1998).Basic Demographic Techniques and Applications, Sage Publications,

3. Goel,S L (2005), Population policy and Family Welfare, New Delhi : Deep and Deep publications

4. World Health Organization (2000), Towards better child health and development: integrated management of childhood illness(IMCI), World Health Organization

5. Cannon Ida M. 1952 On the Social Frontiers of Medicine, Harward University Press, Cambridge

6. Miller R.S   1982   :Primary Health Care More than Medicine, Prentice hall Inc, London

7. Sanjivi K S (1971): Planning India's Health. Orient Long Man Madras

8. Phillips D R (1990) Primary Health Care-Health and Health Care in the Third World, Longman Scientific & Technical,

9. Gupta Piyush, Ghai O.P(2013), Text Book of Preventive and Social Medicine.CBS Publishers,New Delhi

MSW Semester III

Elective 1 -Medical and Psychiatric Social Work
SOW3E01: Health Care Social Work

Credits : 4

Hours/week : 4

Learning Objectives

1. **Explain the scope and significance of health care social work.**

2. **Analyse the roles and functions of social workers in managing acute and chronic health conditions.**

3. **Identify and apply various social work interventions in health care settings.**

Module I (10Hours)

Historical foundations of social work in Health Care- UK, USA. India, the concept of patient as a person, social and emotional factors involved in illness, Hospitalisation and its implications on patient and family, social work's biopsychosocial approach to health care, Limits of medical approach, Psychosocial issues related to health-disease related, treatment related.

Module II (13 Hours)

Social workers role on health teams, Social Work assessment in health care, Case management, Case conferences, Patient advocacy, Team work, multidisciplinary approach in health care, Use of methods of social work in health settings, Role and functions of social worker, Skills and qualities of Health Care Social worker

Module III (15 Hours)

Health Care Social Work- Practice settings: Acute and chronic care, Community Care, Chronic disease management, Palliative Care, End of life Care, Hospice care,

Death and dying, bereavement., Psycho-social impact of cancer, Oncology Social work, : End-stage renal diseases- Psycho-social aspects, HIV/AIDS, Sexually Transmitted diseases, Organ donation and transplantation, Geriatric health care, Paediatric settings, Primary Health Care, Substance use disorders, addictions and compulsive behaviours: Cyber addiction, Adolescent health, Reproductive Health and Family Health.

Module IV   **(12 Hours)**

Social Work Interventions: Assessment, Care Planning, Direct counselling, Information and education, Wellness training, Referral services, patient advocacy, Support groups for patients and carers, Motivational Enhancement therapy, relapse prevention, Change theory perspective, harm reduction approach and other brief interventions; Crisis counselling, Transitional care, Rehabilitation, Advance Care Plan.

Module V   **(10 Hours)**

Health Care Social Work Practice Standards: Values, Ethical dilemmas, Role conflicts, Self-determination and confidentiality. Medico-legal issues**,** Patients' rights and responsibilities, Professional supervision and importance of continuing education.

Reference

1. Judith LM McCovd and Toba Schwaber Kerson (2010) Social Work in Health Settings, Routledge, NY.

2. Surjit S Dhooper :Social work in Health Care- Its past and future , Sage Publications

3. Sarah Gehlert, Teri Browne (Ed): Handbook of Health Social Work

4. SurjitSingh(1997): Social Work in Health Care in the 21st Century, Sage Publications

5. Koenig, Michael A (2008), Reproductive Health in India: New Evidence, New Delhi

   :Rawat publications,

6. Tineshowri Devi, M (2010), Reproductive Health and Adolescent Girls, New Delhi

   :Akansha Publishing House

Elective 2 – Rural and Urban Community Development

SOW3E02: Rural Community Development and Governance

Credits : 4

Hours/week : 4

Learning Objectives

1. **Analyse the features and challenges of rural and tribal communities.**

2. **Explain the concept, philosophy, and principles of rural community development.**

3. **Identify and evaluate programs and services in the governmental and voluntary sectors.**

4. **Examine the structure and functions of Panchayati Raj Institutions (PRIs) and their role in community development**

5. **Assess the scope of social work interventions in rural communities.**

Module I **(10 Hours)**

Rural Community — Basic Concepts, Gandhian concept of village, Rural/Urban differences. Agriculture, forests and non-farm sector in rural areas

Rural infrastructure - status of connectivity, power, land, water, irrigation, education and health in rural India, rural employment situation

Module II
Contemporary Challenges in Rural communities **(12 Hours)**
Poverty and indebtedness. Growing urbanisation, industrialisation, migration and consequent social issues. De-peasantisation and Proletarianisation of the marginal and small farmers, Changing land use, SEZs, Corporatization of agriculture arising out of globalizing market economy. Rural unemployment. Specific problems of fishermen, craftsmen communities.

Module III Tribal communities   (12 Hours)

Understanding the Concept of Tribes, Adivasis, Indigenous people and Aboriginals
Overview of tribal history and tribal uprisings in India from pre to post Independence
period

Situational Analysis of Indian tribes in the post-Independence period with respect to
land, food security, employment/livelihood, migration, displacement. Current tribal
situation with respect to Human Development Indices

Scheduled areas: issues and governance, Overview from Panchsheel to Tribal
Sub□plan and Special Component Plan, Special Commission for Tribes and their
Roles

Problems of tribal communities in Kerala

Module IV Rural Development   (14 Hours)

Concept of Rural Development and its objectives. Various Approaches to
rural development. Local Economic Development, Asset Based Community
Development Rural Development policies in India.

Administration of Rural Development at Central and State Levels

Rural development programmes including poverty alleviation programmes and
implementation strategies, Different intervention strategies - government and NGOs.

Rural Credit: Current trends, Microfinance – Scope and challenges

Rural Cooperatives: concept, scope and limitations of the cooperative

movement Social Work and Rural Development. Scope and challenges

Module V Governance   (12 Hours)

Major concepts: Governance, Good Governance, Accountable democracy,
Panchayati Raj, Decentralisation. Historical development of Panchayati raj, national
level committees in the evolution of Panchayati Raj (Balwantrai Mehta, Ashok
Mehta, Singhvi committees) Constitutional provisions, 73rd Constitutional
Amendment Act 1992, Panchayati Raj Institutions- Three Tier Governance. Gender
mainstreaming in rural governance. Panchayati Raj in Kerala

Structure, powers and functions of Panchayati Raj Institution. Gramsabha - role
and importance Sources of funds for Panchayats.

References:
1. Singh, Katar, Rural Development- Principles, Policies and Management,3rdEdn.
    Sage Publications, New Delhi 2009

2. Jain, Reshmi, Communicating Rural Development Strategies and Alternatives. Rawat Publications, New Delhi, 2003.

3. Singh, Surat, (Ed) Decentralised Governance in India- Myth and Reality , Deep and Deep Publications. New Delhi, 2004

4. Rath, Govind Chandra:Tribal Development in India -The Contemporary Debate Sage Publications, New Delhi 2006

5. John Harriss (Ed.) Rural Development: Theories of peasant economy and agrarian change, Rawat Publications, New Delhi, 2017

6. G D Banerjee, Issues on Rural Finance Infrastructure and Rural Development Jain Book Depot, New Delhi, 2010

7. Anil Kumar Jana (Ed.)Decentralizing Rural Governance and Development: Perspectives, Ideas and Experiences, Rawat Publications, New Delhi, 2015

8. Sidhartha, Rural Development Administration, Jain Book Depot, New Delhi 2015

MSW   Semester III
Elective 1 -Medical and Psychiatric Social Work

SOW3E03: Social Work in Mental Health Settings

Credits: 4
Hours/week:4

Learning Objectives

1. **Describe psychiatric illnesses, their treatment, and aftercare**
2. **Analyse the specific roles and functions of psychiatric social workers in various mental health settings.**
3. **Social Work in Mental Health Settings   Evaluate policies and programs in the field of mental health.**
4. **Examine current trends and explore the future of psychiatric social work in India.**

Module I: Psychiatry and psychiatric assessment   8 hours

Definition of psychiatry, historical development, Assessment in Psychiatry, Case History taking and Mental Status Examination, classification in psychiatry-, the need and importance, ICD-10 and DSM IV.

Module II: Clinical psychopathology   20 hours

Epidemiology of mental illness, causes, clinical manifestation, course, treatment, outcome and different treatment modalities of; -

 a. Organic Mental disorders

 b. Functional psychoses (schizophrenia, mood disorders and delusional disorders)

 c. Neurotic stress related and somatoform disorder (OCD, phobic disorders, somatoform disorders, generalized anxiety disorders, dissociative disorders, PTSD)

 d. Personality disorders

e. Sexual disorders

f. Psychosomatic disorders

g. Eating disorders

h. Culture bound syndromes

i. Substance abuse

j. Childhood Psychiatric disorders: Pervasive developmental disorders, autism spectrum disorder, attention deficit disorders, speech disorders, conduct disorders, learning disorders

Module III: Psychiatric Social Work   **10 hours**

Psychiatric social Work- Definition, historical development, Psychiatric Social Work in India

Psychosocial assessment: Individual and family-related determinants, environmental and cultural determinants, Impact of mental illness on individual, family and community

Social work practice competencies in mental health recovery

Psychosocial interventions - preventive, promotive and curative rehabilitative. prevention of mental disorders, coping with mental illness, reducing stressors and enhancing resilience. Strengthening social support system.

Module IV: Psychiatric Social Work Intervention   **12hours**

Multi-disciplinary team approach in the treatment of psychiatric illness. Role and functions, of psychiatric social worker in the team.

Social workers in clinical settings: hospitals-adult and child psychiatry, aftercare centers, half way homes, sheltered workshop, de addiction centres, crisis intervention in emergency settings

Psychiatric rehabilitation, definition, principles and strategies, treatment and after care of mental patients, psychiatric social worker in psychiatric rehabilitation settings.

Psychiatric social worker in the field of community mental health.

Module V: Scope of Psychiatric Social Work in India   **12hours**

Mental Health situation in India, community psychiatry, National Mental Health Policy& Programmes and other projects.

Application of social work methods in mental health settings, Present status of psychiatric social work in India, importance of higher education in the field of psychiatric social work in India. Future trends in psychiatric social work, Problems and Challenges in developing the field of psychiatric social work in India

References:
1. American Psychiatric Association(2005). *Diagnostic Criteria from DSM- IV-TR*. New Delhi: Jay Pee Brothers Medical Publishers.

2. Bland, R. N. &Tullgren, A.(2009). *Social Work Practice in Mental Health: An Introduction* .New South Wales: Allen & Unwin publishers.

3. Garces Carranza C.M (2013). *Social Work in the Hospital Setting: Interventions*. Bloomington: Trafford publishing.

4. Karban, K. (2011).*Social Work and Mental Health*, Cambridge: Polity press.

5. Pratt, C.W & Gill, K. J (2013). *Psychiatric Rehabilitation (3rd Ed)*. Cambridge: Academic Press.

6. Sadock, B.J and Sadock, V. A. (2007). *Synopsis of Psychiatry*. New Delhi: Waverly Pvt. Ltd.

7. Sekar, K., Parthasarathy, R. & Rao, M.C. (2007). *Handbook of Psychiatric Social Work(Ed)*.Bangalore: NIMHANS.

8. Semple, D. & Smyth, R. (2009). Oxford Handbook of Psychiatry. New Delhi: Oxford University press.

9. Ulas, M. &Connor, A. (2000). *Mental Health and Social Work*. London: J. Kingsley Publishers.

10. Vyas, J. N& Ahuja N. (1999). *Textbook of Post Graduate Psychiatry* .Vol. I & II. New Delhi : Jay Pee Brothers.

11. World Health Organisation (1992). *The ICD-10 classification of mental and behavioural disorder, clinical description and diagnostic guidelines*. New Delhi: Oxford Press.

MSW Semester III
Elective 2 – Rural and Urban Community Development

SOW3E04: Urban Community Development and Governance

Credits:4
Hours/week : 4

Learning Objectives:

1. **Understand and describe the characteristics of urban communities, the process of urbanization, and its social, economic, and environmental impacts.**

2. **Analyse and evaluate the challenges faced by urban communities, with particular emphasis on the vulnerabilities of marginalized populations.**

3. **Explain and assess the roles and functions of urban governance structures and institutions in addressing urban issues.**

4. **Apply and Demonstrate knowledge of social work theories and interventions in designing strategies to address urban community challenges.**

Module I   **(10 Hours)**

Concepts - urban, urbanism, urbanization, urban development. Theories of urban development, Trends in urbanization and its implications.

Changing Urban communities: Infrastructural development, growing heterogeneity, Merging of fringe villages, the 'global city' and socio-cultural and economic implications

Module II   **Urban social problems**   **(12 Hours)**

Overcrowding and pressure on infrastructure and amenities, urban disorganization and maladjustments, urban migration, Problems related to pollution, waste disposal and sanitation, crime and juvenile delinquency. Urban housing and slums. Displacement - Development Projects (Highways, Special Economic Zones, Large scale industries, Commercial Complexes etc.)

Problems in Kerala's cities.

Module III. Poverty, Livelihood and Informal Sector   **(14 Hours)**

Urban poverty: Magnitude, causes and implications, manifestations of poverty

Livelihood issues: employment, growth of informal sector – causes, informalisation and casualisation of work.

Informal sector: Composition - Gender, Caste, Age, Issues and recent developments: sub-contracting, etc., Implications on Livelihood, Women and Children Social Impacts – vulnerability, problems in access to Services - Health, Education, Food Security, Social Welfare.

Welfare programmes, and Legislations for informal sector. Institutional Mechanisms (Centre and State)

Module IV

Urban Community Development   **(12 Hours)**

Concept, principles and approaches, Policies and programmes Urban Planning

Urban Social safety nets – Critical overview of safety nets and urban development programmes- national and state. Social Work Interventions in urban communities, Challenges in working with urban communities

Module V   **(12 Hours)**

Urban Governance

History of Urban Local Self Government in India

Types of Urban Local Self Government in India- Municipal Corporation, Municipal Council/Nagar Palika, Sources of Revenue, Structure, powers and functions at each level.

Committees and their functions, Ward Committees and citizen participation

74th Constitutional Amendment- Review of content and implementation, Role of Urban LSG bodies in Urban Development, Women's participation; participation of marginalized groups Challenges in developing partnerships between elected bodies, bureaucracy and civil society.

References

1. Batnagar, K.K., Gadeock , K.K. (Ed.): Urban Development and Administration, Aalekh Publishers, Jaipur, 2007

2. Mohan, Sudha, Urban Development New Localism, Rawat Publications, New Delhi, 2005.

3. Sivaramakrishnan, K. C. Kundu, Amitabh, Singh B. N. : Handbook of Urbanization in India: An Analysis of Trends and Processes Oxford University Press, 2005

4. Thudipara, Z. Jacob , Urban Community Development (2nd Ed), Rawat Publications, New Delhi, 2007

5. Das, Kumar Amiya ,Urban Planning in India, Rawat Publications, New Delhi, 2007

6. Ali, Sabir (Ed) , Dimensions of Urban Poverty, Rawat Publications, New Delhi, 2006

7. Batnagar, K.K., Gadeock , K.K. (Ed.): Urban Development and Administration, Aalekh Publishers, Jaipur, 2007

8. Mohan, Sudha, Urban Development New Localism, Rawat Publications, New Delhi, 2005.

SOW4C14: Administration of Human Service Organizations

Credits : 4

Hours/week : 4

Learning Objectives

1. **Analyze the evolution of administration as a method in social work practice and its significance in human service organizations**

2. **Evaluate the administrative structures, processes, and procedures within organizations and their role in effective governance.**

3. **Explain the types of organizations and the legal framework governing their registration, including relevant laws and acts.**

4. **Examine human resource management as a key component in the administration of human service organizations**

5. **Apply the principles of organizational behavior, leadership, and motivation theories to enhance workplace efficiency and employee performance.**

6. **Assess employee relations, grievance redressal mechanisms, and statutory compliance in organizations.**

7. **Identify and address common workplace challenges such as absenteeism, employee turnover, workplace safety, and harassment.**

Module 1

Introduction to Administration of Human Service Organisations

Administration: Definition, Concept and Scope. Basic elements in Administration: Planning, Organizing, Staffing, Directing, Coordinating and Budgeting. Public Administration, Social Work Administration and its application as a method of social work.

Voluntary organization: Organizational structure, functions, characteristics and types of voluntary organizations. Role of voluntary organizations in social welfare development. Strengths and challenges, capacity building of NGOS and CBOs.

Societies registration Act, Indian Trust Act, Companies Act and laws related to Income tax exemption, receiving donations and Foreign grants.

Module II

Social Welfare Programmes of the State and Centre governments.

Structure and functions of Ministry of Women and Child Development, Ministry of Rural Development, Ministry of Urban Development, Panchayati Raj, PRIs in Social Welfare administration and development, Central Social Welfare Board, State Social Welfare Board, State Social Justice Department, National social Security Mission, National and State level NGOs, Kudumbasree and other current programmes

Module III Human Resource Management

Introduction and Importance- Meaning and definition, nature and scope, functions, importance of HRM, Qualities and skills of HR professionals, International Human Resource Management. Role of a HRManager, Human Resource Development.

HRM Processes: Man power planning, recruitment, selection, training, induction, compensation, performance management, promotion, transfer, performance appraisal and employee separation-lay-off, retrenchment, retirement and death-, employee counseling.

Corporate Social Responsibility

Module IV
Organizational Behavior

Concept of Organizational Behavior, Organizational Culture, Organization development- process, approaches and strategies

Theories of motivation and basic understanding of their application in the work

context Leadership, Theories of Leadership: Trait theory, Behavioral theories,

contingency theories

Morale, job satisfaction and performance, Conflict management, occupational stress and stress management,

Total quality management, Quality circles, Organizational structure –line and staff.

Module V

Employee Relations and grievance redressal

Meaning, functions and characteristics of employee relations, methods of maintaining organizational peace. Grievances - handling of grievances, Disciplinary procedures, statutory compliance- welfare measures, health and safety, social security

Problems in organizations: Absenteeism, Alcoholism, health hazards, employee turnover, downsizing, sexual harassment in work place.

References :

1. Chowdhary D.Paul.(1992). *Social Welfare Administration*. New Delhi: Atma Ram

2. Goel S.L, *Social Welfare Administration* VOL. 1: Theory and Practice, Deep & deep Publication,

3. Goel S.L., Jain R.K., (1988) .*Social Welfare Administration* VOI. 2: Theory and Practice, Deep &Deep Publication,

4. Stoner, Freeman and Gilbert (2008). Management. PHI Learning Private Ltd, New Delhi.

5. Flippo, Edwin B.: Principles of Management, Mc,Graw Hill Publishing company Ltd, New Delhi

6. Monappa, Arun and Sivadain   :   Personnel Management Tata Mc Graw- Hill Publishing Company Ltd, New Delhi.1996

7. Luthans, Fred : Organisational Behaviour Mc. Graw Hill Publishing Company, New Delhi 2005

8. Robbins, Stephen.P : Organisational Behavior – Concepts, Controversies, Applications. 4th Ed. Prentice Hall (2004).

9. ASOWathappa, K : Human Resource Management: Text and Cases, 5th Edition, Tata Mc,Graw Hill Publishing company Ltd, New Delhi.2010

10. Armstrong, Michael : A handbook of Human Resource Management Practice, Kogan Page Limited, London. 2014

MSW SEMESTER IV
SOW4C15: SOCIAL WORK WITH VULNERABLE GROUPS

Credit : 4

Hours / week :4

Learning Objectives

1. **Analyze the prevailing realities, causes, and challenges faced by vulnerable and marginalized groups in India.**

2. **Examine the roles and functions of social workers in addressing the needs of vulnerable populations, including children, women, the elderly, persons with disabilities, and SC/ST communities.**

3. **Evaluate the contributions of government and non-governmental organizations in promoting the welfare of marginalized and vulnerable groups.**

4. **Assess policies and welfare programs designed for vulnerable groups, including children, women, the elderly, persons with disabilities, and SC/ST communities.**

5. **Apply social work interventions to support and empower marginalized groups, ensuring their rights, well-being, and social inclusion**

Module I:

Understanding key terms   **(14 hours)**

Social exclusion, Vulnerability-Multiple vulnerability, Deprivation, marginalization, at risk group, socio-economic disadvantage, stigmatization

Children: analytical understanding of the prevailing realities, causes and precipitating factors of vulnerability, needs and problems of these children, child rights and its deprivation.

Categories of vulnerable children, with emphasis on the girl child, destitute children, children from broken families, child labour, street children, children with disability, sexually abused children, children facing stigmatization, Children affected by natural calamities, disasters, domestic violence

National policies and programmes for children: Education, health, nutrition and protection. National and international agencies working with children. Institutional and non-institutional services for children. National interventions and initiatives in child protection and child rights.

Scope of social work interventions and the role of the social worker in helping vulnerable children.

Module II:
Women   **(12 hours)**

Major issues and concern of women, gender issues, issues of representation and participation, and reproductive health

A gender analysis of poverty, health, education and labour. Vulnerable women-adolescent girls, victims of violence and harassment, women having mental illness, non-heterosexual women Homeless Women, Women in Commercial sex work, women with HIV/AIDS, Female offenders, older women, women with disabilities and Female substance users.

Policies and welfare programmes for Women. Role and functions of social work in working with vulnerable and marginalized women.

Module III: Elderly   **(12 hours)**

Elderly: Issues and concerns of the elderly: Work, retirement, social security, housing; physical and mental health, disability, terminal illness and death of spouse; loneliness and alienation; feminization of ageing, domestic violence and abuse; dependency and family care; destitution; Risk assessment.

Policies and programmes for elderly in India, Welfare schemes for elderly. Role of Govt. and NGOs in the development of services for elderly.

Social work practice for enabling active ageing and enhancing quality of life: education for preparation of new roles and activities; for physical safety, financial security; retirement planning; individual and family counselling for adjustment and emotional wellbeing; bereavement counselling; mediating for enabling the elderly to receive their entitlements.

Module IV: Differently abled   **(12 hours)**

Disability, Persons with Disability and their Rehabilitation Contexts — Understanding different categories of disability, causes, classification, assessment, consequences/impact of disability on individual's growth and functioning

Needs and problems of person with disability issues related to activities of daily living, education, sexuality, integration, employment and interpersonal relationships.

Role of the social worker, team work with professionals working in the field of disability and rehabilitation. Policies and programmes for people with disability in India.

Module V: Schedule caste and scheduled tribes   **(10 hours)**

Historical background of backwardness, oppression and oppressive practices in a caste society, problems of Dalits and Tribals, socio political and religious movements; Policies and welfare programmes for SC/ST. Social Work with SC/ST- Approaches, and strategies.

References:
1. *AFFILIA*: Journal of Women and Social Work
2. Bhuimali,A. (2009*). Rights of disabled women and children in India.* New Delhi: Serials publications.

3. Desai, M. and Siva, R. (2000). *Gerontological Social Work in India: Some Issues and Perspectives.* Delhi:B.R. Publishing.

4. Gandhi, E.A &Vijayanchali, S.S (2012). *Marginalised groups*. New Delhi: APH Publishing Corporation.

5. Gitterman, A. (2014). *Handbook of Social Work Practice with Vulnerable and Resilient Populations*. New York: Columbia University Press.

6. Karade, J. (2008). *Development of Scheduled Castes and Scheduled Tribes in India*. UK: Cambridge Scholars Publishing.

7. Naqi M (2005) Social work for weaker sections. Anmol Publications Pvt.Ltd.

8. Mukherjee, M. (2006): Problems of Disabled People.

9. Parke, J.& Penhale, B(2007).Working with Vulnerable Adults (The Social Work Skills Series)

Elective 1 - Medical and Psychiatric Social work

SOW4E05: Therapeutic Approaches in Medical and Psychiatric settings.

Credits: 4

Hours/week: 4

Learning Objectives

1. **Explain contemporary psychosocial approaches to therapy in medical and psychiatric settings**

2. **Analyse various therapeutic approaches used in general and mental health settings, including cognitive, behavioural, humanistic, existential, and family therapies.**

3. **Evaluate the application and effectiveness of psychotherapy techniques in addressing psychological and psychiatric conditions**

4. **Demonstrate the role of family therapy in mental health interventions, including various models such as systemic, structural, and psychodynamic approaches.**

5. **Assess the relevance and effectiveness of psychosocial therapies such as occupational therapy, play therapy, art therapy, mindfulness, and crisis intervention in enhancing mental well-being.**

Module I: Introduction to psychotherapy (8 hours)

Psychotherapy: Definition and scope, Objectives of Psychotherapy, Types Psychotherapies: Re-constructive, re-educative and supportive therapies Psychoanalysis and psychodynamic therapies

Module II: Cognitive and behavior therapies and techniques   (14 hours)

Behaviour therapy- Techniques based on classical conditioning, operant conditioning and observational learning, use of Systematic de sensitization, Exposure and Response prevention therapy in psychiatric settings Rational Emotive therapy (Albert Ellis), Beck's Cognitive therapy, Reality therapy (Glasser).

Module III: Humanistic and existential therapies   **(14 hours)**

Humanistic- Existential Therapies: Person- Centered therapy (Rogers), Gestalt therapy (Fritz Pearls).

Logo therapy (Frankl), Transactional Analysis (Eric Berne) Supportive psychotherapy Interpersonal psychotherapy (IPT) Brief psychotherapy

Module IV: Family Therapy   **(10 hours)**

Family assessment, types of family therapy-Psychodynamic family therapy, systemic family therapy, structural family therapy, Marital and couple therapy

Module V: Other psychosocial therapies   **(14 hours)**

Occupational therapy, Play therapy, Crisis intervention, Therapeutic community, Art therapy, Music therapy, Dance movement therapy, Laughter therapy, Neuro linguistic programming. Solution focused therapy, Yoga and meditation, mindfulness-based stress reduction, motivational enhancement therapy.

Reference

1. Benson, N & Loon, B. V (2012). Introducing Psychotherapy: A Graphic Guide
2. Bob Stahl, B & Goldstein, E(2010). A Mindfulness-Based Stress Reduction Workbook
3. Fr. John Antony, Therapeutic approaches in counseling
4. Glading,S.T&Merril (2000)Counselling: A Comprehensive Profession (4th Ed.) an i mprint of Prentice Hall, Ohio US
5. Ratner ,H. & George, E. (2012) Solution Focused Brief Therapy: 100 Key Points and Techniques
6. Sharf, R.S (2012). Theories of Psychotherapy and counseling concept and Cases, Brooks/ Cole
7. Stein, S.(1999) Essentials of Psychotherapy *Publisher*: CRC Press (September 9, 1999)
8. Wolberg, L.R. (1977) The Technique of Psychotherapy, vol. 1&II
9. Varma, K .Vijoy, Gupta Nitin (2008)Psychotherapy in a Traditional Society: Context, Concept and Practice

MSW Semester IV

Elective 2 - Rural and Urban Community Development

SOW4E06: Environmental Studies and Disaster Management.

Credits : 4

Hours/week : 4

Learning Objectives: -

1. **Explain the basic concepts and principles of environmental studies.**

2. **Analyse various environmental problems and assess the impact of development initiatives on the environment.**

3. **Evaluate the utilization and management of natural resources for sustainable development.**

Apply social work practices to address environmental issues and contribute to effective disaster management.

Module I Basic Concepts   (12 Hours)

Environment and Ecology. Basic concepts: Ecosystems, Biotic and abiotic factors, climatic factors, food chain, food web. Bio Geo Chemical cycles. The interrelatedness of living organisms and natural resources.

Environmental Ethics: Gaia Theory, Ecosophy, and Deep Ecology, Environmentalism Biodiversity, Natural Resources and Livelihoods, Sustainable Development

Module II Conservation and Management of Resources   (12 Hours)

Natural Resource Management - Policy and approaches (eg. Community-based natural resource management, integrated natural resource management), Role of rural institutions and other mechanisms in the protection of Natural Resources (eg: Pani Panchayats, Vana Samrakshana Samiti, Diversification of livelihoods)

Issues related to Natural Resources- Rights, Indigenous knowledge systems and Indigenous Communities, Food Security, Forestry and Land Use

Concept of appropriate technology. Appropriate technology models in housing, watershed, energy, cottage industries, agriculture.

Gender and Environment: The relationship between Men, Women and Environment, Eco- feminism.

Module III   Environment problems   (12 Hours)

Climate change and global warming, depletion of the ozone layer, desertification, land degradation, extinction of wildlife and loss of natural habitat, deforestation, biodiversity depletion, nuclear wastes and radiation issues, waste management, pollution, energy crisis, disasters.

Impact of development initiatives, war and terrorism.

Environment issues specific to Kerala- Threats to wetlands and Western Ghats, sand mining, quarrying, solid waste management. Mitigation Strategies

Module IV Responses to environment Issues   (12 Hours)

Environmental Movements: History of International Environmental Movements, Grassroots Environmental Movements in India

International Conferences and Environmental Agreements.

Environmental Policy and Politics: An Overview of policies such as liberalization and globalisation

Environment and International Organisations: United Nations, the World Bank and the World Trade Organization. Impact of environment policies on developing nations.

Social Work and environment – Green social work, Interventions – crisis intervention, advocacy, monitoring and enforcement of policy and legal instruments, education, consultation on sustainable development initiatives and appropriate technology.

Module V   (12 Hours)

Disaster Management

Disaster: Definition, Natural and Human made disasters; multiple causes and effects; Development and Disaster

Disaster Management: Goals, Disaster management cycle –Prevention, Mitigation, preparedness, Rehabilitation, Reconstruction. Role of social workers in different stages. Disaster Management Policy, Disaster Management Act 2005, Role of government and voluntary organizations.

References:

1. Saxena, H.M.: Environmental Studies, Rawat Publications. New Delhi,2006.

2. Pawar, S.N, Patil, R.B and Salunkhe, S.A (Eds) : Environmental Movements in India . Strategies and Practice. Rawat Publications. New Delhi , 2005

3. Carson, Rachel: Silent Spring , Penguin books, 1962

4. BiSOWal, Tapan : Human rights, Gender and Environment

5. Ariyabandu, M. M: Bringing together Disaster and Development – Concepts and Practice, Some Experiences from South Asia." (2003)

6. Pradeep Sahni and Madhavi Malalgoda Ariyabandu (Eds.) ; Disaster Risk Reduction in South Asia. New Delhi: Prentice-Hall of India

7. Dominelli, Lena: Green Social Work: From Environmental Crises to Environmental Justice, Polity Publishers 2012

Elective 1 - Medical and Psychiatric Social work

SOW4E07: Social Work Practice with Family

Learning Objectives: -

Credits : 4

Hours/week : 4

1. **Explain the concept of family as a social institution and analyze different theoretical frameworks for understanding family dynamics**

2. **Apply knowledge and demonstrate skills for effective assessment in family social work practice.**

3. **Demonstrate a comprehensive understanding of principles, approaches, and interventions in family social work.**

4. **Evaluate various settings of family practice and assess their impact on family well-being.**

Module I   **(11 Hours)**

Concept of family, Definition Marriage and Family, Types of family, Functions of family, Qualities of successful families, Trends in Marriage & Family. Emerging family problems Overview of Conceptual frameworks for Understanding Marriage and Family:

Family Systems Perspective: Family system, Key assumptions about family systems

Module II   **(6 Hours)**

Family Developmental Perspective:

Family life cycle – Developmental stages of family, Variations affecting Family Life Cycles: Separation and divorce, Death of a parent, Single parenting, Step parenting, blended families, Cultural variation

Variations affecting the life cycle

Module III   (13 Hours)

Assessment of Family

Family Assessment Tools: : Genogram, Ecomap, Mc Master Model. Assessing family functioning using Family Categories Schema, Process Model of Family Functioning, Assessment of child development, Assessment of parent –child relationship, Assessing parenting skills, ,

Module IV   (14 Hours)

Family Social Work

Family social work – Concept & Definition, historical background - Assumptions - Principles Family Social Work, Family Counselling and Family Therapy – similarities and differences.

Practice of Family social Work: Scheduling Family meetings, building relationship with clients, Techniques of interviewing families: Attentive listening, Formulating questions, Different phases of Family Social Work - Beginning phase - Assessment phase - Goal Setting and Contacting - Intervention phase – Promoting behaviour change, Termination Phase, Evaluating outcome, Gender sensitive practice, culturally sensitive practice

Module V   (16 Hours)

Practice of Family Social Work

Scope and practice of social work in

- o Family Counselling Centers- Premarital, Marriage and Family Counseling
- o Family Courts
- o Adoption and Foster Care Agencies
- o Family Violence

Existing policies, programmes, legislations, organizations in the field of family welfare and development. Family Life Education-Concept, philosophy, goals and significanc

References:
1. Carter, Betty (2004). Expanded family life cycle: individual, family and social perspectives. New York : Pearson Education
2. Collins, D. Jordan, Cathleen, Coleman, Heather (1999). An Introduction to Family Social Work. Illinois: F. E. Peacock Publishers
3. Olson, D. H., &DeFrain, J. (2000). Marriage and the family: Diversity and strengths. Mayfield Publishing Co.
4. Barker, P., & Chang, J. (2013). Basic family therapy. John Wiley & Sons.

MSW Semester IV

Elective 2 – Rural and Urban Community Development
SOW4E08: Social Work Practice and Gender

Credits: 4

Hours /week: 4

Learning Objectives:

1. **Explain key concepts related to gender and analyze their significance in the field of social work.**

2. **Develop the ability to identify and critically analyze gender issues using multi-perspective approaches.**

3. **Evaluate the status of women in society and identify gaps in gender equality and equity.**

4. **Demonstrate skills and attitudes necessary for effective engagement with gender issues in social work practice.**

5. **Apply social work interventions with a gender-sensitive perspective to promote social justice and empowerment.**

Module I Basic concepts   **(10 Hours)**

Concepts- gender, gender studies, gender identity, gender role stereotyping, gender division of labour, gender discrimination, patriarchy, gender equality and equity.

Overview of feminist theories – Liberal feminism, Radical Feminism, Black feminism, postmodern feminism, Eco feminism. Women's Movements

Module II Status of women   **(12 Hours)**

Health- life expectancy, maternal mortality, nutritional status, incidence of diseases, mental health issues

Education – literacy rate, representation in higher education,

Work and Income– work participation, wages, ownership of property and assets

Political participation: Women in governance: an assessment of the Panchayati Raj experience, Representation in media, Gender and the Indian Legal System: Gender and personal law.

Factors affecting the Status of Women in India

Discrepancies and gaps in the status with respect to health, education, employment and participation

Module III Gender Based violence   (12 Hours)

Violence against Women–Theoretical perspectives, Causes – cultural, economic, legal and political factors.

Continuum of Violence. Types - Rape, Pornography, Child Sexual Abuse, Domestic Violence and Violence at Workplace. Trafficking, forced prostitution, Military rape and sexual abuse, traditional practices like genital mutilation.Violation of Reproductive Rights, Gender issues in Population Control and Contraception, Sex-selective abortions, female infanticide, surrogacy.

Legal remedies and Social Welfare Services available to Women Facing Violence.

Module IV Gender and Development   (12 Hours)

Human Development Index, Gender Development Index, Gender Empowerment Measure, Approaches to development-- Women in Development (WID), Women and Development (WAD), Gender and Development (GAD)

Gender Analysis Frameworks and gender mainstreaming; Gender blind, neutral and redistributive policies; Welfare, Efficiency and Empowerment approaches to Gender; Strategic and practical gender needs/interests;

International initiatives -world conferences, women's decade, CEDAW. Indian initiatives – the 'Towards Equality' Report, National Perspective Plan for women, National Policy for the Empowerment of Women-2001, National and State women's Commissions, Nirbhaya, Women Development Corporation

Module V Social Work with women   (14 Hours)

Feminist social work theory and practice; Applications of liberal, radical, socialist, cultural, postmodern and global feminism to social work practice;

Feminist theory and practice: Implications for working with men and other disadvantaged groups.

Interventions for women from feminist frame works. Interventions with Gender Based Violence, Women and Mental Health, sexual minorities, Homeless Women, widows, elderly women, women in commercial sex work and women with HIV/AIDS, female offenders, women in unorganized labour sector and women with disabilities

Gender Aware therapy, Feminist counseling, building collectives, education, advocacy, challenging sex role stereotypes, challenging patriarchal norms, assertiveness training, strategies to encourage a sense of empowerment.

Challenges in working with women

References:
1. Dominelli, Lena (2007), Women and Community Action Rawat Publications Jaipur
2. John, Mary E., (2008), Women's Studies in India a Reader Penguin Books, New Delhi
3. Kamala Bhasin, (2003) ,Understanding Gender, Women Unlimited, New Delhi
4. Lee, Janet and Susan M. Shaw. 2011. Women Worldwide: Transnational feminist perspectives on women. New York: McGraw Hill.
5. Nalini Visvanathan (Ed.), (2006)The Women, Gender and Development Reader, Zubaan, New Delhi,
6. Sharma,Kumud & Sujaya C. P., (2011) Towards Equality: Report of the Committee on the Status of Women in India. Pearson
7. White, Vicky (2006) The State of Feminist Social work, Routledge London
8. Peterson, K. Jean and Lieberman, A. Alice (Eds) (2001) Building on Women's Strengths- A social Work Agenda for the Twenty First Century. Routledge New York
9. Towards Equality Report, Government. of India, 1975

MSW First Semester

Ability Enhancement Course (AEC)
SOW1A01 Working with Older Persons

Credits: 4

Module I Introduction to basic concepts: Old Age, elderly, older person, ageing,

Demography of the Ageing at national and international level and its related

implications

Module II Needs and problems of elderly: physical, psychological, financial, social and
environmental.

Module III Social security measures and Welfare programmes/schemes for older persons

Module IV Introduction to Social Work with Older Persons: Counselling and
guidance services for preparation of old age, lifestyle management, Grief and
bereavement counseling, sensitizing children/families/ communities, creating
favourable/safe environment for the elderly, services for older persons in institutions
and palliative care

Instructional Strategies:

Module	Instructional Strategies
Module I	Reading Assignments
	Seminar on Problems and challenges faced by elderly
Module II	One article/book review- Article/book discussing problems/interventions with respect to older persons
Module III	Visit to two organizations working with older persons
	Assignment on services and programmes for older persons
Module IV	Class room sessions (4 hours)
	Lectures and Interaction with a social worker from the field of Elderly Care

Mode of Assessment

Sl. No.	Assessment Format	Weightage
1.	Test with multiple choice questions (Minimum 25 Questions)	10
2.	Assignment on the profile of an Institutional Care Facility for Older persons	2
3.	One article/book review- Article/book discussing problems/interventions with respect to older persons (guidelines for review should be given)	4
4.	Group Activity (Students may be divided into three or four groups) – One Programme in the campus or in the community-Either to raise awareness of issues or for providing a service or opportunity for older persons	4
	Total	20

References:

1. Bose, A.B. (2006)*Social Security for the Old Myth and Reality*.Concept Publishing Company
2. Thara Bhai, L.,(2002) *Ageing - Indian Perspective*. Vedic Books
3. Joshi, Arvind K., (2006)*Older Persons in India*, Serials, New Delhi
4. Papalia et al. (2002)*Adult Development and Ageing* Mc Graw Hill, New Delhi
5. Desai, M. and Siva, R. (2000). *Gerontological Social Work in India: Some Issues and Perspectives.* Delhi:B.R. Publishing.

MSW Second Semester
Professional Competency Course (PCC)
SOW2A02 Child Protection

Credits: 4

Module I Introduction

Child protection: Meaning and Importance, Child abuse: Forms of abuse- Neglect, physical abuse, emotional abuse and sexual abuse, Factors contributing to child abuse and neglect, Abusive relationships, Long term impact of abuse and neglect on children – Trauma, Suicide risk, Factors contributing to suicide risk among children and adolescents

Module II Legal frame work:

- Legislation pertaining to child abuse and child protection: POCSO Act
- Mechanisms to address child abuse in India/Kerala
- Child protection practice in developed countries- any one model
- Child Protection Practice in India: Dept of Social Justice, Central government schemes
- Child protection agencies – Child protection workers/CWC, JJB, CHILDLINE

Module III Intake and Assessment/ Appraisal

Child concern report/mandatory reporting, Initial assessment, Safety plan, Family assessment
/Appraisal- Genograms, eco-maps, timelines, behavioural sequences: Health and wellbeing assessment, Family and environment- parenting, Risk factors and

protective factors. Assessment of child development, Assessment of parent –child relationship, Assessing parenting skills.

Interviewing children

Module IV Case management and support

Therapeutic assessment and care plan, Care team approach, Working with family/community services/ school/ health care system/ police and other stakeholders, Placements of children: Kinship/foster care/residential care, Contact with birth family, Adoption/permanent care, De- institutionalization. Gender sensitivity and cultural sensitivity in child protection

Instructional Strategies:

Module	Instructional Strategies
Module I Introduction	Reading Assignments
	Interaction with Social workers/experts in Child Protection (CHILDLINE, District Child Protection Office/CWC/JJB)
	Review of reports related to child abuse from at least one major daily
Module II Legal frame work	Seminar by an expert in Legislations for Children
	Visit to any of the Child Protection Setting- CHILDLINE, District Child Protection Office or any residential care facility.
Module III Intake and Assessment/ Appraisal	Class room sessions
	Lectures, activity sessions for skill building
Module IV Case management and support	Class room sessions
	Lectures, activity sessions for skill building

Mode of Assessment

Sl. No.	Assessment Format	Weightage
1.	Test with multiple choice questions (Minimum 25 Questions)	10
2.	Assignment on the profile of a Child Protection Agency	2
3.	Submission of a case report- Thee student should identify a child who is in difficult circumstances (From the field work agency, or school, or community) and do an analysis of the Risks and Protective Factors, and suggest interventions	4
4.	Group Activity (Students may be divided into three or four groups) – The students should organise a Child Protection Awareness activity in the community.	4
	Total	20

References

1. Sathyarthi, Kailash (2015): Every Child Matters

2. Webb, Boyd Nancy, 2011 Social Work Practice with Children, The Guilford Press, New York

3. Cocker, Christine & Allain, Lucille, 2013 Social Work with Looked After Children, Sage, New Delhi

4. Tiwari, Jyotsana (Ed) Vol. I &II 2011 Child Abuse and Human Rights Isha Book

5. Greene, Roberta R. 2007 Social Work Practice- A risk and Resilience Perspective, Thomson Brooks/Cole Belmont

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MSW Third Semester

Add on Course

Comprehensive NGO Management and Development Program: Formation, Governance, and Fundraising Strategies"

(25 Hour)

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Module 1: Introduction to NGOs in India (5 hours)

1. Overview of NGOs

    o   Definition and types (Trusts, Societies, Section 8 Companies)

    o   Role and significance of NGOs in Indian society

    o   Overview of the NGO landscape in Kerala

2. History and Evolution of NGOs

    o   Global and Indian perspectives

    o   Case studies of successful NGOs in Kerala

Module 2: NGO Formation and Legal Framework (5 hours)

1. Legal Structures and Registration

    o   Trusts under the Indian Trusts Act, 1882

    o   Societies under the Societies Registration Act, 1860

    o   Section 8 Companies under the Companies Act, 2013

    o   Kerala-specific legal procedures

2. Statutory Compliances and Obligations

    o   PAN, TAN, GST registration

    o   FCRA compliance (Foreign Contribution Regulation Act)

    o   Income Tax Exemption under Sections 12A and 80G

3. Drafting Key Documents

- o Memorandum of Association (MoA) and Articles of Association (AoA)
- o Trust deed and bylaws

Module 3: Strategic NGO Management (5 hours)

1. Governance and Leadership

   - o Role of the Board of Directors and Trustees
   - o Managing volunteers and staff effectively
   - o Ethical practices and accountability

2. Project Planning and Implementation

   - o Needs assessment and feasibility studies
   - o Developing project proposals
   - o Monitoring and evaluation

3. Building Partnerships

   - o Collaboration with government, private sector, and other NGOs
   - o Networking strategies

Module 4: Fund Mobilization and Resource Management (5 hours)

1. Fundraising Strategies

   - o Local fundraising methods (Kerala-specific focus)
   - o Crowdfunding, events, and donor relations
   - o Securing grants from national and international agencies

2. Budgeting and Financial Management

   - o Preparing budgets for NGO projects
   - o Financial reporting and auditing

3. Accessing Government and CSR Funding

   - o Overview of CSR opportunities in Kerala

- o   Guidelines for applying for government schemes

Module 5: Advocacy, Communication, and Outreach (3 hours)

1. Advocacy Skills

   - o   Policy advocacy for social causes

   - o   Engaging with stakeholders

2. Media and Communication Strategies

   - o   Social media for NGOs

   - o   Effective storytelling for donor engagement

3. Community Engagement

   - o   Building trust with local communities

   - o   Participatory development models

Module 6: Challenges and Future Trends (2 hours)

1. Challenges in the NGO Sector

   - o   Navigating regulatory hurdles

   - o   Tackling resource constraints

2. Future Trends in NGO Operations

   - o   Digital transformation in NGOs

   - o   Sustainability and climate action initiatives

Mode of Assessment

Sl. No.	Assessment Format	Weightage
1.	Test with multiple choice questions (Minimum 25 Questions)	10
2.	Prepare a case study of a NGO,	5
3.	Conduct an Interview with an NGO Holders	5
4	Draft a MOU / Deed for an NGO Working in Women Development	5
	Total	25

Passing Criteria - 10 Weightage Above

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Department of Social Work

<u>Certificate course on program on resilience empowerment & practical acquisition in disasters (40 Hour)</u>

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Module 1: Introduction to Resilience and Disaster Management (10 hours theory)

- Defining resilience and its importance in disaster management

- Understanding disasters and their impact

- Overview of disaster management phases

- Legislation related to Disaster Management in India, Kerala

Module II: Practical   (10 Hours)

❖ DRIFT (Disaster Readiness Integrated Foundational Training)

     ➢ Leadership & Team management.

     ➢ HR Management.

     ➢ Social Intelligence.

❖ DART (Disaster Assistance & Response Training)

     ➢ Hazard Specific Training.

     ➢ Introduction to Two-way Radio Communication

     ➢ Shelter & Field Camping.

     ➢ Relief Camp Management.

     ➢ Emergency Preparedness & Response.

     ➢ Search & Rescue.

     ➢ Search & Rescue Equipment Briefing & Demo.

❖ FAST (First Aid & Survival Training)

     ➢ First Aid & Basic Life support.

     ➢ Causality Evacuation.

     ➢ Causality Mobilization.

➢ Causality Triage.

➢ Psychological First Aid

Module III: Practical   **(10 Hours)**

❖ DARE (Disaster Assistance & Rope Engineering)

➢ Utilization of Ropes in Disasters.

➢ Field Activity Rope Bridges- Burma Bridge, Parallel Rope, Grid net.

➢ Zip-line Applications & Casualty Evacuation

❖ ERSA (Emergency Response & Survival Application)

➢ Methods of Rescue Carrying

➢ Survival Equipment utilization

➢ Camping & Field Medic Outpost Setting.

❖ IRIS (Incident Response & Incident Safety)

➢ Important Knots preparation

➢ Improvised Resource Management

➢ Public Awareness System Usage.

➢ Casualty Shifting Vehicle

➢ Individual Safety

❖ FIRST (Fire Incident Response & Safety Training)

➢ Ensure safety during fire accidents.

➢ Fire Extinguishers Demo.

➢ Workplace Safety

Module 4: Practical   **(10 Hours)**

❖ DAPT (Drowning Awareness & Preparedness Training)

➢ Drowning first aid.

➢ Water safety measures.

➢ Floating devices.

➢ Introduction to Improvised floating devices.

❖ EARN (Environmental Awareness & Resection Navigation)

➢ Map Reading

➢ Inland Navigation

➢ GPS Navigation

➢ Introduction to GIS

Mode of Assessment

Sl. No.	Assessment Format	Weightage
1.	Test with multiple choice questions (Minimum 20 Questions)	5
2.	Practical Session	10
3.	Prepare a disaster management plan	10
	Total	25