

**ST. JOSEPH'S COLLEGE (AUTONOMOUS),
DEVAGIRI, CALICUT**



**Syllabus
for
MASTER OF SOCIAL WORK**

Under

CHOICE BASED CREDIT SEMESTER SYSTEM-PG-2019

(With effect from 2019 admission onwards)

SCHEME AND SYLLABUS OF MASTER OF SOCIAL WORK (MSW) 2019

Introduction

The Master of Social Work (MSW) programme is a professional course that tries to equip the students with scientific knowledge, technical skills and humanitarian values to be competent to demonstrate professionalism. The two year programme is envisaged to help the students to know themselves so that they are able to appreciate the diversities with cultural humility. The myriads of subjects, perspectives, theories and practices presented to the students through varied methods help the students to complete the programme with sound theoretical frame work, requisite skills to translate the knowledge into practice with right attitudes and adhering to the code of conduct of the profession.

Field work is an integral part of social work education. The supervised field work tries to impart skills appropriate to the students in their attempt to practice basic methods of social work practice. The on going field work helps the students to fine tune existing skills, sharpen their perspectives and acquire new and appropriate skills. The field based learning takes place in the following settings: Social Service and welfare agencies, Local Self Government, Community Living Camps, ICDS-Anganwadis, Community Development agencies, Medical and psychiatric settings, National and International agencies, having social work components in their programmes.

The exposures, encounters and trainings equip the students with knowledge base, skills and attitudes for professional grounding as valued Human Resources.

Duration of the Programme

The duration of MSW programme is two years spread over four semesters, each semester consisting of a minimum of 90 working days, inclusive of examinations, distributed over a minimum of 18 weeks.

Programme Structure

The total credit of the MSW Programme is 100 credits. The MSW programme is organised 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 Devagiri Social Work Entrance Examination (DSEE), 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 70, marks of DSEE (20%), group discussion (15%), and personal interview (15%) conducted by the college.

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 specialisation 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/ organisation/ 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.

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.

MASTER OF SOCIAL WORK

SCHEME AND SYLLABUS OF MASTER OF SOCIAL WORK (MSW) 2019

Semester I

Sl. No.	Course Code	Title of Courses	Instruction Hours/week	Credits	Exam Hours
1.	FSOW1C01	History, Philosophy and Fields of Social Work	4	4	3
2.	FSOW1C02	Sociology and Economics for Social Work Practice	4	4	3
3.	FSOW1C03	Human Growth and Development	4	4	3
4.	FSOW1C04	Professional Skills for Social Workers	4	4	3
5.	FSOW1C05	Social Legislation and Human Rights	4	4	3
6.	FSOW1F01	Concurrent Fieldwork I	10**	4	
7.	FSOW1A01	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.	FSOW2C06	Social Casework	4	4	3
2.	FSOW2C07	Social Group work	4	4	3
3.	FSOW2C08	Community organization and Social Action	4	4	3
4.	FSOW2C09	Psychology for Social Work	4	4	3
5.	FSOW2C10	Theory and Practice of Counseling	4	4	3
6.	FSOW2F02	Concurrent Fieldwork II	10**	3	
7.	FSOW2A02	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.	FSOW3C11	Quantitative and Qualitative Methods for Social Work Research	4	4	3
2.	FSOW3C12	Participatory Project Planning and Training	4	4	3
3.	FSOW3C13	Community Health	4	4	3
4.	FSOW3E01 or FSOW3E02	Health Care Social Work or Rural Community Development and Governance	4	4	3
5.	FSOW3E03 or FSOW3E04	Social Work in Mental Health Settings or Urban Community Development and Governance	4	4	3
6.	FSOW3F03	Concurrent Fieldwork III	10**	4	
		Total	30	24	

Semester IV

Sl. No	Course Code	Title of Courses	Instruction Hours/week	Credits	Exam Hours
1.	FSOW4C14	Administration of Human Service Organisations	4	4	3
2.	FSOW4C15	Social Work with Vulnerable Groups	4	4	3
3.	FSOW4E05 or FSOW4E06	Therapeutic Approaches in Medical and Psychiatric Settings or Environmental Studies and Disaster Management	4	4	3
4.	FSOW4E07 or FSOW4E08	Social Work Practice with Families or Social Work Practice and Gender	4	4	3
5.	FSOW4F04	Concurrent Fieldwork IV	10**	3	
6.	FSOW4D16	Dissertation		4	
7.	FSOW4V17	Comprehensive Viva-voce (Theory)		2	
8.	FSOW4F05	Block Field work	4	4	
		Total	30	29	
		Grand Total		100	

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.

Fieldwork 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 organisations 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

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 weightage 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)

Dissertation Evaluation
External Evaluation - Criteria

Sl. No	Item	Description	Weightage External
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
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
	Total		24

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

Programme Specific Outcome

PSOs	PROGRAMME SPECIFIC OUTCOMES
PSO1	Acquire specialized knowledge in Medical and Psychiatric Social Work / Rural and Urban Community Development.
PSO2	Develop various skills, practice methods, and apply the tools and techniques in social work.
PSO3	Sensitize students about various dimensions of human behaviour and influencing factors in accordance with the society or environment.
PSO4	Understand and learn various social work methods and its supportive intervention techniques.

Semester I

FSOW1C01: HISTORY, PHILOSOPHY AND FIELDS OF SOCIAL WORK

Hours/week: 4

Credits: 4

Learning Objectives

1. Understand the history of Social work and Social Work education in India and abroad
2. Learn the basic concepts, methods and functions of Social Work
3. Understand the philosophical assumptions and values of Social Work.
4. Understand social work as a profession
5. Identify various fields of Social Work practice

COs	COURSE OUTCOMES
CO1	Outline the history of Social work and Social Work education and its place in the context of other related concepts
CO2	Explain the philosophical assumptions and values of Social Work and the sources of Social work Philosophy
CO3	Apply social work values while working with various client groups
CO4	Explain the different perspectives in Social Work and evaluate their relative relevance/applicability in different practice contexts
CO5	Describe the basic concepts, methods and functions of Social Work and roles and skills of a professional social worker
CO6	Apply the Code of Ethics and describe the attributes of Social Work as a profession
CO7	Identify the various fields of Social Work

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 fulfillment 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

(14 Hours)

Social Work Theories, perspectives and Methods

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

(10 Hours)

Social Work profession-issues and concerns, Social Work Education

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

(12 Hours)

Fields of Social Work

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.

References:

1. Banerjee .G.R (1973): Papers on Social Work: An Indian Perspective
2. Choudhary, Paul. (1983): Introduction to Social work. New Delhi: Atma Ram & Sons,
3. Gore, M. S. (1965): Social Work and Social Work Education, P. S. Jayasinghe, Bombay :Asia Publication House
4. Batra, Nitin (2004): Dynamics of Social Work in India, Jaipur : Raj Publishing House.
5. Dinitto, Diana, M. (2008): Social Work Issues and Opportunities in a challenging profession (3rd edition). Chicago: Lyceum Books
6. Fink, Arthur et al (1985).The fields of Social Work. Beverly Hills, Calif: Sage Publications
7. Hepworth, Dean H (2010): Direct Social Work Practice-Theory and skills (8th edition). New York: Brooks/Cole.
8. Friedlander, Walter A. (1977) : Concepts and Methods of Social Work, New Delhi : Prentice Hall of India Pvt. Ltd.
9. Nair, T. Krishnan (1981): Social Work Education and Social Work Practice in India, Madras: Association of School of Social Work in India
10. Singh, R.R. (1985): Field Work in Social Work Education, A Perspective for Human Service Profession, New Delhi : Concept Publishing Company
11. Wadia. A.R (1961): History and Philosophy of Social Work in India. Allied Publishers, Bombay
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. Vivienne 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 Fframeworks 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

Semester I
FSOWIC02: SOCIOLOGY AND ECONOMICS FOR
SOCIAL WORK PRACTICE

Hours/week: 4

Credits: 4

Learning Objectives:

1. Understand the sociological concepts to examine social phenomena.
2. Understand the various social problems and its impact on the society, various issues and challenges
3. Understand social and economic processes and systems.
4. Understand economics of development.

COs	COURSE OUTCOMES
CO1	Describe the important sociological perspectives and theories
CO2	Explain the basic concepts in Sociology and Economics
CO3	Analyse major social and economic problems

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.
3. Giddens, A. (2005). *Sociology-Introductory Readings*. Excel Media: New Delhi.
4. Rao, C. S. (2005). *Sociology* . New Delhi: S. ChandCo.
5. Singh, Y.(2004).*Ideology and Theory in India Sociology*, Rawat Publications. New Delhi.
6. Dutt, R.& Sundaram, K.P.M. (2002). *Indian Economy*, S. Chand andCo. ,New Delhi
7. Madan, G.R. (2002) *.Indian Social Problems*, Mumbai : Allied Publishers Pvt. Ltd.

Semester I
FSOW1C03: HUMAN GROWTH AND DEVELOPMENT

Hours/week: 4

Credits: 4

Learning Objectives

1. To acquaint the students with the basic concepts in Psychology & Human growth and development relevant for Social Work practice
2. To acquaint the students with the developmental stages in human life across the Life span
3. To familiarize students with the theories of development and its relevance in Human growth and development

COs	COURSE OUTCOMES
CO1	Describe the definition, nature and scope of Psychology
CO2	Explain the general concepts in Psychology
CO3	Evaluate the theories and principles of development
CO4	Examine the life span approach and development through different stages

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

Semester I

FSOW1C04: PROFESSIONAL SKILLS FOR SOCIAL WORKERS

Hours/week: 4

Credits: 4

Learning Objectives:

1. To gain an understanding on concepts of self esteem, self awareness, self development etc.
2. To familiarize with managerial skills required for social work practice
3. To provide training to enhance competence in interpersonal communication and development communication
4. To enhance skills in ICT

COs	COURSE OUTCOMES
CO1	Explain the concepts of self, self , Self awareness, self concept, self esteem, self image and self acceptance
CO2	Demonstrate the various techniques of understanding oneself
CO3	Demonstrate the relationship, communication and leadership skills required for social workers
CO4	Apply ICT in social work practice

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]

Semester I

FSOW1C05: SOCIAL LEGISLATION AND HUMAN RIGHTS

Hours/week: 4

Credits: 4

Learning Objectives:

1. To acquaint the students with human rights and organizations to protect human rights
2. To familiarize the students with Indian Constitution, and the fundamental rights, duties and directive principles
3. To acquaint them with the statutory bodies for the protection of the rights of the individuals in general and women and children in particular
4. To understand the provisions of the social legislations and utilize them as a tool for empowerment of the vulnerable and marginalized sections of the society.

COs	COURSE OUTCOMES
CO1	Explain the Legal system in India and the process of making social legislation
CO2	Describe Social Legislation as an instrument for Social Control, Social Security, Social change, Social justice and Social Policy
CO3	Explain human rights and organizations to protect human rights
CO4	Outline the legislations for the protection of children, women, aged and other vulnerable groups and statutory bodies involved in their implementation
CO5	Identify the role of Social Workers in the field of Social legislation and Human rights

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 Rights 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. Vidh 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 2 Orient 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.

Semester II

FSOW2C06: SOCIAL CASE WORK

Hours/week: 4

Credits: 4

Learning Objectives

1. To understand the basic concepts in Social Case Work and its application in practice
2. To develop the values and skills to practice Social case work
3. To develop competencies to use the method in practice while working with individuals

COs	COURSE OUTCOMES
CO1	Explain the theoretical framework and core values for the practice of social case work
CO2	Assess and diagnose the problems of individuals
CO3	Plan intervention for individuals with problems
CO4	Develop skills in liaisoning, networking and mobilizing resources for the rehabilitation of individuals with problems
CO5	Acquire skills for recording and documentation of interventions

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

SEMESTER II
FSOW2C07: SOCIAL GROUP WORK

Hours/week: 4

Credits: 4

Learning Objectives:

- 1 To develop an understanding of Social Group Work as a method of Social Work
- 2 To acquaint with the process of Social Group Work to enable them to work with individuals in Groups
- 3 To develop the necessary attitude and competence to practice Social Group Work in various settings.

COs	COURSE OUTCOMES
CO1	Explain the theoretical framework for the practice of Social Group Work
CO2	Describe the group work process
CO3	Assess and diagnose problems and plan group work for individuals in groups
CO4	Analyze the applications of SGW in various settings

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: Prgroup 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. Upadhyay, R. (2003). *Social Casework: A Therapeutic Approach*. New Delhi: Rawat Publishers.
7. Zander, D. C. (1960). *Group Dynamics*. New York: Peterson and Co.

Semester II

FSOW2C08: Community Organisation and Social Action

Hours/week: 4

Credits: 4

Learning Objectives:

1. Understand community organization and social action as methods of social work
2. Understand the elements of community organisation practice and social action.
3. Learn the models and strategies for community organization and social action
4. Develop skills and attitudes for participatory Community work and socialaction.

COs	COURSE OUTCOMES
CO1	Describe the basic concepts of community, community functions and community dynamics
CO2	Apply the values of community organization and social action
CO3	Explain the process, theoretical framework and models of Community Organisation
CO4	Use strategies and skills in community organization and social action
CO5	Practice community organization in different contexts

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. Peacock 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

Semester II
FSOW2C09: PSYCHOLOGY FOR SOCIAL WORK

Hours/week: 4

Credits: 4

Learning Objectives

1. To develop an understanding regarding individual and collective behaviour and determinants of social behaviour
2. To acquire knowledge regarding the concept of mental health and mental health issues in the contemporary society.
3. To gain basic knowledge regarding various mental disorders and dysfunctions.

COs	COURSE OUTCOMES
CO1	Explain the definition, nature and scope of Social Psychology
CO2	Explain the concepts of attitude, social perception and social cognition
CO3	Describe the nature, functions and concepts of group
CO4	Outline the aspects of social influence, theoretical perspectives and features of prosocial behaviour and aggression
CO5	Evaluate the relevance of propaganda and collective behavior
CO6	Explain the concept of mental health, mental health issues and Biopsychosocial model of mental health and mental disorders

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:

1. Baron, R.A., & Branscombe, N.R. (2012). *Social Psychology* (13th ed). New Delhi: Pearson Education.
2. Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology, 12th ed.* New Delhi: Pearson Education.
3. Baron, R.A., & Byrne, D. (2002). *Social Psychology, 10th ed.* New Delhi: Pearson
4. Education Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). *Abnormal Psychology* (16th ed.). U.S.A : Pearson Education, Inc.
5. Carson, R. C., Butcher, J. N., & Mineka, S. (1996). *Abnormal Psychology and Modern life* (10th ed.). New York : Harper Collins College Publishers.
6. Myers, D.G. (2006). *Social Psychology*. New Delhi: Tata McGraw Hill Inc.
7. 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.
8. Seligman, M. E. P., Walker, E. P., & Rosenhan, D. L. (2001). *Abnormal Psychology* (4th ed.). New York : W. W. Norton & Company, Inc.
9. Taylor, S.E., Peplau, L.A., & Sears, D.O. (2006). New Delhi: Pearson Education.

Semester II
FSOW2C10: THEORY AND PRACTICE OF COUNSELLING

Hours/week: 4

Credits: 4

Learning Objectives:

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

COs	COURSE OUTCOMES
CO1	Explain the concept and process of counselling and its elements
CO2	Differentiate counselling from Social Case Work, Guidance and Psychotherapy
CO3	Determine the application of theories in counseling
CO4	Demonstrate the ability to practice counselling in various 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 Edition 2011
9. Elements of Counselling- Scott T Meier, Susan R Davis
10. An introduction to Counselling- John McLeod

Semester III
FSOW3C11: QUANTITATIVE AND QUALITATIVE METHODS
FOR SOCIAL WORK RESEARCH

Hours/week: 4

Credits: 4

Learning Objectives:

1. To understand the significance and characteristics of scientific research
2. To develop competence in conducting qualitative and quantitative research
3. To develop an understanding about the research process of qualitative and quantitative research
4. To gain an understanding about the application of statistical techniques in social work research

COs	COURSE OUTCOMES
CO1	Describe the significance and characteristics of social work research
CO2	Explain the process of social work research
CO3	Demonstrate the ability to use various quantitative and qualitative research methods
CO4	Explain the meaning of descriptive and inferential statistics
CO5	Determine the application of statistical techniques in social work research
CO6	Demonstrate the ability to undertake research projects in social sciences and prepare scientific reports

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 ,Pre test, 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. Creswell, J. W. (2007). *Qualitative enquiry & research design: Choosing among five approaches*. New Delhi: Sage Publication.
3. Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative and mixed methods approaches*. New Delhi: Sage Publications.
4. Creswell, 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.

Semester III
FSOW3C12: PARTICIPATORY PROJECT
PLANNING AND TRAINING

Hours/week: 4

Credits: 4

Learning Objectives :-

1. To understand the phases of development projects
2. To learn techniques in formulating and implementing development projects
3. To develop skills in writing project proposals and managing projects
4. To Learn the concept and importance of participatory training.
5. To understand the different steps in organizing participatory training programmes and develop skills in participatory training and facilitation

COs	COURSE OUTCOMES
CO1	Explain relevant theoretical frame work of project preparation and its various stages
CO2	Demonstrate skills in preparation, management and evaluation of development projects
CO3	Design and implement participatory training programme
CO4	Use participatory training methodologies for social work interventions

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 ³⁶
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

Semester III
FSOW3C13: COMMUNITY HEALTH

Hours/week: 4

Credits: 4

Learning objectives

1. To learn basic concepts in health and health care
2. To understand the epidemiology of common communicable diseases and non communicable diseases
3. To understand the community health programmes
4. To acquaint with nutritional problems and their management
5. To know the various legislations pertaining to health care

COs	COURSE OUTCOMES
CO1	Explain the concept of Community health and related terminologies
CO2	Describe the concept of health and integrated approach to health in the context of Development
CO3	Analyze plans and policies/legislations in health and implications for social work practice
CO4	Identify the public health issues and needs facing the country and design social work interventions
CO5	Outline the Health Care system in India and its administration pattern

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 funding organizations 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, Harvard 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

Semester III
Elective 1 -Medical and Psychiatric Social Work
FSOW3E01: HEALTH CARE SOCIAL WORK

Hours/week: 4

Credits: 4

Learning Objectives

1. To understand the scope of health care social work
2. To understand the role and functions of social worker in acute and chronic health conditions
3. To understand various social work interventions in health care

COs	COURSE OUTCOMES
CO1	Describe the history and scope of Health Care social Work
CO2	Demonstrate the ability to do psycho-social assessment of persons with health issues
CO3	Identify the role and functions of social workers in the health care settings.
CO4	Determine the application of theories and approaches in health care social work
CO5	Identify the ethical practice in healthcare social work

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

Semester III
Elective 2 – Rural and Urban Community Development
FSOW3E02: RURAL COMMUNITY DEVELOPMENT
AND GOVERNANCE

Hours/week: 4

Credits: 4

Learning Objectives

1. To understand the features and challenges of rural and tribal communities
2. To understand the concept, philosophy and principles of Rural Community development
3. To learn the programmes and services in the governmental and voluntary sector.
4. To understand the structure and functions of PRIs and their role in community development
5. To understand the scope of social work interventions in rural communities
- 6.

COs	COURSE OUTCOMES
CO1	Analyse the condition of rural and tribal communities in India in terms of social and economic development
CO2	Analyse the challenges faced by the rural and tribal communities
CO3	Explain the concept, philosophy and principles of Rural Community development and the programmes and services in the governmental and voluntary sector for rural communities
CO4	Outline the structure functions and role of PRIs in community development
CO5	Identify 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 Aborigines
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. SagePublications, New Delhi 2009
2. Jain, Reshmi, Communicating Rural Development Strategies and Alternatives. RawatPublications, New Delhi, 2003.
3. Singh, Surat, (Ed) Decentralised Governance in India- Myth and Reality , Deep and DeepPublications. 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

Semester III
Elective 1 -Medical and Psychiatric Social Work
FSOW3E03: SOCIAL WORK IN MENTAL HEALTH SETTINGS

Hours/week: 4

Credits: 4

Learning Objectives

1. To help the students gain knowledge regarding psychiatric illnesses, their treatment and aftercare.
2. To understand the specific roles and functions of psychiatric social worker in different mental health settings
3. To help the students gain an understanding regarding the policies and programmes in the field of mental health
4. To understand the current trends and future of Psychiatric Social Work in India

COs	COURSE OUTCOMES
CO1	Explain Classification in Psychiatry
CO2	Describe psychiatric interviewing and assessment in Psychiatry
CO3	Describe Epidemiology, Clinical Manifestation, treatment and outcome of major psychiatric disorders
CO4	Identify the role of psychiatric social worker in psycho social interventions
CO5	Practice Psycho Social Interventions and Multidisciplinary team approach in the field of mental health
CO6	Apply social work methods in mental health settings

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 12 hours

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 12 hours

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 SouthWales: 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.

Semester III
Elective 2 – Rural and Urban Community Development
FSOW3E04: URBAN COMMUNITY DEVELOPMENT
AND GOVERNANCE

Hours/week: 4

Credits: 4

Learning Objectives:

1. To understand about the urban communities and the processes like urbanization and its impact
2. To learn about the challenges faced by urban communities in general and vulnerable populations in particular
3. To understand the structures and institutions for urban governance
4. To understand the scope of social work interventions in urban communities

COs	COURSE OUTCOMES
CO1	Explain the urban communities and the processes like urbanization and its impact on social conditions
CO2	Analyse the challenges faced by urban communities with focus on vulnerable populations
CO3	Describe the concept, philosophy and principles of Urban Community development and the programmes and services in the governmental and voluntary sector for urban communities
CO4	Identify the structures and institutions for urban governance
CO5	Describe the scope of social work interventions in rural communities

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.

Semester IV
FSOW4C14: ADMINISTRATION OF HUMAN
SERVICE ORGANIZATIONS

Hours/week: 4

Credits: 4

Learning Objectives

1. Develop understanding of the evolution of administration as a method in Social Work Practice.
2. Develop understanding and appreciate the utility of the administrative structures, processes and procedures in an organization.
3. To understand the types of organizations and registration of these organizations
4. Develop an overview of human resource management as an important component of AHSO

COs	COURSE OUTCOMES
CO1	Explain the concepts in administration and administration as a method of Social work
CO2	Describe the procedure of registering trust, society, CBO, NGO and NPO
CO3	Outline the social welfare programmes of Ministry of women and child development, Ministry of rural development, Ministry of urban development, Panchayati Raj, Central social welfare board and State social welfare board
CO4	Explain HRM and its process
CO5	Describe the concept of organizational behavior and theories of motivation and leadership
CO6	Explain the problems in organizations and grievance redressal mechanisms

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 HR Manager, 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 PrivateLtd, New Delhi.
5. Flippo, Edwin B.: *Principles of Management*, Mc,Graw Hill Publishingcompany Ltd, New Delhi
6. Monappa, Arun and Sivadain : *Personnel Management* Tata McGraw-Hill Publishing Company Ltd, New Delhi.1996
7. Luthans, Fred : *Organisational Behaviour* Mc. Graw Hill PublishingCompany, 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*, 5thEdition, Tata Mc,Graw Hill Publishing company Ltd, New Delhi.2010
10. Armstrong, Michael : *A handbook of Human Resource ManagementPractice*, Kogan Page Limited, London. 2014

Semester IV

FSOW4C15: SOCIAL WORK WITH VULNERABLE GROUPS

Hours/week: 4

Credits: 4

Learning Objectives

1. To understand the prevailing realities and problems of vulnerable and marginalized groups in India.
2. To learn the roles and functions of social workers in helping them.
3. To understand the contribution of Govt. and non Govt. organizations in promoting welfare of the marginalized and vulnerable groups.
4. To understand the policies and welfare programmes for vulnerable groups

COs	COURSE OUTCOMES
CO1	Explain the concepts-Vulnerability, Exclusion, Marginalisation, At-risk, disadvantaged and Stigmatisation
CO2	Describe major issues and vulnerabilities faced by different vulnerable groups
CO3	Evaluate the policies and welfare programmes for vulnerable groups in India
CO4	Describe the approaches and strategies of social work with them
CO5	Apply social work principles, skills and methods in helping vulnerable groups

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. Bhumali, 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)

Semester IV

Elective 1 - Medical and Psychiatric Social work

FSOW4E05: THERAPEUTIC APPROACHES IN MEDICAL AND PSYCHIATRIC SETTINGS

Hours/week: 4

Credits: 4

Learning Objectives

1. To acquaint the students with contemporary psychosocial approaches to therapy in medical and psychiatric settings
2. To help them gain knowledge regarding various therapies practiced in the field of general and mental health
3. To understand the application and effectiveness of these therapies in health settings

COs	COURSE OUTCOMES
CO1	Explain the concept of psychotherapy and different types of therapies
CO2	describe Cognitive and behaviour therapies, Humanistic and existential therapies and techniques
CO3	Explain Family Therapy and techniques of practice used in family therapy
CO4	Explain other psychosocial therapies
CO5	Explain the role of Yoga and meditation, mindfulness based stress reduction, motivational enhancement therapy in stress reduction

Module I: Introduction to psychotherapy (8 hours)

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

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

Behavior therapy- Techniques based on classical conditioning, operant conditioning and observational learning , use of Systematic desensitization, 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 & Merrill (2000) *Counselling: A Comprehensive Profession (4th Ed.)* an imprint 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*

Semester IV
Elective 2 - Rural and Urban Community Development
FSOW4E06:Environmental Studies and Disaster Management.

Hours/week: 4

Credits: 4

Learning Objectives :-

1. Understand the basic concepts in environment studies.
2. Understand the environment problems and impact of development initiatives.
3. Examine the utilization and management of natural resources.
4. Study the role of social work practice in dealing with environmental problems and in disaster management.

COs	COURSE OUTCOMES
CO1	Explain the basic concepts in environment studies
CO2	Identify the policies and approaches and problems in the sustainable management of natural resources
CO3	Analyse the environment problems and impact of development initiatives.
CO4	Outline the national and international measures to deal with environment issues
CO5	Explain the process of disaster management
CO6	Practice social work in dealing with environmental problems and in disaster

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

Semester IV
Elective 1 - Medical and Psychiatric Social work
FSOW4E07: Social Work Practice with Families

Hours/week: 4

Credits: 4

Learning Objectives:-

1. Understand family as a social institution and the different conceptual frameworks for understanding family
2. Develop knowledge and skills for assessment in family social work
3. Demonstrate an understanding of family Social Work
4. Develop an understanding of various Settings of family practice.

COs	COURSE OUTCOMES
CO1	Describe the conceptual framework related to marriage and family and characteristics of family life cycle
CO2	Identify models of family dynamics and family assessment
CO3	Explain the process of family social work
CO4	Explain the history, concepts and techniques of family therapy
CO5	Practice family therapy in contexts including Family Counselling Centres, Family Courts, Family welfare Clinics, Adoption and Foster Care Agencies, and Family Violence

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, culturallly sensitive practice

Module V

(16 Hours)

Practice of Family Social Work

Scope and practice of social work in

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

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

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.

Semester IV
Elective 2 – Rural and Urban Community Development
FSOW4E08: Social Work Practice and Gender

Hours/week: 4

Credits: 4

Learning Objectives:-

1. Understand concepts related to gender and its significance in social work
2. Develop perspectives concerning what constitutes a gender issue and learn to create a multi-perspective analysis of a given gender issue
3. Understand the status of women and appreciate the gaps therein
4. Develop skills and attitudes to work with gender issues
5. Practice social work with a gender perspective.

COs	COURSE OUTCOMES
CO1	Explain concepts and theories related to gender
CO2	Analyse the status of women with respect to health, education, political participation, representation in media and law and appreciate the gaps therein
CO3	Describe gender based violence and measures to combat violence
CO4	Analyse gender issues using gender analysis frame woks
CO5	Explain the theoretical frame work for feminist social work
CO6	Practice social work with women in different contexts using Gender Aware therapy, Feminist counselling, building collectives, education, advocacy and assertiveness training

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, Blackfeminism, postmodern feminism, Eco feminism. Women’s Movements

Module II Statusof 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: Genderand personal law.
 Factors affecting the Status of Women in India
 Discrepancies and gaps in the status with respect to health, education, employmentand

participation

Module III GenderBased 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, post modern 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 frameworks. 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

First Semester
Ability Enhancement Course (AEC)
FSOW1A01 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
Module II	Seminar on Problems and challenges faced by elderly 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.

Second Semester
Professional Competency Course (PCC)
FSOW2A02 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. Sathyarathi, 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

FIELD WORK - COURSE OUTCOMES

SEMESTER I

FSOW1F01 – CONCURRENT FIELD WORK

Credits: 4

COs	COURSE OUTCOMES
CO1	Engage with individuals, families, groups, organizations, and communities
CO2	Identify both agency and clients as systems and describe the administrative procedures, programme management
CO3	Explain the problems of marginalized individuals, groups and communities
CO4	Identify the functioning and programmes of governmental and nongovernmental organizations involved in welfare and developmental activities for vulnerable groups
CO5	Acquire skills in communication – presentation and reporting of observed realities, documentation, writing field work reports and public relation skills

SEMESTER II

FSOW2F02 – CONCURRENT FIELD WORK

Credits:3

COs	COURSE OUTCOMES
CO1	Practice Social Case Work
CO2	Practice Social Group Work.
CO3	Practice Community Organization and other macro level interventions.
CO4	Develop skills in reporting, documentation and dissemination.
CO5	Identify as a professional social worker and conduct accordingly

SEMESTER III

FSOW3F03 – CONCURRENT FIELD WORK

Credits: 4

COs	COURSE OUTCOMES
CO1	Practice Social Work in medical and psychiatric settings / urban and rural communities/family and child welfare settings
CO2	Develop skills in observing, analyzing, evaluating and creating innovative social work interventions
CO3	Develop documentation and reporting skills
CO4	Identify as a professional social worker and conduct oneself accordingly
CO5	Conduct seminars, workshops and training programmes for different client groups

SEMESTER IV
FSOW4F04 – CONCURRENT FIELD WORK

Credits: 3

COs	COURSE OUTCOMES
CO1	Practice Social Work methods in specialized settings
CO2	Develop skill in documentation, dissemination and recording of Social Work interventions
CO3	Develop innovative models for Social Work interventions
CO4	Identify and manage ethical dilemmas while practicing Social Work.
CO5	Critical reflection of Social Work practice

SEMESTER IV
FSOW4F05 – BLOCK FIELD WORK

Credits: 4

COs	COURSE OUTCOMES
CO1	Develop independent practice competency to work as professional social worker
CO2	Apply critical thinking to inform and communicate professional judgments
CO3	Engage in research informed practice and practice informed research
CO4	Apply knowledge of human behaviour and the social environment and understand diversity and difference in practice

SEMESTER IV
FSOW4P16 – DISSERTATION

Credits: 4

COs	COURSE OUTCOMES
CO1	Formulate Social Work research proposal
CO2	Develop independent practice competency to conduct Social Work research
CO3	Apply qualitative and quantitative research methods in Social Work Practice

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 his/her own 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. Profile of the Panchayath- Map/Face Sheet/History/Major Developments/Current status
3. Major institutions and its services
4. Natural resources
5. Major problems in the Panchayath
6. Scope for development
7. Personal Reflection
8. Evaluation
9. Appendix (If any)

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/seniors 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

Report

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 organisation
 - Administrative Structure
 - Major Activities
 - Funding
 - Role of social worker

3. Observation, learning, Skills acquired
4. Critical Evaluation
5. 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

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
- Private cameras are prohibited
- 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 behaviour 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 behavior 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

SEMESTER II

CONCURRENT FIELD WORK

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

Attendance
Planning, Organising & Implementation
Creativity
Report
Presentation

SEMESTER III

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 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
- 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

9. Introduction
10. Brief description about the day
11. Work done
 - a. Planning
 - b. Organising
12. Learning -Knowledge, Skills, Attitude
13. Critical Evaluation
14. Limitations/Challenges
15. 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 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
- 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

9. Introduction
10. Objectives of the field work
11. Agency Profile
12. Activities done
13. Personal reflection
14. Evaluation
15. Conclusion
16. 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 has 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

17. Introduction
18. Objectives of the field work
19. Agency Profile

20. Activities done
21. Personal reflection
22. Evaluation
23. Conclusion
24. Appendix - Weekly Report, Daily Report, Certificate

Assessment criteria

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

GENERAL GUIDELINES FOR THE FIELD WORK PRACTICUM

- 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

COLLABRE: NATIONAL SEMINAR OF DEPARTMENT OF SOCIAL WORK

Introduction

Collabre, “*fellowship of thoughts and ideas*” is the annual national conference of the social work department of St Joseph’s college, Devagiri. It is a prestigious event of social work department to showcase its collective organizing capabilities. Academic deliberations, paper presentations, group discussions, policy formulations, cultural extravaganza etc would add colors to the event. Social work student community plays a vital role in planning, organizing, executing and evaluating the programme. Renowned social activists like Smt. Vandana Siva, Smt. MedhaPadkar, Dr. NA Kareem, Sri PrafulBidwai are to name a few who have enriched the previous Collabre events.

Objectives

1. To provide an opportunity to discuss the socially relevant issues and development concerns from a social work point of view
2. To provide an opportunity to the social work students to organize a mega event
3. To facilitate networking and collaboration among social workers, social work students, organizations, activists etc from all walks of social work realm.
4. To facilitate the experiential learning process of the social work students to learn the social work methods, techniques, tools, skills etc
5. To gain experience in various administrative skills with respect to planning, coordinating, budgeting, resource mobilization and evaluating

Department policy

- Collabre is a platform for the department speak out to the world on the new trends of Social Work scenario and at the same time to showcase its organizing caliber as well as collective efforts
- The senior students have the privilege to take the leadership in planning, organizing and executing the programme, and the junior batch will associate with them.
- All the students will participate in planning, resource mobilization, decision making, evaluation etc with proper supervision of faculty members concerned.
- Each student is expected to record their participation in the process and in the committees they are involved.
- The financial statement of the programme must be presented on the evaluation day by the finance committee coordinator.
- The assets created as part of the event belongs to the department.

ASSOCIATION OF SOCIAL WORK ACTIVITIES OF DEVAGIRI (ASWAD)

Introduction

ASWAD is the social work students' association of Devagiri College. It is a common platform for all the social work students of Devagiri College. The students are in charge of the activities of the association. There is a faculty member in charge of the activities of Social Work Association. In every Tuesday 1.30 to 3.30 is meant for the association activities. The programmes are come from the part of students. The programmes are not only limited to the four walls of College; but it covers outside too.

Objectives of the Association

- To develop the leadership capacity of the social work students
- To apply the social work techniques, tools, methods etc in organizing a programme/ activity
- To render social welfare services to the community at large
- To develop a network with the individuals, groups, and civil society organizations working in the developmental activities etc

Guidelines

- The programmes are conducted in accordance with the consent given by the faculty in charge and approved by the head of the department
- Everyone should be present in the activities of the association. Attendance of the association activities should kept separately
- Weekly reporting of the last week activities of the association is compulsory
- Accounts of the association should be verified in every month and get signature from the faculty in charge and the head of the department

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 co workers 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.

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

Annexure I

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 External is **1:4**.

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) of **5, 4, 3, 2, 1 & 0** respectively

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 be 40%.

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 be 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 :

- a) 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

b) 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.

$$\text{Semester Grade Point Average - SGPA (S}_j\text{)} = \Sigma(\text{C}_i \times \text{G}_i) / \text{Cr}$$

(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 i^{th} course, ' c_i ' is the credit of the i^{th} course, ' Cr ' is the total credits of the semester.

Cumulative Grade Point Average (CGPA) Calculation

Cumulative Grade Point Average (CGPA) = $\Sigma(\text{C}_i \times \text{S}_i) / \text{Cr}$ (CGPA= Total Credit points awarded in all semesters/Total credits of the programme)

Where C_1 is the credit of the 1st semester, S_1 is the **SGPA** of the 1st 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**.

Annexure II Pattern of Question Paper and Models

First Semester

SW I C0 1:

Time: Three Hours

Weightage: 30

Part I

Answer any four questions

Answer to each question should not exceed

100 words Each question carries two

weightage

Write short noteson:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

(4 x 2 = 8 Weightage)

Part II

Answer any four questions

Answer to each question should not exceed 300

words Each question carries threeweightage

- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.

(4 x 3 = 12 Weightage)

Part III

Answer any two questions

Answer to a question is limited to 800 words Each

question carries *five*weightage

- 15.
- 16.
- 17.
- 18.

(2 x 5 = 10 Weightage)

FIRST SEMESTER M.S.W. DEGREE EXAMINATION
SOW1C01: HISTORY, PHILOSOPHY AND FIELDS OF SOCIALWORK

Time: 3 hours

Max. Weightage: 36

Section A

*Answer any **four** questions not exceeding 100 words.
Each question carries 2 weightage.*

Write Short Notes on:

1. Social Defence.
2. Charity Organisation Society
3. Core values of Social Work
4. Unorganized labourers
5. Uniqueness of the individual.
6. Types of theories used by social workers.
7. Continuing Professional Development (4x 2= 8 Weightage)

Section B

*Answer any **four** questions not exceeding 300 words. Each question carries 3
weightage.*

8. Describe the evolution of social work as a profession In India.
9. Discuss the principles of social work. Illustrate how you applied any one of these principles in your field work programme.
10. Do you think that secular humanism has contributed to the development of social work philosophy? Elaborate.
11. Explain the goals and principles of crisisintervention model.
12. Write a short essay on strengths based perspective.
13. Discuss briefly the code of ethics of Social work Profession. Why do social workers need a Code of Ethics?
14. What are the problems of elderly persons? Mention the scope of Social Work with elderly. (4 x 3= 12 Weightage)

Section C

*Answer any **two** questions not exceeding 800 words. Each question carries 5
weightage.*

15. What are the functions of social work? Illustrate with examples.

16. Explain systems theory and conflict theory and their application in Social Work.
17. “Field work is the signature pedagogy of social work”. Substantiate this by bringing out its importance, objectives and components.
18. Discuss about the scope of Social Work in Schools and Hospitals.
(2 x 5= 10 Weightage)

FIRST SEMESTER M.S.W DEGREE EXAMINATION
SOW1C02: SOCIOLOGY AND ECONOMICS FOR SOCIAL WORK PRACTICE

Time: 3 hours

Max. Weightage: 30

Section A

*Answer any **four** questions not exceeding 100 words. Each question carries 2 weightage.*

Write Short Notes on:

1. Functional Perspective
2. Subculture
3. Sex and Gender
4. Kinship
5. Caste and Class
6. Needs and Resources
7. Human Development Index

(4x 2= 8 Weightage)

Section B

*Answer any **four** questions not exceeding 300 words. Each question carries 3 weightage.*

8. Explain the capability approach of Amartya Sen. How is it related to welfare of people?
9. Explain the meaning and characteristics of society.
10. Discuss the agents and process of socialization.
11. Define social problem. What are the factors responsible for social problems?
12. What are the factors of Production? Explain.
13. Briefly explain the World Hunger Myths.
14. Write a short note on Economic Planning.

(4 x 3= 12 Weightage)

Section C

*Answer any **two** questions not exceeding 800 words. Each question carries 4 weightage.*

15. Explain Marriage as a Social Institution in the present social context.
16. Explain the agencies and means of social control.
17. Discuss the features of capitalism and socialism with its merits and demerits.
18. Describe the causes and consequences of unemployment in India.

(2 x 5= 10 Weightage)

FIRSTSEMESTER.M.S.W. DEGREE
EXAMINATION SOW1C03: HUMANGROWTH
ANDDEVELOPMENT

Time: 3 hours

Max. Weightage: 36

Section A

*Answer any **four** questions not exceeding 100 words. Each question carries 2 weightage.*

Write Short Notes on:

1. Thinking
2. Fluid Intelligence
3. Ontogenetic functions
4. Oedipus complex
5. Neonate
6. Parallel Play
7. Childhood Misdemeanors

(4x 2= 8 Weightage)

Section B

*Answer any **four** questions not exceeding 300 words. Each question carries 3 weightage.*

8. Explain the definition and scope of Psychology.
9. What are developmental tasks? What are its advantages and disadvantages?
10. What are the psychosexual stages of development?
11. What are the different kinds of birth?
12. Explain the importance of play during early childhood.
13. List out the developmental tasks of adolescence.
14. Why middle age period is known as empty nestperiod?

(4 x 3= 12 Weightage)

Section C

*Answer any **two** questions not exceeding 800 words. Each question carries 5 weightage.*

15. Elaborate the theories of development.
16. Describe briefly the stages, characteristics and adjustments of Infancy.
17. Explain briefly the characteristics, criteria, major physical and emotional adjustments during puberty.
18. Discuss the vocational and marital adjustments of old age.

(2 x 5= 10 Weightage)

**FIRST SEMESTER M.S.W. DEGREE EXAMINATION
SOW1C04: PROFESSIONAL SKILLS FOR SOCIAL WORKERS**

Time: 3 hours

Max. Weightage: 30

Section A

*Answer any **four** questions not exceeding 100 words. Each question carries 2 weightage.*

Write Short Notes on:

1. Self Awareness
2. SWOT Analysis
3. Unconditional Positive Regard
4. Social Advocacy
5. Kinesthetics
6. Communication process
7. Team work

(4 x 2 = 8 Weightage)

Section B

*Answer any **four** questions not exceeding 300 words. Each question carries 3 weightage.*

8. What are the factors affecting one's self image?
9. What is meant by 'active listening'?
10. Explain the relevance of minutes of a meeting.
11. Write a note on professional integrity in social work practice.
12. Elaborate any two theories of motivation.
13. Write a note on effective goal setting for helping a client to achieve his/her goals.
14. What are the benefits of online learning?

(4 x 3 = 12 Weightage)

Section C

*Answer any **two** questions not exceeding 800 words. Each question carries 5 weightage.*

15. What are the characteristics of emotionally resilient individuals?
16. What are the key features of therapeutic relationship in social work practice?
17. Explain the key concepts in Transactional Analysis.
18. Illustrate a situation where you have taken a leadership role and explain the process and outcome.

(2 x 5 = 10 Weightage)

FIRST SEMESTER M.S.W DEGREE EXAMINATION
SOW1C05: SOCIAL LEGISLATION AND HUMAN RIGHTS
Time: 3 hours **Max. Weightage: 30**

Section A

*Answer any **four** questions not exceeding 100 words. Each question carries 2 weightage.*

Write Short Notes

on:

1. Fundamental duties
2. Any one human rights organisation in India
3. Procedure for recording the statement of the child under POCSO Act
4. Responsibilities of an employer under Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013
5. Benefits provided under the Maternity Benefit Act 1961
6. Powers and functions of KELSA
7. Legal Aid Clinics (4x 2= 8 Weightage)

Section B

*Answer any **four** questions not exceeding 300 words. Each question carries 3 weightage.*

8. Enlist the fundamental rights ensured by our constitution and elaborate on the right to freedom and right to constitutional remedies.
9. Write a short essay on UNCRC and the evolution of child rights.
10. Critically examine the effectiveness of Child Labour Prohibition Act.
11. Describe the salient features of NIRBHAYA Act 2013 and discuss its social relevance.
12. What are the major provisions of the Factories Act 1948 and Workmen's Compensation Act 1923?
13. Describe the salient features of Right to Information Act and its social implications.
14. Explain the relevance of Lok Adalat as an effective alternate dispute redressal mechanism.

(4 x 3= 12 Weightage)

Section C

*Answer any **two** questions not exceeding 800 words. Each question carries 5 weightage.*

15. Critically evaluate the powers and functions of Human Rights Commission in India.
16. Discuss the significance and implications of the Juvenile Justice (Care and Protection) Act – 2015.
17. Enlist the rights of SC/ST and describe briefly the salient features of the laws to prevent atrocities against them.
18. Public Interest Litigation is one of the most significant legal provision for the protection of the voice less and downtrodden. Substantiate

(2 x5= 10 Weightage)