# Master of Social Work
## (Under National Educational Policy, 2020)




**DEPARTMENT OF SOCIAL WORK**

**SCHOOL OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES**
**PONDICHERRY UNIVERSITY**

## AIM OF THE PROGRAMME

### *Vision*

To become a leading institution for innovative, interdisciplinary approaches in educating social work practitioners and scholars, conducting research, and serving as a catalyst for positive social transformation.

### *Mission*

- To provide high-quality, interdisciplinary education that prepares competent, ethical, and compassionate social work professionals.
- To promote cutting-edge research that addresses contemporary social issues and contributes to policy and practice.
- To foster community partnerships and engage in service initiatives that empower marginalized and vulnerable populations.
- To cultivate a culture of innovation, critical thinking, and inclusivity in social work teaching and learning.

To develop future leaders in social work who are equipped to drive sustainable social change locally, nationally, and globally**.**

## PROGRAMME EDUCATIONAL OBJECTIVES

After optioning MSW program within five to seven years the students will be able to:

1. Transform social work knowledge, ethics and values for sustainable changes.
2. To work towards people diversity with contemporary realities in society.
3. Formulate and influence social policies for the social and economic wellbeing in the society.
4. Demonstrate ethical and professional behavior in social work practice.
5. To advocate, campaign and lobbying for promotion of social policy.
6. To enhance the quality of life of individuals and society at large.

## PROGRAMME SPECIFIC OUTCOMES

After the successful completion of MSW program, the students are expected to:

1. Become competent social work professionals.
2. Adhere social work ethics, values and ensure social justice.
3. Apply social work knowledge and skills for understanding human behavior and social environment.
4. Identify and analyze the existing social problems.
5. Practice methods of Social Work for problem solving in various fields.

## PROGRAMME OUTCOMES

On successful completion of the MSW program, the student will be able to:

1. Recognize him/herself as a Professional Social Worker.
2. Communicate and present him /herself effectively in a Professional manner.
3. Critically analyze and understand the existing social issues in the right perspective.
4. Work for the marginalized and weaker section of the society effectively.
5. Manifest effective leadership qualities and problems solving skills in micro, meso, and macro level social work practices.
6. Engage Diversity and Promote Social Justice.
7. Select appropriate intervention Strategies
8. Facilitate Interdisciplinary Approach for better understanding of the Social Problems.
9. Act as a Social Change maker in the Society.
10. Advocate for client access to the service of social work

## TITLE OF THE PROGRAMME

## MASTER OF SOCIAL WORK

The programme consists of classroom instruction and fieldwork practicum in real-world settings. Classroom instruction is aimed at familiarising students with the principles and skills required for social work intervention and developing students' personalities through the instillation of democratic and humanitarian attributes and values. Fieldwork practicum is managed through a network of various NGOs and government organisations working in the welfare and development sectors, where the students get first-hand experience of various social issues and appropriate interventions to address them. It is intended to provide social work professionals with the necessary knowledge, skills, virtues, and competence to work with national and international development organisations.

The MSW programme offers specialisations in Community Development, Human Resource Management and Medical and psychiatric Social Work. Students shall undergo concurrent and block fieldwork in various settings besides classroom teaching.

## DURATION OF THE PROGRAMME

1. Masters in Social Work (MSW) – 2 Years (04 Semesters)
2. Masters in Social Work (MSW) – 01 years (02 semesters for BSW (Hons))

## ELIGIBILITY FOR ADMISSION

1. Bachelor 's Degree in any discipline with a minimum of 55 %marks.
2. A 4-year Bachelor Degree with Honors in Social Work after completion of 8 Semesters (4 Years) of Programme of Study to join the MSW (II Yr.).

The basis of selection shall be the marks secured in the entrance examination as per university norms. Reservation of seats and other concessions will align with the University rules and norms.

## STUDENT INTAKE

**First Year:** 45 Students

**Second Year:** Students are distributed equally across all specializations.

## COURSE STRUCTURE: (Enclosed)

## SCHEME OF EXAMINATION

This is in accordance with the CBCS Regulations, Pondicherry University, that has come into effect from 2019, and changes effected from time to time shall also become automatically applicable.

## PASSING MINIMUM

A candidate can be admitted to appear in the M.S.W. degree end-semester examinations only if they have undergone the course of study as prescribed by Pondicherry University and have put in at least 70 per cent of attendance. The academic calendar comprises at least 15 weeks or 90 days per semester/term and an annual calendar of at least 30 weeks or 180 days.

The passing minimum is in accordance with the CBCS Regulations, Pondicherry University, that has come into effect from 2019, and changes effected from time to time shall also become automatically applicable.

## CLASSIFICATION OF SUCCESSFUL CANDIDATE

This is in accordance with the CBCS Regulations, Pondicherry University, that has come into effect from 2019, and changes effected from time to time shall also become automatically applicable.

## DETAILED SYLLABUS (Enclosed)

## SPECIALISATION CRITERIA

The specializations mentioned in this course structure will be offered subject to the following:

(i) Availability of at least three faculty members in each specialization with subject expertise in the respective specialization.

(ii) The students shall be allocated their area of specialization in the MSW programme after the orientation, as per the discretion of the department. All the specialization shall have equal no. of students. The faculty members' decision shall be final in allocating specialization to the students.

## TEACHING OF LEGISLATIONS/POLICIES/PROGRAMMES

Since the nature of MSW course requires the teaching of legislations under various categories (such as social legislation, labour legislations, etc.), the amendments and changes to these legislations effected from time to time shall also become automatically applicable to the respective courses wherein these legislations are included. This shall apply to various government policies and programmes which are a part of the curriculum.

**PATTERN OF QUESTION PAPER:** Descriptive

**MODEL OF QUESTION PAPER:**

**MSW SEMESTER EXAMINATION**

**Time: 3 Hrs** **Max Marks - 60**

***SECTION- A***

*Answer any **FIVE** of the following.*

*Question number 1 is compulsory.*

*All Questions Carry Equal Marks* *(5 X 6 = 30 Marks)*

***SECTION- B***

*Answer any **THREE** of the Following.*

*Question number 9 is compulsory.*

*All Questions Carry Equal Marks* *(3 X 10 = 30 Marks)*

**INTERNAL ASSESSMENTS**

Each teacher shall organise a continuous assessment of each course assigned to them.
The internal assessment shall be given as per the following break up.

| | |
|---|---|
| Internal assessment Tests/Term Papers/Quizzes (two) | 2 x 15 = 30 |
| Seminars/assignments/case demos/presentations/write-ups/viva, etc | 1 x 10 = 10 |

***Internal Total***

**PANEL OF EXAMINERS**

The Programme Committee of the Department shall decide the panel of examiners. Viva Voce examiners shall be according to the specialization.

**INFRASTRUCTURE** *(as per NAAC Manual for Self-Study of Social Work Institutions, October 2005).*

It is specified in the above document that the Department of Social Work should have the following:

- The building is well-ventilated and has an adequate number of lights and fans.
- A minimum of nine classrooms.
- Faculty members' offices provide sufficient privacy for individual conferences with students.
- A common/meeting room is available.
- An adequate number of clean toilets are provided separately for men and women.
- Separate rooms are available for field action projects, research projects and student counselling.
- A sick room/restroom with a sofa/couch and a medical kit are available in case of sudden illness.
- Separate common rooms are available for staff and students.
- The building is differently-abled friendly.
- The building is surrounded by open space for outdoor recreation for students and has trees/gardens.
- Field practitioners are invited as guest lecturers.
- Blackboards, flipcharts, overhead projectors, radio, television, audio and video cassettes, slide shows, LCD projectors, internet and other aids are used for teaching-learning.

***Furniture and Equipment***

- Furniture in the classrooms is easily movable, and chairs have support for writing and keeping bags
- Locker space is available for all students
- Every faculty member has a chair, a desk to write on and a cupboard to maintain files, student records and other relevant academic documents
- Computer, printer, email and internet access are made available to all faculty members
- At least one personal computer (PC) with Microsoft (MS) Word, statistical and accounting packages along with printers is available for the administrative work of the Institution for social work education
- The administration is fully computerised

### *Communication Facilities*

Phone, fax, and email facilities are available, especially for communication with the fieldwork agencies. The institution for social work education has developed a website and regularly updates it.

### *Other Facilities*

A vehicle made available for students and staff commuting to fieldwork settings and field action projects in remote areas.

## FACULTY SPECIALISATION

The courses/ specialisations offered are handled by faculty members with subject expertise in the respective specialisation.

## STUDENT-TEACHER RATIO

The NAAC Manual for Self-Study of Social Work Institutions, October 2005, specifies that the faculty-student ratio is 1:8 or less and not more than 1:10

## RATIO OF NON-TEACHING STAFF

The NAAC Manual for Self-Study of Social Work Institutions, October 2005, further specifies that: The structure of the non-teaching staff is planned adequately for academic administration, infrastructural planning, purchase and maintenance, staff management, financial management, and secretarial support. Adequate secretarial support is available to the faculty members. The ratio of teaching to non-teaching staff is not more than 1:1.

## FIELDWORK INSTRUCTION IN SOCIAL WORK

Practical training is a distinct feature and an integral part of social work education. The specific requirements of the fieldwork training will be made available to the trainee social workers. This practical training is given to the students during the two years of study through various programs such as orientation programmes, observation visits, concurrent fieldwork, block placement training and mini-research.

### *General Objectives of Fieldwork*

1. To understand social realities and problems as they play out in society and the civil society's response to them.
2. To understand, appreciate and develop the ability to evaluate the programmes and policies in the developing context critically.
3. To acquire skills of systematic observation and critical analysis and develop a spirit of inquiry

4. To learn and implement social work interventions
5. To develop skills of recording
6. To instill values and ethics of the social work profession through field practicum.
7. To develop an appreciation of social work intervention in these programmes by recording:

a) Relevant and factual information about the client system and the problem/concern
b) The selection of programmes / strategies for solving the problems and their relevance to the client system and the problem concern or the issue.
c) The role of the social worker and the relevance of social work intervention for the client's needs and the problem.
d) The relationship between the micro problems observed and the macro situation, the appropriateness of the organization's resources and the nature of the intervention
e) To integrate theory and practice while recording
f) To develop self as an agent affecting societal change and transformation.

Fieldwork comprises the following:

- Social Work skill labs/ workshop
- Observation visits
- Concurrent fieldwork
- Block fieldwork
- Rural camp

Students are involved in intervention during emergencies like riots, cyclones, earthquakes, and specific time-bound, issue-based campaigns ***(this is as per NAAC Manual for Self-Study of Social Work Institutions, October 2005)***

**MANDATORY FIELD ORIENTATION**

- The MSW students will be oriented to the social work profession soon after admission to the programme's first year. The duration of the programme shall 5 days. Attendance in the orientation programme is compulsory. This programme shall comprise speakers from practitioners and professional social workers from the field and academia. A student who has missed this orientation programme is not eligible for admission/continuing this course. The students are not permitted to miss the orientation Programme under any circumstances. If it happens in exceptional and unavoidable situations, the student should complete it with next batch. The decision of department shall be final and binding on the students.

- The programme includes concurrent and block fieldwork, rural camp, and extension work as part of the curriculum which is compulsory for all the students. The students have to bear the expenses of the above-mentioned field activities.

## CONCURRENT FIELDWORK: RULES AND REGULATIONS

Concurrent Fieldwork is the core curricular activity of the M.S.W. course. Hence, 100% attendance of the student is mandatory. Additional fieldwork needs to be planned and scheduled in case of absenteeism on any count. Work hours should be completed.

***Working days:*** A student has to work two days a week for concurrent fieldwork. The students shall be in their respective agencies twice a week for 9 hours per fieldwork day, including 1.5 hrs for writing the field work report. A minimum of 15 hours of concurrent fieldwork on the said two days is mandatory every week. **Compensation for fieldwork is admissible only on the grounds of prolonged illness /disability/reasonable cause, as decided by the faculty members in a department meeting.**

***Work Hours:*** Minimum work hours of concurrent fieldwork 15x15=225 hours in a semester.

These work hours should be completed in about 28 to 32 visits. The minimum work hours of 225 are mandatory for the assessment. In calculating the fieldwork hours, the time students spend writing the fieldwork reports may also be considered. However, time spent travelling will be excluded from the total time spent in the field.

The University's academic calendar shall be communicated to the fieldwork agency well in advance. If the fieldwork agency works on a holiday declared by the University, the students shall follow the agency schedule. The list of holidays and working hours of the fieldwork agency has to be followed strictly by the students on fieldwork days.

In case agency work is in a community setting, 100% of work hours may be completed in the agency itself. Ultimately, institutional/agency and community setting experiences are mandatory for students.

***Fieldwork records:*** Students should document their fieldwork recordings in the fieldwork diary and fieldwork journal separately. The fieldwork journal (observation record) should be up-to-date. Time, tasks and work hours should be maintained in the fieldwork journal (observation record). Detailed work records should also be given in it. Students have to get the signature of the agency supervisor and submit it to the faculty supervisor during weekly individual conferences. The faculty supervisor shall then sign the observation note. This shall be produced to the external viva voce examiner along with the fieldwork record during the fieldwork viva voce examination. Separate special reports based on fieldwork experiences and activities of students may be generated.

***Fieldwork conference:*** Fieldwork conference should be part of the timetable. Faculty must conduct weekly fieldwork conferences for all the students (Individual conferences – half an hour

per week, group conferences once a month). Faculty needs to maintain each trainee student's fieldwork conference report and concurrent fieldwork attendance report separately.

***Students Role:***

- The efficiency and success of the fieldwork programme rests on the collaborative involvement of the student, Department supervisor and Agency Supervisor. The primary responsibilities of the students include:
- Placing due emphasis on meaningful, desirable and optimal participation in all components of the Fieldwork Programme of the Department
- Abide by all the rules, regulations, guidelines and procedures pertaining to fieldwork as they exist and or as they are revised from time to time
- According to due regard and strict adherence to the policies, procedures, guidelines, protocol and timings followed by the fieldwork agency/placement setting
- Developing a semester plan for fieldwork engagement, in consultation with supervisor(s) and
- Adhering to the same to accomplish the mandatory learning requirements of fieldwork.
- Utilizing field experiences to learn about the range of tasks and functions performed by the agency and to contribute towards agency functioning through planned and approved interventions
- Participating in regular supervision sessions with Department and Agency supervisors. Completing all fieldwork-related assignments and tasks as per the scheduled plan and within the agreed-upon time frames
- Facilitating ongoing contact and communication between the fieldwork agency and the Department

Appropriately terminating fieldwork at the end of the semester as per Department guidelines.
Assuming a professional conduct concerning the following aspects:

- Regularity, punctuality and self-discipline concerning all fieldwork requirements
- Respect for clients, co-workers and staff of the agency
- Compliance and adherence to agency policies and procedures
- Committed participation and performance of scheduled role/responsibility in agency meetings, programmes /community engagements
- Reliance on approved fieldwork protocol for the resolution of problems/issues pertaining to fieldwork, both at the agency and the Department
- Acceptance of an appropriate dress code maintained in consultation with the supervisors and based on the specificity of the setting

***Role of Department and Agency Supervisors***

The Department supervisor must maintain regular contact with all the agencies where their students are placed. Frequent communication between the Department supervisor and Agency Supervisor is instrumental for students' holistic professional development and preventing malpractices. It is expected, therefore, that:

The Department supervisor should make at least one visit per month to the Agency under their supervision, planned and in consultation with the Agency supervisor.

The visits should aim at ongoing assessment of the student's progress and learning. The last visit should emphasize evaluating the student's performance and education on critical parameters, to aid the Department supervisor in assessing the student comprehensively.

At least one Agency Supervisor meeting will be organised at the Department annually. The meeting is expected to be undertaken with a well-defined agenda proposed by the Fieldwork Coordinator in consultation with the Department Supervisors. This can comprise a general discussion followed by working groups discussing, deliberating and forwarding recommendations on different themes relevant to fieldwork.

Agencies are provided with the contact numbers of Department Supervisors, the Fieldwork coordinator and the Department office to facilitate ongoing contact.

Expenditure incurred by the faculty members (TA & DA) towards these field visits shall be reimbursed.

***The faculty supervisors are expected to fulfil the following:***

- Hold individual conferences of at least 30 minutes duration per student per week
- Hold monthly fieldwork seminar presentations and assess and document the learning outcomes of the trainees
- Check students' recordings weekly, make written comments on them, and discuss them in the individual conferences.
- Regularly visit the fieldwork settings to discuss the student's plans and progress.
- Faculty fieldwork supervisors are actively involved in the fieldwork setting.
- Written/audio/video recordings of students' fieldwork are used for classroom teaching.

**EVALUATION OF CONCURRENT AND BLOCK FIELDWORK.**

External examiners should be members of the viva-voce board along with the internal examiners. The agency supervisor's suggestions shall be used for the fieldwork evaluation process.

Fieldwork viva voce should be conducted at the end of the semester in the presence of an external expert academician /Practitioner of the respective specialisation. Given below are the criteria for fieldwork evaluation:

**CRITERIA FOR FIELDWORK EVALUATION**

| Sl. No | Criteria | Marks |
|---|---|---|
| **Internal** | | |
| 1 | Plan of action* | 5 |
| 2 | Report Submission | 5 |
| 3 | IC/Monthly seminar attendance | 10 |
| 4 | Report writing | 10 |
| 5 | Mini project/programme/concept paper# | 10 |
| 6 | Field knowledge and skills | 10 |
| 7 | Agency feedback | 10 |
| | **Total** | **60** |
| **External** | | |
| 8 | Viva - voce | **40** |
| | **Total** | **100** |

*Plan of action shall be presented by the fieldwork student upon completing five visits to the fieldwork agency. It may be done as a classroom presentation or to the faculty supervisor in the individual conferences

# Each student shall take up a mini project, organize a program, or prepare a concept paper based on their fieldwork placement and interest.

## COURSE STRUCTURE

### FIRST SEMESTER

| COURSE CODE | TITLE OF THE PAPER | CORE | CREDIT |
|---|---|---|---|
| **MSW 411** | Introduction to Professional Social Work | HC | 4 |
| **MSW 412** | Individual and Society | HC | 4 |
| **MSW 413** | Psychology for Social Work Practice | SC | 3 |
| **MSW 414** | Social Case Work | HC | 4 |
| **MSW 415** | Social Group Work | HC | 4 |
| **MSW 416** | Fieldwork – I | HC | 4 |
| | Total credits in the I semester | | 23 |

### SECOND SEMESTER

| COURSE CODE | TITLE OF THE PAPER | CORE | CREDIT |
|---|---|---|---|
| **MSW 421** | Social Work with Communities | HC | 4 |
| **MSW 422** | Social Work Research | HC | 4 |
| **MSW 423** | Social Policy and Social Welfare Administration | HC | 4 |
| **MSW 424** | Human Rights and Social Legislation | SC | 3 |
| **MSW 425** | Fieldwork – II | HC | 4 |
| | Total credits in the II semester | | 19 |

## THIRD SEMESTER – COMMON PAPER

| COURSE CODE | TITLE OF THE PAPER | CORE | CREDIT |
|---|---|---|---|
| **MSW 511** | Disaster Management for Social Work Practice | SC | 3 |

## THIRD SEMESTER: SPECIALIZATION I – HUMAN RESOURCE MANAGEMENT

| COURSE CODE | TITLE OF THE PAPER | CORE | CREDIT |
|---|---|---|---|
| **MSW 512** | Human Resource Management | HC | 4 |
| **MSW 513** | Labour Legislations and Labour Welfare | HC | 4 |
| **MSW 514** | Industrial Relations | HC | 4 |

## THIRD SEMESTER: SPECIALIZATION II – MEDICAL & PSYCHIATRIC SOCIAL WORK

| COURSE CODE | TITLE OF THE PAPER | CORE | CREDIT |
|---|---|---|---|
| **MSW 515** | Medical Social Work | HC | 4 |
| **MSW 516** | Disability Social Work | HC | 4 |
| **MSW 517** | Mental Health | HC | 4 |

## THIRD SEMESTER: SPECIALIZATION III – COMMUNITY DEVELOPMENT

| COURSE CODE | TITLE OF THE PAPER | CORE | CREDIT |
|---|---|---|---|
| **MSW 518** | Community Development | HC | 4 |
| **MSW 519** | Participatory Approaches for Community Development | HC | 4 |
| **MSW 520** | Livelihood Promotion | HC | 4 |

## THIRD SEMESTER: PRACTICUM

| COURSE CODE | TITLE OF THE PAPER | CORE | CREDIT |
|---|---|---|---|
| **MSW 521** | Fieldwork – III | HC | 4 |
| | Total credits in the III semester | | 19 |

## FOURTH SEMESTER: COMMON PAPER

| COURSE CODE | TITLE OF THE PAPER | CORE | CREDIT |
|---|---|---|---|
| **MSW 531** | Social Work and Social Development | SC | 3 |

## FOURTH SEMESTER: SPECIALIZATION I –HUMAN RESOURCE MANAGEMENT

| COURSE CODE | TITLE OF THE PAPER | CORE | CREDIT |
|---|---|---|---|
| **MSW 532** | Organizational Behaviour | HC | 4 |
| **MSW 533** | Human Resource Development | HC | 4 |

## FOURTH SEMESTER: SPECIALIZATION II – MEDICAL & PSYCHIATRIC SOCIAL WORK

| COURSE CODE | TITLE OF THE PAPER | CORE | CREDIT |
|---|---|---|---|
| **MSW 534** | Psychiatric Social Work Practice | HC | 4 |
| **MSW 535** | Public Health for Social Workers | HC | 4 |

## FOURTH SEMESTER: SPECIALIZATION III – COMMUNITY DEVELOPMENT

| COURSE CODE | TITLE OF THE PAPER | CORE | CREDIT |
|---|---|---|---|
| **MSW 536** | Corporate Social Responsibility and Professional Social Work | HC | 4 |
| **MSW 537** | Social Entrepreneurship | HC | 4 |

## FOURTH SEMESTER: PRACTICUM

| COURSE CODE | TITLE OF THE PAPER | CORE | CREDIT |
|---|---|---|---|
| **MSW 538** | Fieldwork – IV | HC | 4 |
| **MSW 539** | Research Project | HC | 4 |
| **MSW 540** | Block Fieldwork | HC | 4 |
| | Total credits in the IV semester | | 23 |
| | Total credits (23+19+19+23) | | 84 |

## SEMESTER I

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| I | MSW 411 | Introduction to Professional Social Work | 4 |

## INTRODUCTION TO PROFESSIONAL SOCIAL WORK

### COURSE DESCRIPTION:

This course is designed to familiarize the students with the concepts, definitions, theories and the historical growth and development of social work education and profession. This course strives to enable the students to understand the principles, philosophy, values and the knowledge and skill base of the profession. This course emerges as a foundation for acquiring core knowledge about the methods and fields of practice and the evolution, nature and content of social work education.

### COURSE OBJECTIVES:

- To understand the concept, definition, objectives, functions, theoretical foundations and methods of social work.
- To gain knowledge on the historical development of the social work profession in India
- To assimilate the principles, values and ethics of professional social work; recognise the need and importance of social work education and field work practicum.

### COURSE OUTCOMES:

On successful completion of this course, students will be able:

| | |
|---|---|
| 1. To know the objectives, functions and development of professional social work in India | **K1** |
| 2. To learn the concepts and theories related to social work. | **K2** |
| 3. To appreciate the principles, values, ethics, knowledge, attitudes, skills and techniques required by a professional social worker. | **K3** |
| 4. To understand professionalism in Social Work | **K3** |
| 5. To understand the methods and fields of practice of social work and the content of social work education. | **K4** |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | |

**TEACHING METHODOLOGY:**

Lecture classes, Power point presentations, Group Activities, Group Discussions, Case Discussions, Role Plays, Assignments, Seminars, Periodic and Continuous Assessment, Tutorials, Skill Labs, Guest Lectures, Audio-visual clippings

**COURSE CONTENT:**

**UNIT 1:** Social Work: Definition, objectives and functions – Historical development of social work in India- Concepts related to Social Work – Social Service, Social Welfare, Social reform, social policy, Social Security, Social Justice and Social Development – Definition and Scope of International Social work – Integrated perspectives of International Social Work–Global Perspective, Human Rights Perspective, Ecological Perspective, Social Development Perspective; Strength Based Social Work.

**UNIT 2:** Theories of Social Work – Ecological Systems Theory, Psychodynamic Theory, Social Learning Theory, Anti-oppressive social work, Strength perspective, Social Behavioral Perspective theories, Psychosocial development theory, Humanistic Perspective theory, Radical social work, Task centered approach and Gandhian Theory. Models and Approaches: Relief model, Welfare model, Clinical model, Integrated Social Work model, Developmental model, Welfare model, Empowerment and radical model.

**UNIT 3:** Social Work as a Profession – Philosophy, values, principles and Code of Ethics of Professional Social Work – Knowledge and Skills Base of Social Work – Tenets of the Social Work profession. National and International Professional Organizations in Social Work: NASW, IASW, IFSW, ISPSW, NAPSWI, etc.

**UNIT 4:** Introduction to Methods of Social Work and levels of Practice – Micro, mezzo and macro levels – Fields of Social work: Community Development, Medical and Psychiatric Social Work, Social Work in the Workplace, Social Work with Family and Children, School Social Work, Correctional Social Work, Social Work with Elderly, Environmental Social Work, Social Work with Youth, Disaster Management, Corporate Social Responsibility, Working with Marginalized Groups.

**UNIT 5:** Social Work Education in India – Evolution, Nature and Content of social work education – Fieldwork – Nature and Objectives – Importance of fieldwork Supervision – National and International Associations of Professional Social Work – Emerging perspectives and trends of social work education and practice in India.

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| Mapping with Programme Outcomes | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | M | M | M | M | S | M | S | S | M |
| **CO2** | S | S | S | M | S | S | S | M | S | S |
| **CO3** | M | M | S | S | M | S | M | S | S | M |
| **CO4** | M | S | S | S | M | S | S | S | S | S |
| **CO5** | S | S | S | M | M | S | S | S | S | S |

*S-Strong; M-Medium; L-Low

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| I | MSW 412 | Individual and Society | 4 |

## INDIVIDUAL AND SOCIETY

### COURSE DESCRIPTION:

This course describes the basic concept and theories of society, sociological thinkers and emerging social problems primarily from a social work perspective.

### COURSE OBJECTIVES:

- To understand the basic concepts and theories about society
- To gain knowledge the contributions of different sociological thinkers
- To acquire skills to identify and critically analyze existing and emerging social problems

### COURSE OUTCOME:

On successful completion of this course, students will be able to comprehend:

| | |
|---|---|
| 1. The elements of Society | **K2** |
| 2. Social stratification and social institutions | **K2** |
| 3. Social Institutions | **K3** |
| 4. Concept of Culture and Social Change | **K4** |
| 5. Contemporary social issues | **K5** |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | |

### TEACHING METHODOLOGY:

Lectures, Group Discussions, digitalized presentations, Role-play, street theatre, Case Discussions, Group activities, Assignments/Seminars

## COURSE CONTENT

**UNIT 1:** Concept of Society- Meaning, types and characteristics, Structures, Traits and Features of Indian Society -Individual and Society – Community – Rural, Urban and Tribal Communities – Social Organizations – Meaning and Forms – Concept of Associations – Difference between Society, Community and Association.

**UNIT 2:** Social Stratification – Meaning and functions, Caste, Class and Race, Social Mobility – Concept and types of social mobility - Social Institutions - Marriage, Family, Education, Religion – Meaning, Types and Functions - Changing trends in these institutions and their impact on Indian Society.

**UNIT 3:** Concept of Culture - Culture and Society - Cultural Lag, Cultural assimilation and integration - Concept, need, means of social control – formal and informal. Agencies of social control: values, norms, folkways, custom, mores, law and fashion - Social Processes - Co-operation, Competition, Conflict, Accommodation, and Assimilation.

**UNIT 4:** Social Change – meaning, theories, factors, processes. Social change in India - Social movements – meaning, causes, types. Major Social movements in India – Peasant movement, Chipko Movement, *Dalit* movement, Women ‘s movement, Lokpal Movement.

**UNIT 5:** Contemporary Social Issues – Rural Sociological Issues: Agrarian Crisis, Farmer Suicide – Substance Abuse –Migration –corruption – Poverty, Urbanization, Homelessness, Communalism – Environmental degradation, Advantages and Disadvantages in Social Development.

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | S | M | M | S | S | M | S |
| **CO2** | S | S | S | M | S | M | S | S | M | S |
| **CO3** | S | S | S | S | M | S | M | S | S | S |
| **CO4** | S | M | S | S | S | S | S | S | S | S |
| **CO5** | S | S | S | S | S | M | S | S | S | S |

*S-Strong; M-Medium; L-Low

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| I | MSW 413 | Psychology for Social Work Practice | 3 |

## PSYCHOLOGY FOR SOCIAL WORK PRACTICE

### COURSE DESCRIPTION:

This course introduces basics of psychology, psychological concepts and theories relevant to social work practice. It covers human development, behavior, mental health disorders, coping mechanisms, and therapeutic approaches. Students will gain an understanding of psychological factors influencing individual and group behavior, enabling them to apply psychological insights in assessment, intervention, and support strategies across diverse social work settings. Practical learning will be supported through case studies, lectures, discussions and role plays.

### OBJECTIVES:

- To understand the relevance of Psychology to social work practice
- To develop a theoretical understanding of human development across the lifespan
- To understand the nature and development of human behaviour in a socio-cultural context
- To learn about human behavioral processes, personality and theoretical approaches
- To apply the knowledge of human growth and development in social work practice

### PROGRAMME OUTCOME:

On successful completion of the course, the students are expected to know:

| | | |
|---|---|---|
| 1. | The Theoretical knowledge of human growth and development | **K1** |
| 2. | The Interplay between human growth and development and psycho social wellbeing | **K1, K2** |
| 3. | The Nature and development of human behaviour in various contexts | **K2, K3** |
| 4. | The Significance of human behavioural processes, Personality and its approaches | **K2, K3** |
| 5. | The Skill of engaging Psychology for social work practice in various settings | **K3** |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | |

**TEACHING METHODOLOGY:**

Power point presentations, Lecture classes, Group Activities, Group Discussions, Case Discussions, Role Plays, Assignments, Seminars, Periodic and Continuous Assessment, Tutorials, Skill Labs, Guest Lectures, Audio-visual clippings.

**COURSE CONTENT**

**UNIT 1:** Psychology - Meaning, Definition, Goals, Fields and Methods. Introduction to Schools of Psychology- Structuralism and Functionalism, Gestalt psychology, Behaviorism, Psychoanalysis, Humanistic Psychology, Cognitive Psychology; Relevance of Psychology to Social Work practice, Concept of Well-being, Current Trends in Psychology. Artificial Intelligence and its Integration in Psychology

**UNIT 2:** Heredity and Environment – Lifespan perspective. Development: concept and principles, Developmental stages and Developmental tasks – Developmental periods – infancy, babyhood, childhood, puberty and adolescence, early adulthood, middle age and old age, Areas of Human Development – Physical, Social, Emotional, Moral and Cognitive growth. Theories – Cognitive Development – Piaget, Moral Development – Kohlberg

**UNIT 3**: Concept of Human Behaviour, the Concept of Self. Basic Psychological Processes in Behaviour: Needs and Motives, Cognition, Memory, Intelligence, Learning- Concept, theories and assessment. Motivation: Meaning, definition, types and characteristics of motives, Theories of motivation. Personality: Meaning, Definition, types and factors influencing Personality and structure, Theories of Personality.

**UNIT 4:** Human Behaviour Processes – Emotions, Concept of Perception, Characteristics, process and factors influencing perception. Attitude: Definition, Concept, Nature of attitudes, stereotypes and prejudice, formation of attitudes and attitudinal change, leadership.

**UNIT 5:** Concept of Normality and Abnormality. Mental Health: Characteristics of a mentally healthy person, factors influencing mental health – Concept of abnormality – Basic information on symptoms, causes and treatment of major and minor mental illnesses – Role of social workers in promotion of Well-bring and mental health. Mindfulness

## REFERENCES


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| Mapping with Programme Outcomes | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | S | M | M | M | M | S | S | M | M |
| **CO2** | M | S | S | M | M | M | S | S | S | M |
| **CO3** | S | S | S | M | M | S | S | S | S | M |
| **CO4** | S | S | S | M | S | S | S | S | S | S |
| **CO5** | S | S | S | M | S | S | S | S | S | S |

*S-Strong; M-Medium; L-Low

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| I | MSW 414 | Social Case Work | 4 |

## SOCIAL CASE WORK

**COURSE DESCRIPTION:**

Social casework is a primary method of social work. It employed by social workers to help individuals find a solution to problems of social adjustment which they are unable to handle in a satisfactory way by their own effort. It Follows a systematic and professional approach to studying & diagnose the client's problem.

**COURSE OBJECTIVES:**

- To Gain knowledge about the primary method of social work practice with individuals
- To Understand the basics and need of social case work
- To Acquire the process and skills of working with individuals
- To Understand the basics and need of social case work in different settings

**COURSE OUTCOMES:**

On successful completion of this course, students will be able:

| | | |
|---|---|---|
| 1. | Gained knowledge about the primary method of social work practice with individuals | **K1** |
| 2. | Understood the techniques and approaches of social work practice with individuals | **K2** |
| 3. | Acquired the skill of working with individuals | **K3** |
| 4. | Gained knowledge about the social work practice with individuals in different settings | **K1** |

| | |
|---|---|
| 5. Acquired the skill of working with individuals in different settings | **K3** |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | |

**TEACHING METHODOLOGY:**

Class room teaching, Seminar, Group discussion, Role Play and Guest lecture from the practitioner

**COURSE CONTENT:**

**UNIT 1:** Social Casework as a method of Social Work. Concept and Definition. Historical development of Social Casework. Objectives of working with individuals. Values - Worth and dignity of clients; Problem Solving capacity and Confidentiality. Components: Person, Problem, Place and Process. Principles of Case Work: Acceptance, Confidentiality, Communication, Self-Determination, Individualization, controlled Emotion, Creditability etc.

**UNIT 2:** Casework Practice: Approaches and Models -Psycho Social approach, Psychoanalytical, Functional approach, Problem solving approach and Post-Modern Approaches Behavior Modification -Family Centered Therapy, Competence Based Approach, Eclectic Approach. Casework Process: Phase 1 – Exploration of person in environment – Phase 2multidimensional assessment and planning, multidimensional intervention – Phase 3 – helping: implementing and goal attainment – Phase 4 – termination and evaluation – follow up.

**UNIT 3:** Tools and techniques in casework: listening, observation, Interview –visits, collateral contacts, referrals – techniques in practice – ventilation, emotional support, action-oriented support, advocacy, environment modification, modeling, role playing and confrontation – Case history taking, Record keeping – Face sheet, Narrative, Process and Summary recording.

**UNIT 4:** Scope and Practice of Social Casework; Role and functions of Social Caseworker in Medical and Psychiatric Settings- Health Care Centers for Acute, Chronic and Terminal Health concerns, Mental health. Role and functions of Social Caseworker in Educational Institutions: Social Media Addiction – Intellectual disorder - Cognitive-Behavioral and Career guidance – Impact of covid-19 among school children, Artificial Intelligence in Case Work.

**UNIT 5:** Role and functions of Social Caseworker in Community Based Rehabilitation Centers, De-addiction Centers; Case work in Disaster Situations & Grief and case work practice with Sexual Minorities- Self-Help Groups. Role and functions of Social Caseworker in Family and Child Welfare Settings- Family Welfare Centers, Child Guidance Clinics, Pre-Marital, Marital, Fertility Management & Family Counselling Geriatric Care. Adoption Counselling, - Suicide Prevention. Role and functions of Social Caseworker in Correctional Setting- Homes /Special Schools for delinquents, Observation Homes, Prisons. Role and functions of Social Caseworker in Workplace – Employee's family welfare management.

## REFERENCES


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London.

| Mapping with Programme Outcomes | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | S | M | M | S | S | M | M |
| **CO2** | S | S | S | M | S | M | S | S | M | S |
| **CO3** | S | S | S | S | M | S | M | S | S | S |
| **CO4** | S | M | S | S | S | S | S | S | S | M |
| **CO5** | S | S | S | S | S | M | S | S | S | M |

*S-Strong; M-Medium; L-Low

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| I | MSW 415 | Social Group Work | 4 |

## SOCIAL GROUP WORK

**COURSE DESCRIPTION:**

The Social Group Work course is designed to provide students with a comprehensive understanding of responsible social work practices, mainly focusing on the social group work method. This program builds upon a structured framework that includes purpose, sanction, knowledge, values, and skills. Through this method, students acquire the expertise necessary to facilitate cognitive and behavioural change in individuals within various small-group contexts. The course also emphasizes applying group work methods to promote individual growth and development across different settings. The curriculum integrates fieldwork experiences through case presentations, group simulations, and class discussions to enhance learning.

**COURSE OBJECTIVES:**

- To understand group work as a method of professional social work
- To learn theoretical approaches to group work practice
- To gain insight into dimensions of group processes and group work practice
- To develop competencies for working with groups in diverse settings

**COURSE OUTCOMES:**

On successful completion of this course, students will be able:

| | |
|---|---|
| 1. Understand social groups, theories of group formation and their application. | **K2** |
| 2. Comprehend group work as a method, its principles and its purpose. | **K2** |
| 3. Identify theoretical approaches to group work practice and its stages and models. | **K3** |

| | |
|---|---|
| 4. Enriched knowledge and application of group work processes. | **K4** |
| 5. Intervene with Individuals, families, groups, and organizations in different settings. | **K4** |
| 6. Enriched in the skills of group psychotherapy and other group therapies. | **K3, K6** |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | |

**TEACHING METHODOLOGY:**

Classroom teaching, Seminar, Group discussion, Role Play and Guest lecture from the practitioner

**COURSE CONTENT:**

**UNIT 1:** Social groups – Definition, Characteristics, and Importance – Classification of Groups – Cooley, Sumner, MacIver & Page. Theories of Group Formation–Functional Perspective, Interpersonal Attraction Perspective–Proximity Theory, Social Systems Theory, Balance Theory, Exchange Theory, Self-categorization Theory.

**UNIT 2:** Social Group Work – Concept, Historical development of Group Work, Principles, Purpose. Type of groups in social work practice – Treatment Groups– Support Groups, Education Groups, Growth Groups, Therapy Groups, and Socialization Groups. Task Groups – Based on Client, Organizational, and Community Needs.

**UNIT 3:** Theoretical approaches of group work practice – Psychoanalytic, Learning, Field, Social Exchange, Systems theories. Stages of Group Development – Forming, Storming, Norming, Performing and Adjourning. Models of social group work – Social goals, Remedial, Reciprocal models.

**UNIT 4:** Group Work Processes – Sub-group, Group conflict, Group decision making, Leadership in Groups. Group dynamics – Concept and Areas – Communication and Interaction Patterns, Group Cohesion, Social Control Dynamics and Group Culture. Programme development process.

**UNIT 5:** Group Work Practice in diverse settings – Disaster victims, Substance abusers, Alcoholics Anonymous, and Elderly in distress. Different Therapeutic approaches – Group psychotherapy, Transactional analysis, and Gestalt therapy.

**REFERENCES**

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | M | M | M | M | S | M | S | S | M |
| **CO2** | S | S | S | M | S | S | S | M | S | S |
| **CO3** | M | M | S | S | M | S | M | S | S | M |
| **CO4** | M | S | S | S | M | S | S | S | S | S |
| **CO5** | S | S | S | M | M | S | S | S | S | S |

*S-Strong; M-Medium; L-Low

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| I | MSW 416 | FIELDWORK- I AGENCY EXPOSURE, RURAL/TRIBAL CAMP, GROUP PROJECTS & VIVA-VOCE | 4 |

**FIELDWORK-I**

**Course Objectives:**

1. The course aims at facilitating the students to understand various fields of Social Work throughdifferent social welfare agencies
2. The course helps the students to assess the applicability of Social Work techniques in the field workagencies
3. The students learn to work in teams and learn the implementation of a programme by coordinating with various stake holders
4. The students will learn the functioning of a Government/Non-Government Organization.
5. The students will be exposed to the community and will learn to work at grass root levels

**Course Outcomes:**

On successful completion of this course the students will be able to:

| | |
|---|---|
| 1. Understand the Nature of setting/agency its objectives, services, programmes, structure, and general environment. | **K2** |
| 2. Analyze the regional social system, the approaches, and the strategies/ interventions used by the government and non–government organizations | **K4** |
| 3. Develop the capacity to critique the interventions of both the voluntary organizations and the government agencies in relation to the specific group | **K5** |

| | |
|---|---|
| 4. Acquire skills in planning, organizing, implementing through the camp. | **K3** |
| 5. Gain experience in interpersonal relationships, sense of organization, management and taking on responsibility | **K3** |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | |

**Course Contents**

The first semester fieldwork comprises of three components namely Social Work related Agency Exposure, Group projects and Local Area Camps

**Agency Exposure:**

- ✓ Ten Social Work related agency exposures will be arranged for the I MSW students. The various Agencies functioning will be explained to the students. The scope and Role of Social Workers will be highlighted.
- ✓ Soon after the completion of Agency exposure, a student workshop on — Orientation to fields of social work will be conducted to share the agency exposure experiences and learning.
  Student should submit a report to the concerned faculty supervisor.

**Tribal Camp/ Rural Camp:**

- ✓ In the Second semester students should attend 5 days Rural/tribal camp. Expected learning during camp should be with the following aspects:
- ✓ Camp is compulsory for the I MSW
- ✓ Micro–planning activity and Participatory Rural/tribal Appraisal (PRA) activity shall be the part of Rural/Tribal camp.
- ✓ Students should prepare a detailed camp report and submit it to their respective faculty supervisor.

**Group Project:**

- ✓ The students will be divided into small groups.
- ✓ Each group has to select any social issue for their project and has to organize seminar/Campaign/awareness program.
- ✓ The group has to mobilize the resources and to execute the event/program with the guidance of the faculty supervisor.
- ✓ After completion of the programs/activities, the group has to submit a detailed report to the Department.

- ✓ The students will be evaluated on the basis of the record submitted in relation to observation visits, Tribal/rural camp and group projects by a viva-voce examination.

**Focus of the course: Skill Development**

| Mapping with Programme Outcomes | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO 10** |
| **CO1** | S | S | S | M | S | S | M | S | S | S |
| **CO2** | S | S | M | S | S | S | S | S | M | S |
| **CO3** | M | S | S | S | S | S | S | M | S | M |
| **CO4** | S | M | S | S | S | M | S | S | S | S |
| **CO5** | S | S | S | S | M | S | M | S | S | M |

*S-Strong; M-Medium; L-Low

**RURAL CAMP**

In the beginning of the Second semester students should attend rural camp.

- Rural camp is compulsory in a village or tribal area
- Micro-planning activity and Participatory Rural Appraisal (PRA) activity shall be the part of social work camp.
- Students should prepare a rural camp report and submit it to their respective faculty supervisor.
- Attendance in all the phases of the rural camp ie., pre-camp planning phase and orientation, camp activities and post camp (sharing, submission of accounts and items, presentation etc) is compulsory
- The students are not permitted to miss the rural camp under any circumstances. If it happens

in exceptional and unavoidable situations, the student should accompany the next batch when they go on rural camp. Till then his/her fieldwork results shall be withheld.

- Students have to behave as per guidelines, rules and regulations provided by the Faculty coordinators. Any misbehavior shall be brought to the attention of the Fieldwork Coordinator by the Camp Coordinators and dealt with in a strict manner. In cases of serious misbehavior, an enquiry committee shall be constituted by the Department which shall look into the specific cases of misbehavior and submit their recommendation to the Department.
- In the event of the non-feasibility to organize the rural/tribal camp due to extraordinary situations beyond its control, the Department shall engage the students in village/community adoption workshop.
- Micro-planning activity and Participatory Rural Appraisal (PRA) activity shall be the part of social work camp.
- Students should prepare a rural camp report and submit it to their respective faculty supervisor.
- Attendance in all the phases of the rural camp ie., pre-camp planning phase and orientation, camp activities and post camp (sharing, submission of accounts and items, presentation etc) is compulsory
- The students are not permitted to miss the rural camp under any circumstances. If it happens in exceptional and unavoidable situations, the student should accompany the next batch when they go on rural camp. Till then his/her fieldwork results shall be withheld.
- Students have to behave as per guidelines, rules and regulations provided by the faculty coordinators. Any misbehavior shall be brought to the attention of the Fieldwork Coordinator by the Camp Coordinators and dealt with in a strict manner. In cases of serious misbehavior, an enquiry committee shall be constituted by the Department which shall look into the specific cases of misbehavior and submit their recommendation to the Department.

**OBJECTIVES OF THE RURAL CAMP:**

1. Understand the social system with the dynamics within.
2. Analysis of the regional social system, the approaches, and the strategies of intervention used by the government and non-government organisations.
3. Understand the nature of government intervention in relation to various groups (caste, tribe etc.) in the region, and the related structures of decision-making and intervention.
4. Develop the capacity to critique the interventions of both the voluntary organisations and the government agencies in relation to the specific group.
5. Through experience in group-living the student should learn to appreciate its value in terms of self-development, interpersonal relationships, sense of organization, management and

taking on responsibility.

6. Acquire skills in planning, organizing, implementing through the camp for example: conscious use of time, communication skills, team spirit, handling relationships, conflicts and differences of opinion, decision making, evaluation, appreciation, sharing of resources, tasks, coping skills in problem situations, cooperation and coordination.
7. Learners are fully involved in planning, implementing the plans and presenting their experience in a workshop on return from the camp.
8. The learners should be encouraged to take on concrete tasks towards meeting basic/civic needs of the people.
9. Learners should integrate classroom learning with their interventions in the rural camp.

**PRE-CAMP VISIT:**

- For finalizing the rural campsite, a preliminary visit shall be undertaken to villages or other suitable rural areas in and around Pondicherry, Karaikal etc. The team visiting shall consist of at least two faculty members and two student representatives. The team shall undertake at least one such visit to (i) understand the learning objectives (ii) find out the feasibility of conducting the camp in terms of infrastructure facilities (accommodation, water, toilets, electricity etc), support systems, resources (people and material resources) and scope for effective social work intervention. A convenient vehicle can be hired for this purpose and incidental expenses shall be reimbursed.

## SEMESTER II

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| II | MSW 421 | Social work with communities | 4 |

## SOCIAL WORK WITH COMMUNITIES

### COURSE DESCRIPTION:

This course provides an introduction to the essential concepts, theories, and methodologies employed in social work practice within communities. It focuses on the empowerment of communities, the pivotal role of social workers in facilitating social change, and the creation of interventions aimed at addressing systemic challenges such as poverty, inequality, and injustice. Through a blend of theoretical frameworks and practical applications, students will gain the skills necessary to assess community needs, engage with diverse populations, and formulate programs and policies that enhance community development and resilience.

### COURSE OBJECTIVES:

- Understand the theoretical foundations of community-based social work.
- Develop skills for community needs assessment and resource mapping.
- Learn strategies for community organizing, advocacy, and policy development.
- Promote social justice and equity through community empowerment.
- Evaluate the impact of social, economic, and political factors on communities.
- Practice culturally competent and ethical social work within diverse community settings.

### COURSE OUTCOMES:

By the end of the course, students will be able to:

| | |
|---|---|
| 1. Comprehend social work with communities as the method, its principles and purpose. | **K2** |

| | |
|---|---|
| 2. Identify models and approaches to community organization and development. | **K2** |
| 3. Enriched knowledge and application of methods in community organization. | **K2, K3** |
| 4. Intervene with methods of community organization in different settings. | **K4** |
| 5. Plan and develop strategies and tactics in social action. | **K6** |
| 6. Engage in tools of social action with different stakeholders. | **K3, K6** |
| **K1 -** Remember**; K2 -** Understand**; K3 -** Apply**; K4 -** Analyze**; K5 -** Evaluate**; K6 -** Create | |

**TEACHING METHODOLOGY:**

Lecture classes, Power point presentations, Group Activities, Group Discussions, Case Discussions, Role Plays, Assignments, Seminars, Periodic and Continuous Assessment, Tutorials, Skill Labs, Guest Lectures, Audio-visual clippings

**COURSE CONTENT:**

**UNIT 1:** Community organization – History, Concept, Principles, Assumptions, objectives – Community Organization and Community Development – Process of a community organization – Study and Survey, Analysis, Assessment, Discussion, Organization, Action, Reflection, Modification and Continuation

**UNIT 2:** Models of community organization – locality development, social planning, social action – Skills in community organization – Communication, Training, Consultation, Public relations, resource mobilization, liaison – Approaches to community organization – General content, Specific content and Process objective

**UNIT 3:** Methods of community organization – Awareness creation, Planning and organizing, Education, Networking, Participation, Leadership – Community organization with vulnerable communities – Migrants, Refugees, Slum dwellers and transgender

**UNIT 4:** Social Action in Community Organization - Concept, Purpose, Strategies and tactics in Social Action – Social Action as a Method of social work – Approaches to Social Action – Paulo Friere, Saul Alinsky, Mahatma Gandhi and Ambedkar

**UNIT 5:** Concept of advocacy as a tool, Strategy for advocacy – Campaigning, Lobbying, use of media and public opinion building in advocacy – Coalition and Network building, linking up protest movements with development work.

## REFERENCES


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| **Mapping of with Programme Outcome** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | S | S | S | S | S | S |
| **CO2** | S | S | S | S | S | S | M | S | S | S |
| **CO3** | S | S | S | S | M | S | S | S | M | S |
| **CO4** | S | M | S | S | S | S | S | S | S | M |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **CO5** | M | S | S | S | S | S | S | S | M | S |
| **CO6** | M | S | M | S | S | S | S | S | S | S |

*S-Strong; M-Medium; L-Low

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| **II** | **MSW 422** | **Social Work Research** | **4** |

## SOCIAL WORK RESEARCH

**COURSE DESCRIPTION:**

This course introduces research as a social work method; familiarizes with various methodological aspects of research and elementary statistics its application to Social Work Research.

**COURSE OBJECTIVES:**

- To comprehend the importance of research as a social work method
- To be familiar with various research designs, methods, statistical tools and techniques relevant to social work research.
- To cultivate research abilities through appropriate application

**LEARNING OUTCOMES**:

On successful completion, the course should enrich the student's knowledge about:

| | |
|---|---|
| 1. The types of social work research and its ethics | **K2** |
| 2. Research designs and Sampling | **K2** |
| 3. Levels of measurement and basic Statistics and its application to Social Work Research | **K3** |
| 4. Methods of and tools for data collection | **K3** |
| 5. Data analysis and Report writing | **K4** |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyse; **K5** - Evaluate; **K6** - Create | |

**TEACHING METHODOLOGY:**

Lectures, digitalized presentation, Group Discussions, Group activities, Assignments/Seminars, on the spot tests, quiz

**COURSE CONTENT:**

**UNIT 1:** Research: Definition, meaning and objectives; principles of scientific inquiry; research process – steps and characteristics – Research methodology: Meaning; methodology versus methods; Importance of research in social work – Types of social work research: need assessment studies, intervention research in social work, monitoring and evaluation, impact assessment – Ethical Issues in social work research.

**UNIT 2:** Research Designs: Meaning – Fundamental and applied research, Scientific Social Surveys – Experimental study design, Descriptive, Explanatory, Exploratory, cross-sectional and longitudinal research, Participatory Action Research - qualitative versus quantitative approaches to research; mixed method research designs – research paradigms – positivism versus interpretivism, case study, ethnography; Hypothesis – meaning, types, formulation and uses.

**UNIT 3:** Purpose of sampling – Concepts related to sampling – population, universe, sampling frame and sampling unit, sampling error – Meaning and types of probability and non-probability sampling – techniques and procedures in sample selection – Data – Meaning, Types, Sources - Primary, Secondary, Quantitative, Qualitative; Tools of Data Collection - Meaning, Importance, Formulation, Types, Pre-testing, Collection of Data - Process, Types, Methods.

**UNIT 4:** Levels of measurements – nominal, ordinal, interval and ratio, Scaling – Likert, Thurstone – Problems and tests of Reliability and Validity Coding, Master sheet, tabulation plan – Univariate, bivariate, trivariate and multivariate analyses of data – Measures of central tendency (mean, median, mode) and dispersion - Inferential Analyses: correlation – tests of significance (chi square, t-test) analysis of variance (ANOVA), use of SPSS.

**UNIT 5:** Writing a research report - Social work research report content and formats - Literature Review and Literature Survey - Problem Identification - Specification of Research Questions - Rationale and Study Objectives – operational definitions. Interpretation of results and discussion.

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | M | S | M | S | S | M |
| **CO2** | S | S | S | M | S | S | S | M | S | S |
| **CO3** | S | S | S | M | M | S | M | S | S | M |
| **CO4** | M | S | S | S | M | S | S | S | S | S |
| **CO5** | M | S | S | M | M | M | S | S | S | M |

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| **II** | **MSW 423** | **Social Policy and Social Welfare Administration** | **4** |

## SOCIAL POLICY AND SOCIAL WELFARE ADMINISTRATION

### COURSE DESCRIPTION

This course provides students with a foundational understanding of social policy and welfare administration, focusing on policy development, human service organizations, and governance systems. It equips students with the skills to establish, manage, and evaluate welfare services at various levels. Emphasis is placed on development administration, legal frameworks, and administrative processes relevant to social work practice. Practical learning is supported through lectures, discussions, role plays, and case studies.

### OBJECTIVES

- To gain knowledge and critical insights about Social Policy and Social Welfare Administration for Social Work Practice
- To understand the welfare policies of the government
- To acquire the skill of establishing, administering, managing, and programme delivery of Human service organizations
- To understand the relevance of Development Administration and governance at varied levels

### COURSE OUTCOME:

On successful completion of the course, the students are expected to know:

| | | |
|---|---|---|
| 1. | The Concept of Development Administration, governance, and its inter-related approaches | **K1, K2** |

| | | |
|---|---|---|
| 2. | The Welfare Policies of the government, the background, and their significance | **K1, K2** |
| 3. | The Skill of establishing, managing, and governing a Human Service Organization | **K3, K6** |
| 4. | The Relevance of Social Policy and Social Welfare Administration with psychosocial well being | **K3, K4, K5** |
| 5. | The Skill to engage this method for better governance in varied settings | **K3, K6** |
| **K1** – Remember; **K2**- Understand; **K3**- Apply; **K4**- Analyse; **K5**- Evaluate; **K6**-Create | | |

**TEACHING METHODOLOGY:** Lecture classes, PowerPoint presentations, Group Activities, Group Discussions, Case Discussions, Role Plays, Assignments, Seminars, Periodic and Continuous Assessments, Tutorials, Skill Labs, Guest Lectures, Audio-visual clippings

**COURSE CONTENT**

**UNIT 1**: Social Policy: Definition, Concept, Goals, Scope, Models of Social Policy, Social Policy in India, Historical Development of Various Policies, Fundamental rights and Directive Principles of State Policy. Process of Policy Formulation, Gig Economy and Social Protection. Digital Inclusion and Policy Innovations.

**UNIT 2:** Social Welfare Administration – Concept, Definition and Nature of Social Welfare Administration, Types of Welfare services and their Delivery, History of Social Welfare Administration with special reference to India, E-governance**.**

**UNIT 3:** HSO – Features - Non-Government, Non-Profit making and Self- governing – Types of HSO – By Orientation, Levels of operation, Focus, Organizational Structure – National Policy on Voluntary sector (2007).Procedures in registering an Organization – Societies Registration Act, 1860, Indian Trust Act, 1882, The Companies Act, 1956.Administrative Structure– Memorandum of Association, Bye laws, Constitution, Deed, Functions and responsibilities of governing board, committees and office bearers.

**UNIT 4:** Development Administration–Concept and Evolution of Development Administration in India. Local Self Government – Urban (Municipal Council/ Corporation) Rural – Panchayati Raj Institutions; Main features of the 73rd &74th Constitutional Amendments; Administrative structure of Social Welfare at the Central, State and Local level – Programmes of Central Social Welfare Board and State Social Welfare Boards.

Digital Identity Welfare Access - Cybersecurity & Data Protection in Welfare Programs. Green Social Policies & Sustainability in Welfare.

**UNIT 5:** Administrative Processes: Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB) – Mobilization of financial resources - Grants in Aid – Foreign Contribution Regulation Act, 1976 – Exemption from Income tax – Administrative skills – Writing reports, letters and minutes of meetings – Project formulation, implementation, monitoring and evaluation.

## REFERENCES


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| **Mapping with Programme Outcomes** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | S | S | M | S | S | S |
| **CO2** | S | S | S | S | S | S | S | S | S | S |
| **CO3** | S | S | M | M | S | S | S | S | S | S |
| **CO4** | S | S | S | S | S | S | S | S | S | S |
| **CO5** | S | S | M | S | S | M | S | S | S | S |

*S-Strong; M-Medium; L-Low

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| **II** | **MSW 424** | **Human Rights & Social Legislation** | **4** |

## HUMAN RIGHTS & SOCIAL LEGISLATION

### COURSE DESCRIPTION:

This course provides students with a comprehensive understanding of human rights and social legislation, emphasizing their relevance to social work practice. It covers key concepts, global frameworks, and national provisions, including the Universal Declaration of Human Rights and the Constitution of India. The course explores contemporary issues affecting marginalized groups and examines the role of social workers in advocating for human rights and implementing social legislation. Students will also study key laws related to women, children, marginalized communities, and social justice, equipping them with the knowledge to effectively engage in human rights and social work practice.

### COURSE OBJECTIVES:

- To gain knowledge about Human Rights
- To understand the different Social Legislations
- To make the students understand the mechanism of utilizing Social Legislation for social transformation

### COURSE OUTCOMES:

On successful completion of this course, students will be able:

| | |
|---|---|
| 1. Understand the concepts of Rights and Human Rights and its relation to social work. | **K2** |
| 2. Develop knowledge and skills required for working in human rights organization. | **K3** |

| | |
|---|---|
| 3. Acquire a critical understanding of institutional mechanisms of human rights and other social Legislations. | **K4** |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | |

**TEACHING METHODOLOGY:**

Lectures, GD, Power Point Presentation, Role Play, Mini-Audio Visual Clippings, group activities, assignments, Seminar

**COURSE CONTENT:**

**UNIT 1:** Human Rights: Concept, Scope – Classification of Human rights – Three generation of Human Right: Positioning Social Work, Universal Declaration of Human Rights, National and International Human Rights Monitoring Mechanism. Human Rights in the Constitution of India (Fundamental rights & Directive principles of the state policy) – National Human Rights Commissions – National Commission for women-National Commission for Minorities- National Commission for SC&ST- National Commission for the protection of the rights of the child – Family Courts 1984, Lok Adalat, The Legal Aid, Public Interest Litigation. Social Work profession and Human Rights

**UNIT 2:** Contemporary Issues: Rights of Children, Women, Dalits, Tribal/Indigenous people, De-Notified tribes. Refugees, and People living with HIV/AIDS – Prisoners, Refugees, and People with alternate sexuality (Emerging Issues and concerns of lesbians, gays, bi-sexual, trans-gendered (LGBT) – Persons with Disability-Minorities – NGOs and Human Rights – Human rights and social work Practice - Advocacy, Networking, Campaigning and Social Action – Role of social workers in implementing the social legislations.

**UNIT 3:** Social Legislation: Concept and Scope; History of Social legislation in India; Constitutional Roots of Social Policy and Social Legislations in India. Social Legislation relating to Women: The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013 - Protection of Women from Domestic Violence Act, 2005- The Indecent Representation of women (prohibition) Act (1986)- Dowry Prohibition Act (1961), The Muslim Women (Protection of Rights on Marriage) Act, 2019

**UNIT 4:** Social Legislation relating to Children: The Juvenile Justice (Care and Protection of Children) Act, (2015), National policy on Child labor 1987, UN Convention of the Rights of the Child (UNCRC) 1989, Child Labor Prohibition and Regulation Act (1986) & Child Labor (Prohibition and Regulation) Amendment Act of 2016, Prevention of Immoral Traffic Act (1986),

The Pre-natal Diagnostic Techniques Act 1994, The Protection of Children from Sexual Offences Act 2012- Right to Education (RTE Act 2009) **,** Prohibition of Child Marriage Act 2006

**UNIT 5:** Legislations Relating to Specific Groups - Right to Information Act (2005). - The Prohibition of Employment as Manual Scavengers and their Rehabilitation Act, 2013, Civil Rights Act (1955)– Bonded Labor Abolition Act (1976) – The Maintenance and Welfare of Parents and Senior Citizens Act (2007)- Scheduled castes and scheduled tribes (Prevention of Atrocities) Act 1989, Rights of Persons with disabilities Act 2016, Transgender Persons (Protection of Rights) Act, 2019**,** The Unorganized Workers Social Security Act (2008). Rights of Migrant workers

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17. Bare Acts

| **Mapping with Programme Outcomes** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | M | M | S | M | S | M | M | S | S |
| **CO2** | S | S | M | S | M | S | S | M | S | S |
| **CO3** | S | S | M | S | M | S | M | S | M | S |

*S-Strong; M-Medium; L-Low

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| II | MSW 425 | FIELDWORK -II | 4 |

## FIELDWORK - II

The Placement of students during Semester should be in an agency/community setting. The guidelines for fieldwork practice are as follows:

**OBJECTIVES:**

- To understand the agency, its philosophy and goals.
- To analyze the agency's structure, functioning and its networking strategies at the international and national level.
- To identify the agency's geographical areas of intervention.
- To draw up a community profile
- To analyse the problems of communities through ―Need Based Assessment Strategies
- To study the families and their problems.
- To study the groups in existence and initiate steps to identify and form one or two groups.
- To understand and apply different models of working with individuals in different settings and develop an eclectic approach to working with individuals.
- To integrate theory into practice.
- To understand the significance of the group on individuals and the integration of Group Work with other methods of Social Work
- To gain knowledge and understand of the scope of this method in various settings.

**COURSE OUTCOMES:**
On successful completion of this course, students will be able:

| | |
|---|---|
| 1. To create and utilize term plans, agency profiles, and community profile tools for effective fieldwork planning and documentation | **K6** |
| 2. To identify issues in human relationships and demonstrate skills to maintain and enhance these relationships | **K4** |
| 3. To experiment with primary methods of social work to acquire knowledge, skills, and attitudes for effective community engagement. | **K3** |
| 4. To demonstrate coordination, organisation, networking, and leadership skills in fieldwork and community settings | **K4** |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | |

**TASKS TO BE CARRIED OUT:**

- To prepare a complete document on the agency, covering specific details on: The agency profiles, its objectives, area of work, administrative hierarchy, staffing pattern, funding pattern, activities implementation strategy, monitoring/evaluation pattern.
- To develop a community profile with specific details on: Socio-Demographic characteristics, Power structures, Community Resources, Leadership Patterns, Groups in Existence (Women's Group, Children's Group etc.), Health Status, Problems of Communities etc., Family study report needs to be submitted.
- Visiting ten families and identifying at least two families for detailed family analysis
- To form at least one group (Youth Group, Women Group, Children Group, Men Group etc.)
- To handle Social Work Practice with at least five clients.
- To work with two Treatment and Task groups using adequate Group Intervention strategies.
- Identifying a community problem /problem
- Identifying resources and methods to solve the problems.
- Consciously implementing professional approaches and skills in community problem solving.

| Mapping with Programme Outcomes | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | M | L | M | L | M | S | L | M |
| **CO2** | M | S | M | S | M | S | M | M | M | S |
| **CO3** | S | M | S | S | M | S | S | M | S | S |
| **CO4** | M | S | M | M | S | M | M | S | S | M |

*S-Strong; M-Medium; L-Low

## SEMESTER III

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| **III** | **MSW 511** | **Disaster Management for Social Work Practice** | **4** |

## DISASTER MANAGEMENT FOR SOCIAL WORK PRACTICE

### COURSE DESCRIPTION:

The students will be able to understand the Natural and Anthropogenic disaster and its impact on the society. They also will the efforts take the national and international efforts in mitigating the effects of disaster. The course will help the students to practice Social Work with the vulnerable communities before, during and after the disaster.

### COURSE OBJECTIVES:

- To develop an understanding of Disasters and Disaster Management
- To learn the international and national policies, institutional mechanisms in disaster services
- To study the role of Social Work practice in Disaster management

### COURSE OUTCOMES:

On successful completion of this course, students will be able:

| | |
|---|---|
| 1. To understand the concepts of disaster management and relevant policy | **K2** |
| 2. To analyse the risk of disaster-prone areas. | **K4** |
| 3. To mediate between State, Central, International organizations and civic societies in disaster management. | **K3** |
| 4. To practice social work intervention in disaster management. | **K3** |

| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create |
|---|

**TEACHING METHODOLOGY:**

Lecture classes, Power point presentation Group, Discussions, Role-play, Case Discussions, Group activities, Assignments/Seminars, discussion with experts

**COURSE CONTENT:**

**UNIT 1:** Disaster: Meaning - Concept of Hazard, Risk, Vulnerability and Disaster – Impact of disasters: Physical, economic, political, psychosocial, ecological, and others; developmental aspects of disasters - Types and Classification of Disasters - Nature Induced Disasters and Human Induced Disasters-CBRN (Chemical, Biological, Radiological and Nuclear).

**UNIT 2:** Disaster Management Cycle: Mitigation and prevention, Preparedness, Prediction and Early warning, Rescue and Relief, Impact assessment, Response, Recovery, Rehabilitation, Reconstruction; Disaster Risk Reduction; Community Based Disaster Risk Management (CBDRM), Advocacy and Networking; National Disaster Profile of India. Climate change and its impact on the society, Gender and Disater.

**UNIT 3:** Global, National issues and initiatives: World Conference on Disaster Reduction (2005), Sendai frame work for Disaster Risk reduction (2015-2030), Sphere Standards, Disaster Management Act 2005; National Disaster Management Policy 2009; Standard Operating Procedures (SOP's); Administrative and Institutional structures for disaster management. National Disaster Management plan 2019.NDMA guidelines for various disasters (Self Study)

**UNIT 4:** Role of U.N. agencies in DRR: Commission of Parties. Role of the Central and the State Governments, Local bodies, Community, Media, International and National Non- Governmental Organisations, Charitable trusts, Educational Institutions, Voluntary Organisations, Community Based Organisations, Youth Organization.

**UNIT 5:** Psychosocial and mental health consequences of disaster; Principles and techniques of psychosocial care in post disaster situations; Specific psychosocial needs of vulnerable groups like children, women, older persons, persons with disability, transgender, destitute and orphans; NDMA guidelines on psychosocial support and mental health services

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7. Disaster Management Act. (2005). Ministry of Home Affairs, Delhi: Government of India.
8. Sendai Framework for Action https://www.undrr.org/publication/sendai-framework disaster- risk-reduction-2015-2030
9. Kapur, A. (2005). *Disasters in India: Studies of Grim Reality, Jaipur*: Rawat Publications.
10. Manual on Natural Disaster Management in India. (2001). New Delhi: NCDM.
11. Narayana R.L., Srinivasa Murthy, R., Daz P. (2003). *Disaster mental health in India: Monograph.* New Delhi: American Red Cross. Indian Red Cross.
12. National Policy on Disaster Management. (2009). New Delhi: NDMA.
13. National Disaster Management Training Module-1, Psychosocial First Aid.
14. Singh, R.B. (2009). *Natural Hazards and Disaster Management*, Jaipur: Rawat Publications.

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16. Sahni, Pardeep et.al. (eds.) 2002. Disaster Mitigation Experiences and Reflections, New Delhi: Prentice Hall of India.
17. Sinha, P. C. (2006). *Disaster Vulnerabilities and Risks: Trends, Concepts, Classification and Approaches*. SBS Publishers.
18. The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response http://www.sphereproject.org/handbook

| **Mapping with Programme Outcomes** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
| CO1 | M | M | S | M | L | S | M | M | L | M |
| CO2 | M | M | S | M | M | M | M | S | S | M |
| CO3 | S | S | M | S | S | M | S | M | M | S |
| CO4 | S | M | M | S | S | M | S | M | S | S |

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| III | MSW 512 | HUMAN RESOURCE MANAGEMENT | 4 |

## HUMAN RESOURCE MANAGEMENT

**COURSE DESCRIPTION:**

This course portrays various aspects of Human Resource Management and Personnel Management such as HR planning and various Management Systems.

**COURSE OBJECTIVES:**

- To understand the concept of human resource management
- To acquire the skills of comprehending a multi-stakeholder perspective in viewing workplace issues

**COURSE OUTCOMES:**

On successful completion of this course, students will be able:

| | |
|---|---|
| 1. To gain requisite knowledge on various HR aspects | **K1** |
| 2. To understand the concepts and techniques of human resource planning, human resource acquisition and compensation management | **K2** |
| 3. To identify, formulate and solve problems in HRM | **K3** |
| 4. To analyze the emerging trends in HRM | **K4** |
| 5. To study modern and international manufacturing practices and standards | **K5** |
| **K1 -** Remember**; K2 -** Understand**; K3 -** Apply**; K4 -** Analyze**; K5 -** Evaluate**; K6 - Create** | |

**TEACHING METHODOLOGY:**

Lecture classes, Power point presentation, Group Discussions, Assignments/Seminars, field visits, News clippings. Case analysis, interface with practitioners

**COURSE CONTENT:**

**UNIT 1:** Introduction to human resource management, history of human resource management, personnel management, human resource development, human capital management, and strategic human resource management. Difference between Hard HRM and Soft HRM. Objectives of the HRM function in an organization. Concepts of HR philosophy, policy, programme, practices, audit and HR Information Systems. Proficiencies of an HR professional. Professional bodies for HR. Functions of HRM (acquisition, development, motivation and maintenance).

**UNIT 2:** Acquisition of human resources: Human resource planning: concept, objectives, process. Job analysis: concept, purpose, methods. Job analysis information hierarchy. Approaches to Job analysis (functional job analysis and the Position Analysis Questionnaire System). Difference between Job analysis, Job specification, Job description. Recruitment: concept and sources. Difference between Recruitment and Selection. Selection – concept, process and devices (application forms, employment tests, interviews, realistic job previews, background investigation, physical examination). Employee orientation / Induction / On-boarding.

**UNIT 3:** Employee compensation: Job evaluation: Meaning, Definition, methods of Job evaluation. Compensation and benefits administration: concept and components of remuneration (wages and salary, incentives, fringe benefits, perquisites, non-monetary benefits). Determinants of compensation patterns (legislations, job evaluation, surveys, components of the pay structure). Benefits: Concept and types. Rewards: Concepts and types. Criteria for distributing rewards. Difference between Performance-based pay and Competence-based pay. Concept of red-circle rates of pay.

**UNIT 4:** Emerging HR processes Corporate social responsibility: CSR Legislation in India: Section 135 of Companies Act 2013, Scope for CSR Activities under Schedule VII, CSR Rules. Meaning and Definition of HR Analytics: Stages of HR Analytics; What can/should be measured. POSH Act 2013 and its implementation – International Human Resource Management (IHRM) – Difference between Domestic Human Resource Management and IHRM – emotional quotient – mentoring – Total Quality Management – Benchmarking

**UNIT 5:** Employee separation, Employee Well-being – concept, strategies. Employee Separation: Concept and forms (termination of employment, retirement, resignation, dismissal, redundancy). Guidelines for compassionate exit management. Concepts of employee attrition / turnover, exit

interview, stay interview, right sizing, quiet quitting, severance pay, survivor syndrome. Employee Retention concept and strategies.

**Suggested readings:**


1. Aswathappa, K. (2010). Human Resource Management – Text and Cases. Tata McGraw Hill, New Delhi.

2. DeCenzo, David A. and Robbins, Stephen P. (2022). Personnel / Human Resource Management (3e). Prentice – Hall of India, New Delhi.

3. Dessler, Gary and Varkley, B. (2023). Human Resource Management (17e). Pearson, New Delhi.

4. Fisher, Cynthia, D., Schvenfeldt, Lyle. F., & Shaw, James, B. (2008). Human Resource Management (6e). Bizantra, New Delhi.

5. Ivancevich, John. M. (2007). Human Resource Management (10e). Tata McGraw Hill, New Delhi.

6. Rao, V.S.P. (2005). Human Resource Management – Text and Cases (2e). Excel Books, New Delhi.


| **Mapping with Programme Outcomes** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | S | S | M | M | S | M | S | S | M |
| **CO2** | S | M | S | M | S | S | M | M | S | S |
| **CO3** | M | M | S | S | M | S | M | S | S | M |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **CO4** | M | S | S | S | M | S | S | S | S | M |
| **CO5** | S | S | S | M | M | S | S | S | S | S |

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| **III** | **MSW 513** | **Labour welfare and labour legislations** | **4** |

## LABOUR WELFARE AND LABOUR LEGISLATIONS

**COURSE DESCRIPTION:**

The student s will learn the concept of labor welfare and the welfare facilities which are provide in the organization. They also will learn the various legislations pertaining to working conditions, Wages and Social Security.

**COURSE OBJECTIVES:**

- To gain knowledge about labour legislations and labour welfare
- To understand the legal provisions relating to labour welfare in different industries
- To acquire the skills of working with the organized sector

**COURSE OUTCOMES:**

On successful completion of this course, students will be able:

| | |
|---|---|
| 1. To understand knowledge about basic concepts of labour welfare and labour laws | **K2** |
| 2. To understand knowledge about basic concepts of labour welfare and labour laws | **K5** |
| 3. To evaluate the statutory and non-statutory welfare measures. | **K1** |

| | |
|---|---|
| 4. To gain knowledge on various labour welfare, wage, and social security legislations. | **K4,** |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | |

**TEACHING METHODOLOGY:**

Lecture classes, Power point presentation, Group Discussions, Assignments/Seminars, field visits, News clippings. Case analysis, interface with practitioners

**COURSE CONTENT:**

**UNIT 1:** Labour: concept, characteristics and problems of Indian labour- labour in organized and unorganized sectors, Gig-Workers. Labour Welfare: concept, scope, theories and Principles of Labour welfare-and classification- Role and functions of Labour Welfare Officer. Objectives and functions of International Labour Organization (ILO) - role of ILO in labour welfare- implementation of ILO recommendations in India - TN Labour Welfare Fund Act- 1972

**UNIT 2:** Labour Legislations: Concept, need and historical development of Labour Legislation in India - Occupational safety, health and Disease, Industrial Accidents -The Factories Act, 1948; The Contract Labour (Regulations and Abolition) Act, 1970; The Building and Other Construction Workers (Regulation of Employment and Conditions of Service) Act, 1996; The Apprentice Act 1961.

**UNIT 3:** Concept and types of wages – Legislations relating to Wages: The Payment of Wages Act,1936; The Minimum Wages Act, 1948; The Equal Remuneration Act, 1976; The Payment of Bonus Act, 1965.

**UNIT 4:** Concept of Social Security-Legislations relating to social security: The ESI Act,1948; The Employees Provident Fund and Miscellaneous Provisions Act, 1952; The Payment of Gratuity Act, 1972; The Maternity Benefit Act, Maternity Benefit (Amendment) Act, 2017; Employees Compensation Act, 1923; Employees Compensation (Amendment) Act, 2017

**UNIT 5:** Legislations for Labour welfare in different types of industries: The Plantation Labour Act, 1951; The Mines Act, 1952; The Motor Transport Workers Act, 1961; The Pondicherry Shops

and Establishment Act 1964; The Interstate Migrant Workmen Act 1979; The Pondicherry Industrial Establishments (National and Festival Holidays) Act, 1964.

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4. Babu, S., & Shetty, R. (2007). *Social justice and labour jurisprudence*. SAGE Publications. New Delhi
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8. Dewan and Sudharsan. (1996). *Labour management*. New Delhi: Discovery Publishing House
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21. Paril, B.R. (1977). *Conciliation in India*. Allahabad: Chaugh Publication Publishers
22. Punekar, S. D. et. al. (1981). *Labour welfare. Trade unions and industrial relations*. Bombay: Himalaya publishing house
23. Punekar Et.al. (1988). *Labour welfare, trade unionism and industrial relations*.
24. Punekar, S. D., Deodhar, S. B., & Sankaran, S. (2022). *Labour welfare, trade unionism and industrial relations* (14th ed.). Himalaya Publishing House.
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26. Rao, K. (1966). *A practical approach to domestic enquiry*. Madras: Sitaram and Co
27. Sarma, A. M. (2005). *Aspects of labour welfare and social security*. Himalaya Publishing House. Mumbai
28. Sharma, A. M. (2011). *Industrial relations: Conceptual and legal framework*. New Delhi: Himalaya Publishing House.
29. Singh, B.D. (2010). Industrial relations and labour laws. New Delhi: Excel books.
30. Srivastava, S. C. (2012). *Industrial relations and labour laws*. Vikas Publishing House.
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32. Vaidyanathan, S. (1986). *Factory laws applicable in Tamilnadu* (Vols. 1–3). Madras Book Agency. Madras
33. Yadav, L. B. (Ed.). (2000). *Readings in social and labour welfare*. Institute for Sustainable Development. Lucknow
34. Bare Acts

**Mapping with Programme Outcomes**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | M | M | M | M | L | M | L | M | L | M |
| **CO2** | S | M | S | M | S | M | M | M | S | S |
| **CO3** | M | L | M | M | L | L | L | L | L | M |
| **CO4** | S | M | S | S | S | M | M | S | S | S |

*S-Strong; M-Medium; L-Low

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| **III** | **MSW 514** | **Industrial Relations** | **4** |

## INDUSTRIAL RELATIONS

**COURSE DESCRIPTION:**

This course will enable the students to understand the relations and interactions in the industry. It provides a comprehensive understanding of industrial relations (IR), labor laws, workplace discipline, industrial disputes, trade unions, and collective bargaining. It explores the evolving nature of work in the digital era and the impact of globalization on labor rights, ensuring students gain both theoretical knowledge and practical insights into managing employer-employee relationships.

**COURSE OBJECTIVES:**

- To understand the concept, approaches and actors of industrial relations
- To develop the knowledge on various statutory / legal aspects
- To acquire interpersonal relationship and negotiation skills

**COURSE OUTCOMES:**

On successful completion of this course, students will be able to:

| | |
|---|---|
| 1. Understand the fundamentals of Industrial Relations and its stakeholders. | **K2** |

| | |
|---|---|
| 2. Analyze the causes and consequences of workplace indiscipline and apply legal frameworks. | **K4** |
| 3. Examine industrial disputes, grievance mechanisms, and dispute resolution processes. | **K4** |
| 4. Explore the significance of collective bargaining, industrial democracy, and workers' participation in management in ensuring industrial peace and labor rights. | **K3** |
| **K1 -** Remember**; K2 -** Understand**; K3 -** Apply**; K4 -** Analyze**; K5 -** Evaluate**; K6 –** Create | |

**TEACHING METHODOLOGY:**

Lecture classes, Power point presentation, Group Discussions, Assignments/Seminars, field visits, News clippings. Case analysis, interface with practitioners

**COURSE CONTENT:**

**UNIT 1: Introduction**

Industrial Relations- Meaning, Definition, Scope and Importance. Factors influencing IR- Economic, Social, Technological, Political and Global factors. Actors of IR- Employees and Trade Union, Employers and Employers' Association, Government and Legal Framework. Approaches to IR- Traditional Theories (Marxian, Giri, Webbs and Dunlop), Modern Theories (Psychological, Human Relations and Strategic IR Approach).

**UNIT 2: Workplace Discipline & Employee Conduct**

Concept of Disciple in Industry: Definition, Causes of Indiscipline and Employee Misconduct. Theories & Models of Discipline -Hot Stove Rule, Principles of Natural Justice, Code of Disciple in Industry, Procedure for Disciplinary Action- The Industrial Employment (Standing Orders) Act 1946.

**UNIT 3: Industrial Dispute**

Definition, Meaning, Impact, Causes and forms of disputes. Industrial Disputes Act, 1947. Grievances: Meaning, Causes and Redressal Procedure – Select case studies on Industrial disputes.

**UNIT 4: Trade Unions**

Definition, objectives, functions and structure. Growth of Trade Union Movement in India - Major Trade Unions in India, Globalization and Trade Union, Trade Unions in Unorganized Sector - Social responsibilities of TUs - Need for one union for one industry - The Trade Unions Act, 1926.

**UNIT 5: Collective bargaining**

Definition, Meaning, Scope, Types, Process and Difficulties encountered in India- Industrial Democracy and Industrial Peace – Workers' Participation in Management in India.

## REFERENCES


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2. Arun Monappa. (1989). *Industrial relations*. New Delhi: Tata Magraw-Hill
3. BD Singh. (2010). *Industrial relations and labour laws*. Excel Books Publications.
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8. Giri, V.V. (1959). *Labour problems in Indian industry*. Bombay: Asia publishing house.
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11. Mamoria, C. B. and Mamoria Satish. (1984). *Industrial labour. Social security and industrial peace in India.* Allahabad: Kitabmahal.

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14. Punekar Et.al. (1988). *Labour welfare, trade unionism and industrial relations*.

15. Punekar, S. D. et. al. (1981). *Labour welfare. Trade unions and industrial relations*. Bombay: Himalaya publishing house

16. Rao, K. (1966). *A practical approach to domestic enquiry*. Madras: Sitaram and Co

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | M | S | M | M | M | S |
| **CO2** | S | S | M | M | M | S | S | M | M | S |
| **CO3** | S | S | M | M | M | S | S | S | M | S |
| **CO4** | S | M | M | M | M | S | S | M | S | S |

*S-Strong; M-Medium; L-Low

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| III | MSW 515 | Medical Social Work | 3 |

## MEDICAL SOCIAL WORK

### COURSE DESCRIPTION

This course explores the principles and practices of social work in healthcare settings. It focuses on the role of medical social workers in hospitals, clinics, and community health programs, addressing issues such as chronic illness, disability, mental health, palliative care, and patient advocacy. Students will learn skills for psychosocial assessment, care planning, and interdisciplinary collaboration to promote holistic patient care. The scope for medical social work practice will be discussed through demonstrations, role plays, field work experiences and case studies.

### COURSE OBJECTIVES:

- To provide the basic concepts of Medical social work
- To acquire knowledge about its history and its applications in hospital settings
- To understand the various role of medical social worker in hospital settings
- To enhance the skills on prevention, promotion, rehabilitation and follow up

### PROGRAMME OUTCOME:

On successful completion of the course, the students are expected to:

| | |
|---|---|
| 1. Know the meaning of health, well-being, illness, disability and social work | **K1,K2** |
| 2. Knowledge of Medical Social work in India and abroad | **K1,K2** |
| 3. Significance of health and its interventions in hospitals and other healthcare settings | **K3** |
| 4. Ability to develop skill and knowledge in prevention, promotion, rehabilitation and follow up | **K4,K5** |
| **K1 -** Remember**; K2 -** Understand**; K3 -** Apply**; K4 -** Analyze**; K5 -** Evaluate**; K6 –** Create | |

**TEACHING METHODOLOGY:**

Lecture classes, PowerPoint presentations, Group Activities, Group Discussions, Case Discussions, Role Plays, Assignments, Seminars, Periodic and Continuous Assessments, Tutorials, Skill Labs, Guest Lectures, Audio-visual clippings

**COURSE CONTENT:**

**UNIT 1:** Medical Social Work: Meaning, Definition, Nature, and Scope. Historical development of Medical Social Work in India and abroad; Limitations, difficulties and challenges ahead. Dimensions of Health; Social determinants of health. Illness as a social problem and its effects on the individual, family, and community, The multidisciplinary team approach in health.

**UNIT 2:** Medical Social Work in Hospitals: Scope of Medical Social Work in Government, Private, Specific Disease Hospitals & Clinics. Role, functions, and Tasks of Medical Social Workers in Varied Departments of Hospitals, including blood banks, eye banks, health camps, Organ Donation and Renal Transplantation. Concept of Control, Prevention and Rehabilitation.

**UNIT 3:** Application of Medical Social Work: Application of Social Work methods in medical settings, Methods of social work in medical social work - Casework, Treatment groups, Task Groups, Support groups. Administration in medical care and public relations, Staff Development, Training and supervision. Clinical Research and applications, Ethical considerations.

**UNIT 4:** Social Work Interventions in a clinical and non-clinical setting; Working with individuals, groups, families, and communities; social action and advocacy; health research; administration and role of a social work department in a hospital setting; Fundraising and Resource

mobilization. International and National health-based organizations and interventions. Medico-Legal Cases**.**

**UNIT 5:** Health Education: Meaning, Importance, Principles & Components of Health Education. Communication in Health Education - Mass media, Audio Visual Aids, social media. Voluntary and Governmental Agencies for Health Education programs. Evaluation of Health Education Programmes in India. Behaviour change communication as a strategy for Health and Education. Community-Based Rehabilitation.

## REFERENCES


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| Mapping with Programme Outcomes (POs | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COS** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | M | M | S | S | S | S |
| **CO2** | S | S | M | M | M | S | S | S | S | S |
| **CO3** | S | S | M | M | S | M | S | S | S | S |
| **CO4** | S | S | M | M | S | S | S | S | S | S |

*S-Strong; M-Medium; L-Low

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| **III** | **MSW 516** | **Disability Social Work** | **4** |

## DISABILITY SOCIAL WORK

### COURSE DESCRIPTION

This course helps students understand disability, its types, causes, and impact on individuals and families. It introduces different models and approaches to disability, laws and policies, and the role of social workers in supporting persons with disabilities. Students will learn practical skills and develop a respectful attitude towards persons with disabilities through interactive methods like discussions, role plays, and case studies. The students would be equipped with techniques and skills to work with persons with disabilities.

### OBJECTIVES

- To gain knowledge about the concept, nature, types of disabilities
- To understand the theoretical underpinnings of models and approaches to understanding disability
- To develop an attitude of respect and dignity towards persons with disability

- To understand the policy, legal instruments, services, programmes, rights and entitlements of persons with disability.
- To become skilled at undertaking social work interventions with and through all stakeholders in the field of disability.

**PROGRAMME OUTCOME:**

On successful completion of the course, the students are expected to know:

| | |
|---|---|
| 1. The Concept of disability, its models and multidimensional approaches | **K1, K2** |
| 2. The Necessity for developing an attitude of respect and dignity towards Persons with Disability | **K2, K3** |
| 3. The Knowledge of various Policies, Legislations, Programmes and other interventions | **K2, K4, K5** |
| 4. The Significance of health interventions and its influence in mainstreaming Persons with disability in varied settings | **K3, K4, K5** |
| 5. The Skill to engage Disability Social Work practice in various settings | **K3, K4, K5** |
| **K1** – Remember; **K2**- Understand; **K3**- Apply; **K4**- Analyse; **K5**- Evaluate; **K6**-Create | |

**TEACHING METHODOLOGY:**

Lecture classes, Power point presentations, Group Activities, Group Discussions, Case Discussions, Role Plays, Assignments, Seminars, Periodic and Continuous Assessment, Tutorials, Skill Labs, Guest Lectures, Audio-visual clippings

**COURSE CONTENT**

**UNIT 1:** Concept of disability, impairment, handicap. Definitions- Magnitude, Causes and Consequences of Disability. Impact of physical and psychiatric disability on the individual, family, community, discourses and models of disability; anti-oppressive and exclusion/inclusion lens to understanding disability; Disability due to psychiatric disorders, Need for Psychosocial Rehabilitation & Counseling.

**UNIT 2**: Classifications of Disability: Physical Disability-Types of Disabilities under the PWD Act 2016. Locomotor Disability: Leprosy-cured persons, Cerebral palsy, Dwarfism, Muscular

dystrophy, and Acid attack victims. Visual Impairment: Blindness and Low vision. Hearing Impairment: Deaf and Hard of hearing. Speech and Language Disability. Blood Disorders: Hemophilia, Thalassemia, and Sickle Cell Disease. Mental Disability: Intellectual Disability: Specific learning disability and autism spectrum disorder. Mental Illness. Chronic Neurological Conditions: Multiple sclerosis, Parkinson's disease. Multiple Disabilities.

**UNIT 3**: Impact of disability on individuals and their families: reactions of parents/family members and ways of coping; needs and problems of persons with disability and their families across the life span and at critical stages in their lives and social work intervention at each stage; prevention and management of disabilities at primary, secondary and tertiary levels; governmental schemes and programmes for persons with disabilities; Persons with Mental Illness.

**UNIT 4:** Role of social worker in different settings: Hospital and treatment centers, home, educational institutions, vocational rehabilitation centers, the community; multidisciplinary rehabilitation team and their roles. Psychology of disability, adjusting to one's own disability, self-esteem, resilience and coping mechanism of individual. Role of Social Worker in rehabilitation of Person with Disability and as a vital member of Multidisciplinary rehabilitation team

**UNIT 5**: Salamanca Declaration, Standard Rules, UNCRPD) and legislations governing disability (The Rights of Persons with Disabilities Act, 2016, The Mental Healthcare Act, 2017, The Rehabilitation Council of India Act – 1992 and 2000, National Trust Act, 1999) for advocacy; Role of NGOs and INGOs, State's role in implementation of legislations. UN Convention Rights of persons with disability & on Human Rights, Biwako Millenium Framework for Action. Introduction to Disability & Law, Fundamental Rights and Constitutional Rights of the Disabled, The Mental Health Care Act, 2017, The National Trust Act (1999), Artificial limbs manufacturing corporation of India ALIMCO.

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| **Mapping with Programme Outcomes (POs)** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | S | M | M | M | S | S | M |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **CO2** | S | S | S | S | S | S | S | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | S | S |
| **CO4** | S | S | S | S | S | S | S | S | S | S |
| **CO5** | S | S | M | S | S | S | S | M | S | S |

*S-Strong; M-Medium; L-Low

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| **III** | **MSW 517** | **Mental Health** | **4** |

## MENTAL HEALTH

### COURSE DESCRIPTION

The course will enable the students to understand the concepts of mental health and illness, emphasizing theoretical foundations and psychosocial interventions. Students will explore psychopathology, diagnosis, and treatment planning, and learn to implement preventive, promotive, and curative services. The course also highlights the importance of social justice in mental health care. By the end, students will gain knowledge, skills, and attitudes essential for practicing mental health social work across diverse settings. Teaching methods include lectures, role plays, seminars, discussions, assignments, and audio-visual materials to ensure practical learning.

### OBJECTIVES:

- To learn about the concepts related to mental health and mental illness and the theoretical underpinnings related to it
- To understand concepts related to psychopathology, diagnosis, treatment
- To plan psycho-social interventions in preventive, promotive, and curative services that work towards enhancing the dignity of persons living with mental illness and for social justice.
- To develop appropriate skills and attitudes required for mental health social work practice.

**PROGRAMME OUTCOME:**

On successful completion of the course, the students are expected to know:

| | |
|---|---|
| 1. To learn the concepts of mental health, mental illness, and various theoretical models explaining mental health. | **K1,K2** |
| 2. To understand key concepts of psychopathology, diagnosis systems (DSM-V, ICD-11), and their application in mental health practice. | **K1, K2** |
| 3. To plan and apply psycho-social interventions in preventive, promotive, curative, and rehabilitative mental health services. | **K3, K4** |
| 4. To develop skills and attitudes required for effective mental health practice in diverse institutional and community-based settings. | **K3** |
| 5. To analyze policies, legislation, and national programs related to mental health and their role in promoting mental health justice in India. | **K4** |
| 6. To evaluate the role of multi-disciplinary teams and formulate advocacy strategies for ensuring mental health justice and social support systems. | **K5, K6** |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | |

**TEACHING METHODOLOGY:**

Lecture classes, PowerPoint presentations, Group Activities, Group Discussions, Case Discussions, Role Plays, Assignments, Seminars, Periodic and Continuous Assessments, Tutorials, Skill Labs, Guest Lectures, Audio-visual clippings

**COURSE CONTENT**

**UNIT 1**: Concepts related to mental health, well-being, and mental illness, Models of mental health – bio-psycho-social model, psycho-dynamic model, ecological/systems model, recovery models. Positive mental health Trends in mental health care, Magnitude of mental health problems

and its common causes. Need for mental health care in India. Concept of Community Mental Health.

**UNIT 2**: Introduction to psychopathology (signs and symptoms), classification and diagnostic systems in mental health - DSM-V and ICD-11, differential diagnosis. Psychiatric assessment-history taking, psychiatric interview, mental status examination (MSE), socio-cultural determinants.

**UNIT 3**: Organic mental disorders (delirium, dementia, amnestic disorders, epilepsy), severe psychiatric disorders (schizophrenia, bipolar disorder, acute psychosis, OCD), common mental illnesses (anxiety, depression, somatoform disorders), mood and anxiety disorders, personality and behavioral disorders, childhood and adolescent disorders (learning, conduct, ADHD, autism), substance-related and sexual disorders, psychiatric emergencies (suicide, acute psychosis), and management (etiology, prevalence, prognosis, pharmacological and psychosocial interventions).

**UNIT 4**: National Mental Health Programme and District Mental Health Programme, National Mental Health Policy 2014, Centers of Excellence in Mental Health, Salient features including amendments of various acts in India ,Mental Health Care Act, 2017, Rehabilitation Council of India Act, 1992 , Mental Retardation and Multiple Disabilities Act, 1999, Rights of Persons with Disabilities Act, 2016 , The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999.

**UNIT 5**: Social work interventions, the role of the multi-disciplinary team with emphasis on the psychiatric social worker in providing psychosocial care to prevent mental ill health and promote mental health and well-being. Practice in institutional and non-institutional settings, Social Work research in a mental health setting. Conceptualising Mental Health Justice (restorative, epistemic); Social Interventions, Support and Policies for Mental Health Justice (such as basic income, housing, nutrition). Role of Support groups and peer groups. Sensitizing and Advocacy.

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| Mapping of Course Outcomes (COs) with Programme Outcomes (POs) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | M | M | M | M | M | M | S | M | M |
| **CO2** | M | S | M | M | M | M | S | M | M | S |
| **CO3** | S | S | S | S | S | S | S | S | S | S |
| **CO4** | S | S | S | S | S | S | S | S | S | S |
| **CO5** | S | S | S | S | M | S | S | S | S | S |
| **CO6** | S | S | M | S | M | S | S | S | S | S |

*S-Strong; M-Medium; L-Low

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| **III** | **MSW 518** | **Community Development** | **4** |

## COMMUNITY DEVELOPMENT

### COURSE DESCRIPTION

The course explains the theory and practice of building strategy and sustainable communities with the skills to create employment and project management.

### COURSE OBJECTIVES

- To gain knowledge about rural, urban and tribal realities and problems in communities.
- To understand the local self-administration and various development agencies working for communities development.
- To learn about community development welfare programmes in India.
- To acquire skills of social work intervention with communities.

**COURSE OUTCOMES:**

On successful completion of the course the students should enrich their knowledge about

| | |
|---|---|
| 1. Understand the fundamentals of Industrial Relations and its stakeholders. | **K2** |
| 2. Analyze the causes and consequences of workplace indiscipline and apply legal frameworks. | **K4** |
| 3. Examine industrial disputes, grievance mechanisms, and dispute resolution processes. | **K4** |
| 4. Explore the significance of collective bargaining, industrial democracy, and workers' participation in management in ensuring industrial peace and labor rights. | **K3** |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | |

**TEACHING METHODOLOGY:**

Lecture classes, PowerPoint presentations, Group Activities, Group Discussions, Case Discussions, Role Plays, Assignments, Seminars, Periodic and Continuous Assessments, Tutorials, Skill Labs, Guest Lectures, Audio-visual clippings

**COURSE CONTENT**

**UNIT 1:** Rural Community: Meaning, Definition, Characteristics, Types of Villages; Tribal Community: Concept, Definition, Tribal social system and structures; Urban Community: Meaning, Definition, Characteristics, Classification, History and Theories of Urbanization, Process of Urbanization; Rurban: Meaning, Characteristics: Slum: Definition, Theories, causes, and characteristics; Early community development interventions.

**UNIT 2:** Community Problems: Poverty, Illiteracy, Health, Unemployment, Delinquency, Alcoholism, Drugs, Crimes, Human Trafficking and Sexual Exploitation; Agriculture, Discrimination, Food Security, Land Rights, Displacement & Resettlement; Housing, Water and Sanitation, Problem related to Children under different circumstances. Environmental Issues, Migration and Reverse Migration.

**UNIT 3:** Administration and Governance: Panchayat Raj Institutions: 73$^{rd}$ and 74$^{th}$ Amendments, The Provisions of the Panchayats (Extension to The Scheduled Areas) Act, 1996. Local Self Administration from National to Panchayat level, The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006; The Joint Forest Management (JFM), NITI Aayog, Mission Shakti.

**UNIT 4:** Development Agencies: NIRD&PR, SIRD, NABARD, Slum Clearance Board / Urban Habitat, HUDCO, National Tribal Research Institute, KBK, Role of Voluntary Agencies in Rural, Tribal and Urban Development.

**UNIT 5:** Community Welfare Programmes: E-Governance, ICDS, MGNREGS, NRHM, DDU-KGY, NERUDP, NRuM, HUDCO, JNNURM, Smart Cities, HRIDAY, Jal Shakti Abhiyan, Swatch Bharat Mission, Tribal sub plans and PURA. MUDRA, PM Awas Yojana, PM Ujjwala Scheme, Five year Plans related with community development. Urban Housing: Programmes & Laws Relating to Slum.

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19. **Mapping with Programme Outcomes**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | S | S | M | M | M | S | M | M | M | S |
| **CO2** | S | S | M | M | M | S | S | M | M | S |
| **CO3** | S | S | M | M | M | S | S | S | M | S |
| **CO4** | S | M | M | M | M | S | S | M | S | S |

*S-Strong; M-Medium; L-Low

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| **III** | **MSW 519** | **Participatory Approaches for Community Development** | **4** |

## PARTICIPATORY APPROACHES FOR COMMUNITY DEVELOPMENT

### OBJECTIVES

- To explore the various strategies in developing communities.
- To understand the tools used for community assessment, program implementation and evaluation.
- To understand the overview of approaches, methods and techniques in PRA in rural urban and tribal areas.
- To gain knowledge and skills on emerging trends in community development.

### PROGRAMME OUTCOME

On successful completion of the course the students are expected to

| | |
|---|---|
| 1. Create awareness about the development and generate new insights that can overcomes current challenges in communities | **K6** |
| 2. Understanding of the community development tools within national policy frame works | **K2** |
| 3. Enriching the knowledge on various Development strategies and tools of community | **K1** |
| 4. Understanding the various roles and strategies of communities and community development workers | **K2** |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | |

**COURSE CONTENT**

**UNIT 1**: Introduction to Participatory Approaches: Concept, Meaning and Definition, Principles, Methods & Tools; Participatory Rural Appraisal (PRA), Rapid Rural Appraisal (RRA), Participatory Learning and Action (PLA), Participatory Action Research (PAR), SARAR, and Appreciative Inquiry.

**UNIT 2:** Participatory Poverty Assessment: Poverty and Gender Analysis: Moser Framework Participatory Project Planning: Proposal and Project Planning Matrix, Project cycle and Project Management. Logical Framework Analysis Participatory Monitoring and Evaluation: Social Impact Assessment, Environmental Impact Assessment, Management Information System.

**UNIT 3:** Development Strategies: Stake-holder Analysis, SWOC Analysis, Strategic Analysis, Force Field Analysis, Policy Analysis, Budget Analysis, Advocacy, Building Coalitions, Networking and Fact-Finding Missions.

**UNIT 4:** Development Tools: Social Audit: Benefits and Challenges of Social Audit; Social Audit vs. Financial Audit – Community Audit: Role of Gram Panchayat and Gram Sabha in Social Audit, Public Hearing and Application of Geographical Information Systems (GIS).

**UNIT 5:** Role and Strategies: Role of Community Development Worker: Identifying Leaders, Resources Mobilization, Activating and Mobilizing People, Organising and Working with Groups, Influencing, Lobbying, Facilitating, Cooperation; Role of Mass Communication, Audio Visual Aids, Folk Media and ICT in Community Development.

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| Mapping with Programme Outcomes | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | M | S | S | S | S | M | M | S | S |
| **CO2** | M | M | S | M | M | S | S | S | M | M |
| **CO3** | M | L | M | M | M | M | M | M | M | L |
| **CO4** | M | M | S | M | M | S | S | S | M | M |

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| **III** | **MSW 520** | **Livelihood Promotion** | **4** |

## LIVELIHOOD PROMOTION

**COURSE DESCRIPTION:**

This course offers an in-depth exploration of livelihood promotion, concentrating on strategies and interventions that bolster income generation, economic resilience, and sustainable development for individuals and communities. It delves into various livelihood frameworks, market linkages, microfinance initiatives, social enterprises, and skill development programs. Additionally, the course assesses the contributions of government policies, NGOs, and international organizations to promoting livelihoods.

**COURSE OBJECTIVES:**

- To understand the concept of livelihood and livelihood promotion
- To develop an understanding of the livelihood frameworks.

- To acquire skills in designing livelihood interventions.

**COURSE OUTCOMES:**

By the end of the course, students will be able to:

| | |
|---|---|
| 1. Analyze different livelihood promotion models and strategies. | **K2, K3** |
| 2. Design and implement livelihood programs tailored to community needs. | **K6** |
| 3. Apply microfinance and enterprise development principles in livelihood initiatives. | **K4** |
| 4. Evaluate the effectiveness of livelihood interventions in various socio-economic contexts | **K5** |
| 5. Enriched skills in value chain analysis and methods of intervention. | **K4** |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | |

**TEACHING METHODOLOGY:**
Lecture classes, PowerPoint presentations, Group Activities, Group Discussions, Case Discussions, Role Plays, Assignments, Seminars, Periodic and Continuous Assessments, Tutorials, Skill Labs, Guest Lectures, Audio-visual clippings

**COURSE CONTENT:**
**UNIT 1:** Concept, Meaning, Principles, Need, History and Importance of Livelihood Promotion. Understanding Livelihood Frame Work – Assets/Capitals – Natural, Physical, Financial, Human and Social. Vulnerability context, Policies and Process, Livelihood Strategies, Livelihood Outcomes

**UNIT 2:** Livelihood Frame Work Analysis – Different models – IFAD, DFID, CARE, BASIX, IMM. Objectives of livelihood promotion – Enhancing Income, Increasing Food Security, Reducing Risk, Reducing variances in income, Reducing migration, Organizing Producers, Enhancing money circulation

**UNIT 3:** Steps and Tools in designing livelihood intervention. Internal and External Context – Creating livelihood profile, Mapping of Community Assets, Profiling the local markets – Understanding Viability, Range of goods, Clustering, Internal & External Economies, Backward & Forward Linkages

**UNIT 4:** Markets and Livelihoods- Importance of Sector, Subsector, Value chain analysis in selecting an intervention – understanding Rural & Urban Livelihood Linkages – Methods of Interventions – Technology, Training, Marketing, Policy Advocacy, Asserting Rights, Developing Local Economy, Credit, Infrastructure and Institution Building – ownership and Management

**UNIT 5:** Case studies in Livelihood Promotion – Watershed, Animal Husbandry, Microenterprises, Micro Finance, Business and Services. Government, Non-Profit & Corporate Initiatives in Livelihood Promotion

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| **Mapping Programme Outcomes (POs)** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | S | S | M | S | S | S | S |
| **CO2** | S | S | S | S | M | S | S | S | M | S |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **CO3** | S | M | S | S | S | M | S | S | S | S |
| **CO4** | M | S | M | S | S | S | S | M | S | S |
| **CO5** | S | M | S | M | S | M | M | S | S | S |

*S-Strong; M-Medium; L-Low

| COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|
| **MSW 521** | **FIELDWORK -III** | **4** |

In this semester, the students are placed in agencies related to their chosen fields of specialization. The fieldwork will fulfill the following objectives:

1. To be exposed to social realities related to the fields of specialization
2. To develop a critical understanding of the needs of people and their concerns in their fieldwork setting
3. To understand and critique structural and systemic factors that influence service users
4. To undertake social work interventions in the field of specialization
5. To instill ethics and values of the Social Work profession in their fields of specialization.

**COURSE OUTCOMES**

On successful completion of this course, students will be able:

| | |
|---|---|
| 1. Develop knowledge on field work organization and its functions | **K5** |
| 2. Identify the problems of individuals, groups and communities in field | **K4** |
| 3. Analyze the existing available services | **K5** |
| 4. Practice Social Work methods in specialization settings | **K3** |
| 5. Recognize the role of professional social work trainee | **K5** |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | |

**The guidelines for fieldwork practice, specialization wise, are as follows:**

**FIELDWORK GUIDELINES ACCORDING TO SPECIALIZATIONS**

**SPECIALIZATION I – HUMAN RESOURCE MANAGEMENT**

1. History and administrative set up of the organization
2. Plant visit
3. Time office activities
4. Statutory and non-statutory welfare benefits
5. Procedures relating to PF, ESI and labour welfare fund
6. Procedures relating to gratuity, compensation, insurances etc.,
7. Employee problems (absenteeism, indebtedness, labour turnover etc.,)
8. Maintenance of different registers and records in the HR/Personnel Department
9. Provisions relating to safety, accident prevention, leave holidays, hours of work
10. Trade union activities
11. Standing orders of the organization
12. Industrial disputes (strikes, lock out, layoff, retrenchment, closure, termination etc)
13. Dispute solving machinery (mediation, arbitration, conciliation and adjudication)
14. Grievance handling procedure
15. Disciplinary Procedure of the organization
16. Various settlements (wage, work load, bonus)
17. Activities of different committees (canteen, works etc)
18. Human resource planning, recruitment and selection process, induction and orientation
19. Training and development programmes of the organization
20. Promotion and transfer, VRS option, separations
21. Performance management, career planning and development

22. Compensation management (wage and salary administration)
23. Organizational intervention programmes
24. TQM and ISO certification
25. HR policies and corporate social responsibility
26. Role of HR managers
27. Employee counseling
28. Presence and development of special groups in the organization – women, disabled etc
29. Documenting good practices of the agency
30. HR audit – types and process
31. Role of social worker in the workplace

**SPECIALIZATION II – MEDICAL AND PSYCHIATRIC SOCIAL WORK**

1. Understand the agency- its functions, activities, services rendered.
2. Know about the administrative structure/hierarchy of the agency.
3. Get acquainted with the agency and its extension/urban/rural centers.
4. Learn the facilities/services rendered by the agency to the clientele.
5. Understand the limitations of the agency setting with respect to social work practice
6. Learn to participate in the various initiatives of the agency.
7. Get associated with the outreach activities of the agency.
8. Gain knowledge in subjects pertaining to physical and mental illnesses.
9. Learn concepts related to health and mental health through field illustrations.
10. Gain understanding on the allied health professionals and their role in health and well being
11. Learn the scope of Medical and Psychiatric social work practice in different departments in the agency.
12. Applying social work theories, knowledge and skills/techniques in the field placement.
13. Get acquainted with the intervention strategies available to cater the needs of the clients.
14. Gain an understanding of the allied services offered to the clients and their families.
15. Understand and work in multi-disciplinary teams
16. Work in community health settings
17. Get oriented to the legislations pertaining to the field of Practice of Case Work (minimum of five cases) - actively involved in history taking, home visits,
18. assessment, intervention, referrals and follow up activities.
19. Practice of Group Work
20. Practice of Community organization.
21. Practice of Social Welfare Administration gain knowledge about the administrative

responsibilities of social work professionals in your organization.

22. Practice of Social Work Research- undertake a mini project pertaining to your area of work
23. Practice of Social Action whenever required.
24. Collaborate with the agency personnel in building public relations.
25. Understand the statues of the agency with respect to the clientele of the agency.
26. Gain Exposure to the theoretical concepts in the demo/live sessions in departments in the agency.
27. Understand the scope of the Medical Social Work/Psychiatric social work department in the agency.
28. Identify novel initiatives for the agency and the stakeholders promoting clientele well-being
29. Critically examining agency policies and proposing suitable recommendations.
30. Take up initiatives to observe days of relevance and initiate measures to promote them like World Social Work Day, World Cancer Day, Breastfeeding week, Nutrition week etc.
31. Connect with community setups like ICDS, Primary health centres, Schools etc to extend networking with other agencies
32. Get acquainted with the services in the agency like Blood Bank, Eye Bank, Ambulance services etc.
33. Understand the relevance of IEC materials in the agency and also prepare/ contribute to them.
34. Initiate activities for varied stakeholders well-being in the agency setting.
35. Understand the nuances of home visits, Referrals, Rehabilitation etc for social work practice
36. Initiate efforts to bridge theory and practice with respect to social work learning in the field setting.

**SPECIALIZATION III – COMMUNITY DEVELOPMENT**

1. History and administrative set up of the organization
2. Understanding Project Activities and visits
3. Discuss interests, goals, and potential fieldwork placements
4. Practicing the community organization method
5. Project formulation
6. Project Execution, monitoring and evaluation
7. Rapport with the target group

8. HR practices in human service organization
9. Resource mobilization
10. Social auditing
11. PRA
12. Networking and advocacy
13. Designing and implementing community interventions
14. Community Need Assessment
15. Social action, lobbying and awareness generation
16. Designing and implementing income generation or livelihood programs
17. Revitalizing and conserving local traditions
18. Manpower planning, Recruitment and Selection Process, Induction &Orientation.
19. In service Training and Development programmes of the organization
20. Role of Community Social Workers

| **Mapping with Programme Outcomes** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | M | L | M | M | M | S | L | M |
| **CO2** | M | S | M | S | M | S | M | M | M | S |
| **CO3** | S | M | S | S | M | S | S | M | S | S |
| **CO4** | M | S | M | M | S | M | M | S | S | M |
| **CO5** | M | M | M | M | M | M | M | M | M | S |

*S-Strong; M-Medium; L-Low

## SEMESTER IV

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| IV | MSW 531 | Social Work and Social Development | 3 |

## SOCIAL WORK AND SOCIAL DEVELOPMENT

### COURSE DESCRIPTION

The course describes the process by which individuals learn and adapt to social norms, develop relationships and navigate social structure, culture and environment.

### OBJECTIVES

- To understand the concept of social development in relation to social inequality, vulnerability and marginalization and its linkage with economic growth and development

- To develop a perspective towards the development challenges affecting the society
- To understand the role of social development in addressing the issues of inequality
- To develop the required skills and competencies for development interventions

**COURSE OUTCOME**

On successful completion of the course the students should enrich their knowledge about

| | |
|---|---|
| 1. Understanding the concept, theories and approaches of social development | **K2** |
| 2. Emphasizing the knowledge on contemporary development problems | **K4** |
| 3. Understanding the need and have the ability to solve the rural, urban and tribal issues | **K4** |
| 4. Enriching the knowledge on Social Work for the development of rural, urban and tribal community in India | **K3** |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | |

**TEACHING METHODOLOGY:**

Lecture classes, PowerPoint presentations, Group Activities, Group Discussions, Case Discussions, Role Plays, Assignments, Seminars, Periodic and Continuous Assessments, Tutorials, Skill Labs, Guest Lectures, Audio-visual clippings

**COURSE CONTENT**

**UNIT 1:** Social Development: Concept, Models and Theories; Positive and Negative Dimensions of Social Development; Salient Features of Social Development. Approaches to Social Development; Historical and Social Context of Development in India.

**UNIT 2:** Sustainable Development: Concept, Strategies, Critical Issues, Socio Cultural Sustainability; Critique of Development. Human Development Index, Indicators for Policies and Programmes

**UNIT 3:** Contemporary Development: Thrust and its Impact - International Development Strategies: United Nations Development Programme (UNDP), Sustainable Development Goals (SDG) – Millennium Development Goals (MDGs), Indigenous & Localism in Development Practice. Contemporary and Alternative Development Models.

**UNIT 4:** Contemporary Development Problems**:** Social and Economic Inequality, Distorted

Development, Rural Urban Bias, Regional Imbalances, Development Debate and Vulnerable Social Groups: Women and Marginalized Groups (SC & ST & Minorities) - Factionalism in Governance - Challenges in Developing Partnerships between Elected Bodies, Advantages and Disadvantages in Social Development.

**UNIT 5:** Roles**:** Role of Social Workers, NGOs and Civil Society Organization in Development of Weaker Section - Ethics & Development Practice

## REFERENCES


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**Mapping with Programme Outcomes**

| COs | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | S | S | M | M | M | S | M | M | M | S |
| **CO2** | S | S | M | M | M | S | S | M | M | S |
| **CO3** | S | S | M | M | M | S | S | S | M | S |
| **CO4** | S | M | M | M | M | S | S | M | S | S |

*S-Strong; M-Medium; L-Low

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| IV | MSW 532 | Organisational Behaviour | 4 |

## ORGANISATIONAL BEHAVIOUR

**COURSE DESCRIPTION:**

The students will be able to understand the role of individual, groups and structure in achieving organizational goals effectively and efficiently. To critically evaluate and analyze various theories and models that contributes in the overall understanding organizational Behaviour.

**COURSE OBJECTIVES:**

- To gain knowledge about organizational behavior
- To understand the functions and activities of organizational behavior

- To acquire skills of working with organized sectors

**COURSE OUTCOMES:**

On successful completion of this course, students will be able:

| | |
|---|---|
| 1. To To understand various concepts of Organizational Behavior (OB) | **K2** |
| 2. apply OB knowledge at the workplace | **K3** |
| 3. To analyse the motivational factors among employees | **K4** |
| 4. To contribute to organizational development and organizational change | **K6** |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | |

**TEACHING METHODOLOGY:**

Lecture classes, Power point presentation Group, Discussions, Role-play, Case Discussions, Group activities, Assignments/Seminars, discussion with experts

**COURSE CONTENT:**

**UNIT 1:** Organizational Behaviour: Meaning, importance, challenges, opportunities, models and contributory behavioural science disciplines. Contributions of Hawthorne studies -Theoretical Frameworks of organizational behaviour (Cognitive, Behavioral, Social Learning)

**UNIT 2:** Foundations of Individual behaviour: Physical and intellectual ability, Emotional Intelligence – Attitudes – Job Satisfaction, Job Involvement and Organizational Commitment – Personality, Perception and decision making. Motivation – Definition and theories-Transactional analysis – Johari window

**UNIT 3:** Foundation of group behaviour: Group structure, group decision making, teamwork – Communication - Concept, process, types and effectiveness. Leadership Theories Contemporary Leadership Theories-concept, styles, finding and creating effective leaders –Power & Politics in organizations - Conflict in organizations-nature, level, sources, effects and resolution strategies

**UNIT 4:** Organization structure- Functions of organization structure –concept, work specialization, departmentalization, Span of control, Centralization and decentralization. Organizational Culture-Definition, types, creating an ethical Organizational culture – Organizational values, Organizational Climate- Organizational Citizenship Behaviour, Diversity Management, Work from Home: Challenge for HR professionals. Workplace Bullying- Moon Lighting.

**UNIT 5:** Organizational Dynamics **–** Work stress – Definition, potential forces, consequences and managing stress – Burnout-Quality of work life – Work Life Balance – Employee Engagement-Employee Assistance programme.

## REFERENCES


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17. Stephen P. Robbins. *Organisational behaviour* (Prentice- Hall of India, New Delhi)

| Mapping with Programme Outcomes | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | M | L | M | M | L | M | L | L |
| **CO2** | S | S | M | M | S | M | S | S | M | M |
| **CO3** | M | M | S | M | S | M | M | S | M | L |
| **CO4** | S | M | M | M | S | S | M | S | S | M |

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| **IV** | **MSW 533** | **Human Resource Development** | **4** |

## HUMAN RESOURCE DEVELOPMENT

**COURSE DESCRIPTION:**

The course aims to equip students to develop themselves into a critically reflective and capable HRD practitioner who can facilitate the learning of others. The major objective of the course is to explain and demonstrate the contribution of HRD in an organization and enable student to develop ability to decide learning and training needs. The course will include topics related to HRD processes and outcomes, performance management, performance feedback and performance

counselling, potential appraisal, career development, succession planning, training and development, organizational change and development.

**COURSE OBJECTIVES:**

- To understand the concept, processes and outcomes of human resource development.
- To acquire skills in human resource development.
- To develop the knowledge and acquire skills in organisational development interventions.

**COURSE OUTCOMES:**

On successful completion of this course, students will be able:

| | |
|---|---|
| 1. To know the meaning, scope, importance and processes of human resource development. | **K1** |
| 2. To acquire knowledge on a development-oriented appraisal system. | **K2** |
| 3. To appreciate the importance of potential appraisal, career development and succession planning. | **K3** |
| 4. To understand their roles and functions in identifying, designing and auditing the training programs. | **K2** |
| 5. To appreciate the significance of organizational change and development interventions in achieving organizational effectiveness. | **K3** |
| **K1 -** Remember**; K2 -** Understand**; K3 -** Apply**; K4 -** Analyze**; K5 -** Evaluate**; K6 –** Create | |

**COURSE CONTENT:**

**UNIT 1:** Human Resource Development – Definition, Scope and Importance – Difference between traditional personnel management and HRD – HRD processes and outcomes – HRD matrix; HRD interventions – Role analysis and HRD – Key Performance Areas, Critical Attributes and Roles and competencies of HRD professionals; Challenges in HRD.

**UNIT2:** Performance appraisal and performance management – Objectives of performance appraisal – Traditional and modern methods of appraisal – Basic considerations in performance appraisal – Development oriented appraisal system- Performance feedback and performance counselling.

**UNIT 3:** Potential Appraisal – determining the merit for promotion – steps for setting up a good potential appraisal system – career planning – advantages and steps – career development and succession planning.

**UNIT 4:** Training – conceptual framework for training – learning principles - Identification of training needs – Determination of Training objectives – Training programme design – Training methods and their selection criteria – training effectiveness – HRD Audit – Concept and types – HRD culture and climate.

**UNIT 5:** Organizational Effectiveness- Organizational Change – concept, forces of change – Organization Development – definition, objectives and interventions – Managing change through OD – Pre-requisites for successful HRD programmes – HRD experiences in India –Emerging trends and perspectives.

## REFERENCES


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| Mapping with Programme Outcomes | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | M | M | S | M | S | M | S |
| **CO2** | M | S | M | M | M | S | S | S | M | S |
| **CO3** | S | S | M | M | M | S | M | S | M | S |
| **CO4** | S | S | M | M | S | S | S | S | M | S |
| **CO5** | S | S | M | S | M | S | S | S | S | S |

*S-Strong; M-Medium; L-Low

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| **IV** | **MSW 534** | **Psychiatric Social Work Practice** | **4** |

## PSYCHIATRIC SOCIAL WORK PRACTICE

### COURSE DESCRIPTION

The course will equip students with a comprehensive understanding of psychiatric social work, its history, and therapeutic interventions. It covers emotional and interpersonal issues, major therapeutic approaches, and relevant mental health policies and legislations. Students will learn to apply psychiatric social work practices across diverse healthcare settings, including hospitals and rehabilitation centers. The course emphasizes practical knowledge through counseling, classification of mental illness, legal frameworks, and therapeutic techniques such as CBT and

psychoanalysis. Learning is facilitated through lectures, discussions, role plays, seminars, and skill labs for holistic professional development.

**OBJECTIVES**

- To understand the basic concepts of psychiatric social work practice and its history
- To learn about major therapeutic approaches of intervention and rehabilitation
- To understand the relevance and applicability of different approaches, vis-à-vis emotional and interpersonal issues
- To learn the policies, programmes, legislations concerning mental health
- To study the scope of psychiatric social work practice and acquire skills of working in different settings

**PROGRAMME OUTCOME:**

On successful completion of the course, the students are expected to know:

| | |
|---|---|
| 1. Define and describe the scope, theories, and historical development of Psychiatric Social Work. | **K1** |
| 2. Understand various counseling theories, skills, and techniques relevant to psychiatric social work. | **K2** |
| 3. Apply therapeutic models and methods in counseling and psychiatric practice across individual and group settings. | **K3** |
| 4. Analyze the impact of personal values, biases, and self-awareness on counseling practices. | **K4** |
| 5. Evaluate psychiatric social work practice across diverse institutional and community-based mental health settings. | **K5** |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | |

**TEACHING METHODOLOGY:**

Lecture classes, Power point presentations, Group Activities, Group Discussions, Case Discussions, Role Plays, Assignments, Seminars, Periodic and Continuous Assessment, Tutorials, Skill Labs, Guest Lectures, Audio-visual clippings

**COURSE CONTENT**

**UNIT 1**: Psychiatric Social Work: Definition, Scope, basic concepts and theoretical framework, historical development, major approaches in psychiatric social work. Problem formulation various approaches to social diagnosis. Value concepts underlying psychiatric social work practice in mental health.

**UNIT** 2: Introduction to counseling, basics of counseling process and skills; Overview of therapeutic models; Key concepts, principles and techniques of various therapeutic approaches: Psychoanalytic, Behaviour Therapy, Cognitive therapy and REBT, Supportive therapy, Gestalt therapy, Hypnosis and Abreaction, DBT, Psychoanalysis.

**UNIT 3**: Marital Therapy, Family Therapy, Occupational Therapy, Crisis Counselling, Solution Focused Brief Therapy, Feminist Therapy, Narrative Therapy, Group Therapy, working with children – use of non-directive and play methods, Transactional Analysis, Client-centered counseling.

**UNIT 4**: Personal issues, biases, attitude impacting counseling process and practice,
self of the counselor, addressing burnout, the role of supervision and personal therapy for counselors, Psychiatric interviewing, Limitations and difficulties faced in Psychiatric Social Work practice. Scope of Psychiatric Social Work Practice

**UNIT 5**: Practice of Psychiatric Social Work in Different Settings: family service agencies, correctional institutions, general hospital settings, De-addiction centers, child welfare agencies, school settings, industrial settings, national and international charitable organizations, non-traditional mental health services,

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23. Stricker, G. & Gold, J.R. (eds.) (1993). Comprehensive Handbook of Psycho-therapy NY: Plenum Press.

24. Verma, R. (1991). Psychiatric Social Work in India. New Delhi: Sage publishers

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27. WHO (2019). ICD-11 Classification of Mental and Behavioral Disorders. Geneva: WHO. (https://www.who.int/)

| **Mapping with Programme Outcomes (POs** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | M | M | S | M | M | M | S | M | M |
| **CO2** | S | S | M | S | S | S | S | S | M | S |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **CO3** | S | S | M | S | M | S | S | M | S | S |
| **CO4** | S | S | M | M | M | S | S | M | S | S |
| **CO5** | S | S | S | S | S | S | S | S | S | S |

*S-Strong; M-Medium; L-Low

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| **IV** | **MSW 535** | **Public Health** | **4** |

## PUBLIC HEALTH

### COURSE DESCRIPTION

This course provides a comprehensive introduction to the basics, core principles, concepts, and practices of public health. It explores the historical evolution of public health, major achievements, and contemporary issues shaping population health today. Students will learn about the determinants of health, disease prevention strategies, health promotion, epidemiology,

biostatistics, environmental health, health policy, and global health challenges. These concepts will enable them to integrate theory in research and field work settings.

**Course Objectives:**

- Develop a comprehensive understanding of health, illness, and well-being from a public health and social work perspective.
- Analyze the causes, symptoms, diagnosis, prevention, and treatment of major health issues affecting individuals and communities.
- Understand public health policies, programs, and the legal framework influencing health service delivery.
- Examine the role of social workers in public health, with a focus on gender equity, geriatric care, and community health interventions.
- Explore emerging health challenges, including climate change, pandemic preparedness, and antimicrobial resistance.

**COURSE OUTCOME:**
On successful completion of the course, the students are expected to:

| | |
|---|---|
| 1. Understand key public health concepts and determinants of health | **K2** |
| 2. Apply knowledge of anatomy, physiology, and disease prevention in community settings | **K3** |
| 3. Analyze the impact of chronic diseases and environmental factors on public health | **K4** |
| 4. Evaluate health systems, programs, and policy frameworks in India | **K5** |
| 5. Create effective interventions addressing public health issues with ethical considerations | **K6** |
| **K1 -** Remember; **K2 -** Understand; **K3 -** Apply; **K4 -** Analyze; **K5 -** Evaluate; **K6 –** Create | |

**TEACHING METHODOLOGY:**
Lecture classes, Power point presentations, Group Activities, Group Discussions, Case Discussions, Role Plays, Assignments, Seminars, Periodic and Continuous Assessment, Tutorials, Skill Labs, Guest Lectures, Audio-visual clippings

**COURSE CONTENT**

**UNIT I:** Fundamentals of Health and Disease, Concept and Definitions of Health – Physical, mental, emotional, social, spiritual, and environmental dimensions of health. Determinants of Health – Biological, behavioral, social, economic, and environmental factors. Health Indicators – Mortality and morbidity rates, life expectancy, disability-adjusted life years (DALYs), and quality of life indicators. Disease and Well-being - Causation of Diseases - Levels of Disease Prevention – Primary, secondary, and tertiary prevention.

**UNIT II:** Human Anatomy, Physiology, and Infectious Diseases, Basic Concepts of Human Anatomy and Physiology: Overview of major organ systems – Cardiovascular, respiratory, digestive, nervous, endocrine, immune, and reproductive systems. Infectious Diseases: Causes, Prevention & Management. Vaccination & Immunization Programs – Universal Immunization Program (UIP), WHO guidelines, vaccine-preventable diseases. Antimicrobial Resistance (AMR) & Public Health Concerns – Drug resistance, overuse of antibiotics, global health impact.

**UNIT III:** Chronic Diseases and Lifestyle Disorders, Chronic Diseases of Public Health Importance - cardiovascular diseases – Metabolic Disorders - Neurological & Degenerative Diseases - Renal & Genitourinary Disorders - Hypertension, Diabetes, Cardiovascular Issues – Role of diet, physical activity, stress management. Impact of Climate Change on Health – Air pollution, heatwaves, vector-borne diseases, disaster preparedness. Workplace Health & Occupational Hazards – Ergonomics, industrial safety, stress management.

**UNIT IV:** Public Health Policies, Systems, and Legal Framework, Public Health System & Policies in India: Structure & Functions of the Public Health System – Ministry of Health & Family Welfare (MoHFW), National Health Mission (NHM). Health Policies & Programs – National Health Policy 2017, Ayushman Bharat, Pradhan Mantri Jan Arogya Yojana (PMJAY), Rashtriya Bal Swasthya Karyakram (RBSK). Role of Health Research Organizations – Indian Council of Medical Research (ICMR), WHO, National Institute of Epidemiology (NIE). Universal Health Coverage (UHC) & Sustainable Development Goals (SDGs) – Global health objectives and India's progress, Global Medical Crisis.

**Unit V:** Public Health Ethics and Interventions, Medico-Legal Procedures – Role of social workers in medical investigations, evidence handling, witness roles, court procedures. Forensic Medicine – Handling cases of assault, accidents, suicides, and sexual offenses. Reproductive Health Rights & Gender-Based Violence – Policy framework, interventions, and protection laws. Ethical Considerations in Public Health Interventions – Informed consent, confidentiality, medical ethics in research and practice.

**Recommended Textbooks:**


1. Park, K. (2022). Park's Textbook of Preventive and Social Medicine. Jabalpur: Banarsidas Bhanot.
2. Clark, D. W., & MacMahon, B. (1981). Preventive and Community Medicine. Boston: Little, Brown & Company.
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4. Rao, T. B. (2011). National Health Programs of India. Hyderabad: Paras Publication.


## REFERENCES


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4. Agnes, F. (1999). Law and Gender Equality – The Politics of Women's Rights in India. New Delhi: Oxford University Press.


| Mapping with Programme Outcomes (Pos) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | M | S | M | M | S | M | M | S | M |
| **CO2** | S | S | M | S | M | M | S | M | M | S |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **CO3** | S | M | S | S | S | M | S | S | S | S |
| **CO4** | S | S | S | S | S | M | M | S | S | S |
| **CO5** | M | S | S | S | S | S | S | S | S | S |

*S-Strong; M-Medium; L-Low

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| **IV** | **MSW 536** | **Corporate Social Responsibility for Community Development** | **4** |

## CORPORATE SOCIAL RESPONSIBILITY

**COURSE DESCRIPTION:**

This course is designed to familiarize the students with the concepts, definitions, theories, and the historical growth and development of Corporate Social Responsibility. This course strives to enable the students to understand the interlink between corporate social responsibility and professional social work. This course emerges as a foundation for acquiring knowledge of sustainable development and CSR, project management, and global reporting initiatives.

**COURSE OBJECTIVES:**

- To provide the knowledge of Corporate Social Responsibility
- To enable the students to understand business ethics and Corporate Social Responsibility in the global scenario
- To enable an understanding of sustainable development, SDGs and Corporate Social Responsibility
- To understand global reporting initiatives and standards essential for CSR

**COURSE OUTCOME:**

On successful completion of the course, the students are expected to:

| | |
|---|---|
| 1. Understand key public health concepts and determinants of health | **K2** |
| 2. Apply knowledge of anatomy, physiology, and disease prevention in community settings | **K3** |
| 3. Analyze the impact of chronic diseases and environmental factors on public health | **K4** |
| 4. Evaluate health systems, programs, and policy frameworks in India | **K5** |
| 5. Create effective interventions addressing public health issues with ethical considerations | **K6** |
| **K1 -** Remember; **K2 -** Understand; **K3 -** Apply; **K4 -** Analyze; **K5 -** Evaluate; **K6 –** Create | |

**TEACHING METHODOLOGY:**

Lecture classes, Power point presentations on CSR, Group Discussions, Case Discussions, Group activities, Assignments/Seminars, visits to CSR projects, discussions with experts

**COURSE CONTENT:**

**UNIT 1:** Introduction to CSR: Meaning & Definition of CSR, Chronological evolution of CSR in India, Concept of Charity, Corporate philanthropy, Corporate Citizenship, Models of CSR in India, Environmental aspect of CSR.

**UNIT 2:** CSR Legislation in India: Section 135 of Companies Act 2013, Scope for CSR Activities under Schedule VII, Appointment of Independent Directors on the Board, and Computation of Net Profit's Implementing Process in India; Understanding roles and responsibilities of corporate foundations; Review of successful corporate initiatives; challenges of CSR

**UNIT 3:** Sustainability Concept and seven key factors of Sustainability – Relationship between CSR and SDGs– Global Initiatives on Environmental Sustainability, OECD Framework - Role of Civil Society.

**UNIT 4:** Identifying key stakeholders of CSR & their roles, Analysis, management, Monitoring and Evaluation, Impact of evaluation. Role of Nonprofit & Local Self Governance in implementing CSR; Contemporary issues in CSR & SDGs. Global Compact Self-Assessment Tool, National Voluntary Guidelines by Govt. of India.

**UNIT 5:** Review current & emerging trends and opportunities in Corporate Social Responsibility (CSR). CSR and Social Work Professionals. National and International compliances of Social Security Agreements (SSA) and Global Reporting Initiative (GRI). Case Studies of CSR: Ashok Leyland, Hyundai Foundation, Srinivasan Service Trust, Titan Foundation, Tata Sustainability Group, A.M.M. Foundation, CPCL, Wipro Foundation, Infosys Foundation.

## REFERENCES


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2. Benn & Bolton, (2011). *Key concepts in corporate social responsibility*. Australia: Sage Publications Ltd.
3. Bradshaw, T. and D. Vogel. (1981). *Corporations and their critics: Issues and answers to the problems of corporate social responsibility*. New York: McGraw Hill Book Company
4. Brummer, J.J. (1991). *Corporate Responsibility and Legitimacy: An interdisciplinary analysis*. Westport, CT: Greenwood Press.
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6. Crane, A. et al., (2008). *The Oxford handbook of corporate social responsibility*. New York: Oxford University Press Inc.
7. Ellington. J. (1998). *Cannibals with forks: The triple bottom line of 21st century business*. New Society Publishers
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9. Reddy, Sumati and Stefan Seuring. (2004). *Corporate Social Responsibility: Sustainable Supply Chains.* Hyderabad: ICFAI University Press.

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12. Sustainable development in India: Stocktaking in the run up to Rio+20: Report prepared by TERI for MoEF,2011.
13. Report of the Department for Policy Coordination and Sustainable Development (DPCSD), United Nations Division for Sustainable Development.

| Mapping with Programme Outcomes (POs | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | M | S | M | M | S | M | M | S | M |
| **CO2** | S | S | M | S | M | M | S | M | M | S |
| **CO3** | S | M | S | S | S | M | S | S | S | S |
| **CO4** | S | S | S | S | S | M | M | S | S | S |
| **CO5** | M | S | S | S | S | S | S | S | S | S |

*S-Strong; M-Medium; L-Low

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| **IV** | **MSW 537** | **Social Entrepreneurship** | **4** |

## SOCIAL ENTREPRENEURSHIP

**COURSE DESCRIPTION:**

This course delves into the concept, importance and growth of the third sector in India. The concept, principles and practices of social entrepreneurship and social enterprises, emphasize the potential of innovative business models to tackle social, economic and environmental challenges.

It equips students with a comprehensive understanding of how social enterprises combine entrepreneurial strategies with a mission to generate positive societal impact. Through case studies, practical exercises, and real-world examples, students will learn how to develop, launch, and sustain social ventures effectively.

**COURSE OBJECTIVES:**

- To understand the concept and need of the third sector in development.
- To develop an understanding of social entrepreneurship.
- To get exposure to social enterprises.
- To strengthen the competence in social entrepreneurship.

**COURSE OUTCOMES:**

By the end of the course, students will be able to:

| | |
|---|---|
| 1. Identify key characteristics of social enterprises and their impact on society. | **K2** |
| 2. Develop sustainable business models that address social or environmental issues. | **K6** |
| 3. Understand funding mechanisms for social ventures, including venture capital and investment by other stakeholders. | **K2** |
| 4. Apply social and service marketing in various fields of development. | **K4** |
| 5. Create a business plan for a social venture. | **K6** |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | |

**TEACHING METHODOLOGY:**

Lecture classes, PowerPoint presentations, Group Activities, Group Discussions, Case Discussions, Role Plays, Assignments, Seminars, Periodic and Continuous Assessments, Tutorials, Skill Labs, Guest Lectures, Audio-visual clippings

**COURSE CONTENT:**

**UNIT 1:** Concept, Definition of the third sector, need and importance of the third sector in development. Growth of the third sector in India – Performance and environment of the third sector. Third sector relationship to state and civil society.

**UNIT 2:** Concept, Definition, Importance of Social Entrepreneurship – Social Entrepreneurship vs. Business Entrepreneurship – Social Entrepreneurs and Social Change – qualities, Skills and Traits of Social Entrepreneurs. Select case studies of Indian Magsaysay Award winners as social entrepreneurs – Ela Bhatt, M.S. Swaminathan, Varghese Kurien, Jockin Arputham, Aruna Roy, Rajender Singh and Santha Sinha.

**UNIT 3:** Concept, Definition, Importance of social enterprises – similarities and differences between social enterprises and non-profits – types of social enterprises – the concept of Triple Bottom Line and Bottom of the Pyramid. Emerging trends in corporate social responsibility (CSR) and ESG (Environmental, Social, Governance) investing

**UNIT 4:** Global & National environment to promote social enterprises and entrepreneurship. Financial Management of social enterprises – venture capital for social enterprises – Corporate, Community and government support for social enterprises

**UNIT 5:** Application of marketing principles in the welfare and development field – social marketing. Marketing of Social Services – Case studies related to Social and service marketing in Health, Education, environmental protection, Energy consumption and Human rights.

## REFERENCES

1. Bhatt, B., Qureshi, I., Shukla, D. M., & Pillai, V. (Eds.). (2023). *Social entrepreneurship and Gandhian thoughts in the post-COVID world.* Springer Singapore.

2. Bianchini, S., Bandini, F., & Bolzani, D. (Eds.). (2024). *Social entrepreneurship and migrants' inclusion: Insights from the Adriatic-Ionian region.* Palgrave Macmillan.

3. Bornstein, D., & Davis, S. (2010). *Social entrepreneurship: What everyone needs to know.* Oxford University Press.

4. Bornstein, D., (2007). *How to Change the World: Social Entrepreneurs and the Power of New Ideas*, New York: Oxford University Press.

5. Brindle, M. (2024). *Social entrepreneurship for development: A business model (2nd ed.).* Taylor & Francis.

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7. Collavo, T. (2022). *Foundations of social entrepreneurship*. Routledge.

8. Dees, J. G., Emerson, J., & Economy, P. (2001). *Enterprising nonprofits: A toolkit for social entrepreneurs.* Wiley.

9. Drucker, P. (2012). *Managing the non-profit organization*. Routledge.

10. Fred Setterberg, Kary Schulman (1985). *Beyond Profit: Complete Guide to Managing the Non-Profit Organizations*, New York: Harper & Row.

11. Gupta, A., George, G., & Fewer, T. J. (2024). *Venture meets mission: Aligning people, purpose, and profit to innovate and transform society.* Stanford University Press.

12. Kucher, J. H., & Raible, S. E. (2022). *Social entrepreneurship: A practice-based approach to social innovation*. Edward Elgar Publishing.

13. Martin, R. L., & Osberg, S. (2007). *Getting beyond better: How social entrepreneurship works.* Harvard Business Review Press.

14. Nicholls, A. (Ed.). (2006). *Social entrepreneurship: New models of sustainable social change.* Oxford University Press.

15. Rolle, J. D., & Crump, M. (Eds.). (2022). *Sustainability and the future of work and entrepreneurship for the underserved.* IGI Global.

16. Thomas, H., & Joshi, H. (Eds.). (2022). *Asia's social entrepreneurs: Do well, do good... do sustainably*. Routledge.

17. Yunus, M. (2017). *A world of three zeros: The new economics of zero poverty, zero unemployment, and zero carbon emissions.* Public Affairs.

18. Zahra, S. A., Gedajlovic, E., Neubaum, D. O., & Shulman, J. M. (2009). A typology of social entrepreneurs: Motives, search processes and ethical challenges. Journal of Business Venturing, 24(5), 519-532.

| Mapping with Programme Outcomes (POs) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | M | S | S | S | M | S | M | S | S |
| **CO2** | S | S | S | S | S | S | S | S | S | S |
| **CO3** | S | S | M | S | M | M | M | M | S | M |
| **CO4** | S | S | M | S | S | S | S | S | S | S |
| **CO5** | S | S | S | S | S | M | S | S | S | M |

*S-Strong; M-Medium; L-Low

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| **IV** | **MSW 538** | **Fieldwork -IV** | **4** |

## FIELDWORK - IV

In this semester, the students are placed in agencies related to their chosen fields of specialization. The fieldwork will fulfill the following objectives:

1. To be exposed to social realities related to the fields of specialization
2. To develop a critical understanding of the needs of people and their concerns in their fieldwork setting
3. To understand and critique structural and systemic factors that influence service users
4. To undertake social work interventions in the field of specialization
5. To instill ethics and values of the Social Work profession in their fields of specialization.

**COURSE OUTCOMES**

On successful completion of this course, students will be able:

| | |
|---|---|
| 1. Understand Field work agency administration and functions | **K2** |
| 2. Apply and integrate social work theories and methods in the fieldwork setting like hospitals, industries, and NGOs. | **K3** |
| 3. Apply critical thinking to inform and communicate professional judgments. | **K3** |
| 4. Develop professional skills to execute social work theories and methods in Practice | **K5** |
| 5. Create the ability to critically analyse problem of individuals, groups and organizations and factors affecting them. | **K6** |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | |

The guidelines for fieldwork practice, specialization wise, are as follows:

**FIELDWORK GUIDELINES ACCORDING TO SPECIALIZATIONS**

**SPECIALIZATION I – HUMAN RESOURCE MANAGEMENT**

1. History and administrative set up of the organization
2. Plant visit
3. Time office activities
4. Statutory and non-statutory welfare benefits
5. Procedures relating to PF, ESI and labour welfare fund
6. Procedures relating to gratuity, compensation, insurances etc.,
7. Employee problems (absenteeism, indebtedness, labour turnover etc.,)
8. Maintenance of different registers and records in the HR/Personnel Department
9. Provisions relating to safety, accident prevention, leave holidays, hours of work
10. Trade union activities

11. Standing orders of the organization
12. Industrial disputes (strikes, lock out, layoff, retrenchment, closure, termination etc)
13. Dispute solving machinery (mediation, arbitration, conciliation and adjudication)
14. Grievance handling procedure
15. Disciplinary Procedure of the organization
16. Various settlements (wage, work load, bonus)
17. Activities of different committees (canteen, works etc)
18. Human resource planning, recruitment and selection process, induction and orientation
19. Training and development programmes of the organization
20. Promotion and transfer, VRS option, separations
21. Performance management, career planning and development
22. Compensation management (wage and salary administration)
23. Organizational intervention programmes
24. TQM and ISO certification
25. HR policies and corporate social responsibility
26. Role of HR managers
27. Employee counseling
28. Presence and development of special groups in the organization – women, disabled etc
29. Documenting good practices of the agency
30. HR audit – types and process
31. Role of social worker in the workplace

**SPECIALIZATION II – MEDICAL AND PSYCHIATRIC SOCIAL WORK**

1. Understand the agency- its functions, activities, services rendered.
2. Know about the administrative structure/hierarchy of the agency.
3. Get acquainted with the agency and its extension/urban/rural centres.
4. Learn the facilities/services rendered by the agency to the clientele.
5. Understand the limitations of the agency setting with respect to social work practice
6. Learn to participate in the various initiatives of the agency.
7. Get associated with the outreach activities of the agency.
8. Gain knowledge in subjects pertaining to physical and mental illnesses.
9. Learn concepts related to health and mental health through field illustrations.
10. Gain understanding on the allied health professionals and their role in health and well being
11. Learn the scope of Medical and Psychiatric social work practice in different departments in the agency.

12. Applying social work theories, knowledge and skills/techniques in the field placement.
13. Get acquainted with the intervention strategies available to cater the needs of the clients.
14. Gain an understanding of the allied services offered to the clients and their families.
15. Understand and work in multi-disciplinary teams
16. Work in community health settings
17. Get oriented to the legislations pertaining to the field of Practice of Case Work (minimum of five cases) - actively involved in history taking, home visits,
18. assessment, intervention, referrals and follow up activities.
19. Practice of Group Work
20. Practice of Community organization.
21. Practice of Social Welfare Administration gain knowledge about the administrative responsibilities of social work professionals in your organization.
22. Practice of Social Work Research- undertake a mini project pertaining to your area of work
23. Practice of Social Action whenever required.
24. Collaborate with the agency personnel in building public relations.
25. Understand the statues of the agency with respect to the clientele of the agency.
26. Gain Exposure to the theoretical concepts in the demo/live sessions in departments in the agency.
27. Understand the scope of the Medical Social Work/Psychiatric social work department in the agency.
28. Identify novel initiatives for the agency and the stakeholders promoting clientele well-being
29. Critically examining agency policies and proposing suitable recommendations.
30. Take up initiatives to observe days of relevance and initiate measures to promote them like World Social Work Day, World Cancer Day, Breastfeeding week, Nutrition week etc.
31. Connect with community setups like ICDS, Primary health centres, Schools etc to extend networking with other agencies
32. Get acquainted with the services in the agency like Blood Bank, Eye Bank, Ambulance services etc.
33. Understand the relevance of IEC materials in the agency and also prepare/ contribute to them.
34. Initiate activities for varied stakeholders well-being in the agency setting.
35. Understand the nuances of home visits, Referrals, Rehabilitation etc for social work practice
36. Initiate efforts to bridge theory and practice with respect to social work learning in the field setting.

## SPECIALIZATION III – COMMUNITY DEVELOPMENT

1. History and administrative set up of the organization
2. Project area visit
3. Project activities
4. Discuss interests, goals, and potential fieldwork placements
5. Practicing the community organization method
6. Project formulation
7. Project Execution, monitoring and evaluation
8. Rapport with the target group
9. HR practices in human service organization
10. Resource mobilization
11. Social auditing
12. PRA
13. Networking and advocacy
14. Designing and implementing community interventions
15. Social action, lobbying and awareness generation
16. Designing and implementing income generation or livelihood programs
17. Revitalizing and conserving local traditions
18. Manpower planning, Recruitment and Selection Process, Induction &Orientation.
19. In service Training and Development programmes of the organization
20. Role of Community Social Workers

| **Mapping with Programme Outcomes** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | M | L | M | L | M | S | L | M |
| **CO2** | M | S | M | M | S | M | S | M | S | M |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **CO3** | M | M | S | S | M | M | M | S | S | S |
| **CO4** | S | S | M | M | S | S | S | M | S | S |
| **CO5** | S | M | S | S | S | S | S | S | S | S |

*S-Strong; M-Medium; L-Low

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|

| IV | MSW 539 | Research Project | 4 |
|---|---|---|---|

**COURSE DESCRIPTION**

Every student is required to complete a research project under the supervision and guidance of a faculty member of the Department who will guide the research work in the related specialization field chosen by him/her. The research project will be evaluated and viva-voce examination will be conducted by the research supervisors of the candidates and the external examiner concerned for 100 (60+40) marks.

**OBJECTIVES:**

- To orient the students to field research.
- To develop their skills in research problem formulation and research field / area identification.
- To train them in developing tool of data collection.
- To introduce and to provide hands on training to the students on the various sampling procedures.
- To impart data collection skills
- To develop their ability to analyse the data they have collected.
- To develop their scientific writing
- To enable them in preparing research reports.

**COURSE OUTCOMES**

On successful completion of this course, students will be able:

| | |
|---|---|
| 1. Develop the ability to formulate research problems, identify appropriate research areas, and design effective tools and sampling methods for data collection. | **K4** |
| 2. Gain hands-on experience in conducting field research, including data collection and analysis, enhancing their practical understanding of research methodologies. | **K5** |
| 3. Strengthen their ability to critically analyse collected data and draw evidence-based conclusions relevant to their area of specialisation. | **K5** |

| | |
|---|---|
| 4. Acquire the skills necessary for scientific writing and effective preparation of research reports, contributing to their academic and professional development. | **K6** |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | |

**Completion of tasks relating to-**

Research area identification (In the area of specialization chosen)
Research problem formulation
Introductory chapter (Chapter I)
Review of Literature (Chapter II)
Identification of research field / agency & obtaining necessary approval / permission to conduct research
Working out appropriate Research methodology (Chapter III)
Construction of tool of data collection
Submission of typed copy of report on the above components & obtaining approval from the research supervisor
Validation of tool of data collection
Finalizing the research universe and sampling procedures
Class Presentation on the above
Data collection
Preparations of analysis design.
Analysis of data
Preparation of final report & Submission
Viva-voce examination

Attending research workshops as and when organized by the Department is mandatory.

**Internal Valuation for Research Project**
Research Supervisor/guide will evaluate the candidates for maximum 60 marks based on the regularity, attendance in research conference, progress of the research work and the quality of work done during the semester.

**External Valuation for Research Project**
The IV Semester, II MSW Research Project Viva Voce (External) Examination will be held at the end of the semester. Students are required to submit the report (duly approved by research supervisor / guide) in the prescribed format and also make a power point

presentation for evaluation by the examiners in the viva voce examination.

**External Panel**

Each panel will consist of one academician from other schools/Departments of social work (external) and the faculty supervisor concerned.

**Report Format**

Introduction
Review of Literature
Research Methodology
Analysis and Interpretation
Major findings & Suggestions
Summary and Conclusion
Bibliography
Appendices

**Presentation**

The Research presentation should be done by the students as a PowerPoint presentation (maximum of 7 slides) of their research work as per the following format.

(i) Title of the Study (ii) Need and significance of the study (iii) Objectives of the study (iv) Methodology – field of study, (v) sampling design, (vi) research design, (vii) tools for data collection (viii) Data Analysis (ix) Major Findings (x) Summary & Conclusion (xi) Suggestions and recommendations.

**Viva-Voce Criteria**

External Examiners will evaluate the report and the presentation by the students for 40 marks based on the following criteria:

| S. No | Viva-Voce Criteria | Marks |
|---|---|---|
| 1. | Research Chapters (III, IV, V&VI) | 10 |
| 2. | Methodology, Data Analysis & Presentation etc. | 10 |
| 3. | Response to Questions | 20 |
| | **Total** | **40** |

| Mapping with Programme Outcomes | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | L | S | M | S | L | S | L | M | M |
| **CO2** | S | L | S | S | S | M | S | M | M | M |
| **CO3** | S | M | S | S | S | M | S | M | M | M |
| **CO4** | S | L | S | S | S | M | S | M | M | M |

*S-Strong; M-Medium; L-Low

| SEMESTER | COURSE CODE | COURSE TITLE | CREDITS |
|---|---|---|---|
| IV | MSW 540 | BLOCK PLACEMENT | 4 |

**COURSE DESCRIPTION**

Block fieldwork is arranged at the end of the third semester or beginning of the fourth semester. This is of twenty-five days duration, including travelling. The block placement gives an opportunity for the students to develop professional preparedness for job situations. It is also an opportunity for them to build their career. Professional behaviour and skills are developed during the block placement. Industries, hospitals, agencies and movement settings have to be given priority in block placement. The purpose of the block placement is to give the students professional internship cum pre-employment experience. The students shall commence and complete their block fieldwork period in the month of December-January. This is to enable students find employment opportunities and flexibility in commencing their careers. The viva voce examination will be held in the month of May along with the semester examinations.

**OBJECTIVES:**

1. To understand the role of the agency in addressing current social realities.
2. To gain an experience of working as a trained social worker in an agency for a continuous period of time.
3. To acquire and consolidate skills relevant to the profession
4. To consolidate the learnings over the semesters through the process of continuous engagement in the field of specialization.
5. To foster an appropriate attitude and professional development at work.

**COURSE OUTCOMES**

On successful completion of this course, students will be able:

| | |
|---|---|
| 1. Gain hands-on experience in real-world settings, enhancing their preparedness for employment in social work and related fields. | **K3** |
| 2. Acquire and strengthen professional skills through continuous engagement in fieldwork aligned with their area of specialization. | **K4** |
| 3. Develop appropriate workplace attitudes and professional behavior necessary for effective functioning in agencies, industries, hospitals, and movement settings. | **K5** |

| | |
|---|---|
| 4. Integrate theoretical knowledge with practical application by understanding the agency's role in addressing current social issues. | **K6** |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | |

**PROCESS:**

- Students shall give a preference of agencies for block fieldwork and seek help from the Fieldwork Coordinator to approach such agencies in order to obtain permission by the end of the Third semester
- Students will be placed in a setting (local / outstation) continuously for a period of one month.
- The agency for the placement has to be finalized appropriately (jointly by the student and the department) before the end of the III semester.
- The agency may be the one where the student has already been selected for a job placement through campus recruitment or where the student finds chances for absorption after completion of the Block placement.
- The settings are also to be communicated well in advance and written permission obtained.
- After the completion of the Block placement the student has to submit a consolidated report of the activities undertaken and the experiences gained during the training period. The student should also furnish Block Fieldwork completion certificate from the organisation.
- Students will be allotted faculty members for their contact and submission of the reports
- This component of block placement may be completed as a part of their employment in case any student gets campus placement and reports to the organization at an earlier date. However, this is subject to the condition that they complete their semester examinations as and when it is scheduled by the Department.
- On joining the placement agency, the students are expected to work out details of assignments in consultation with the agency supervisor and should forward the same to the Department within seven days of reporting to the agency.
- During the block placement, the students are required to submit fortnightly reports date-wise and also in detail of the work done. The first fortnightly report should be sent to the faculty supervisor and second fortnightly report should be brought by the students at the time of joining date, and submit it on the same date to the college. The reports should be signed by the student and countersigned by the agency supervisor.
- A student has to join the block placement agency on the specified date and time decided by the Department. The date of joining shall be intimated through written communication in the prescribed format which should be countersigned by the agency supervisor within

seven days of joining, failing which he/she shall repeat the block fieldwork.

- Students are required to provide her/his contact details (including residential address) to the Agency and the Department to facilitate ease of communication
- All rules of fieldwork with regard attendance, code of conduct etc shall be applicable to block fieldwork as it is part of the curriculum
- All the expenses in connection with block placement shall be entirely borne by the student.
- On the conclusion of the block placement, the agency supervisor will send an evaluation report about the learning and performance of the student to the Department in the prescribed form which is sent to the agency by the Department.

| **Mapping with Programme Outcomes** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | L | M | S | S | M | M | M | M | M |
| **CO2** | S | M | S | S | S | M | S | M | M | M |
| **CO3** | S | S | M | M | S | M | S | L | M | M |
| **CO4** | S | M | S | S | S | S | S | S | M | M |

*S-Strong; M-Medium; L-Low