



MASTER'S DEGREE IN SOCIAL WORK

(CBCS PATTERN)

COURSE STRUCTURE AND SYLLABUS REGULATIONS

DEPARTMENT OF SOCIAL WORK

SCHOOL OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES

PONDICHERRY UNIVERSITY

FROM JULY 2020

DEPARTMENT OF SOCIAL WORK

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.

Programme Objectives:

1. Apply at the MSW level the foundation knowledge, skills, values and ethics of social work practice in the assessment and treatment of individuals, families, groups, organizations, and communities.
2. Develop a professional identity as a social worker by applying professional values and ethics to social work practice.
3. Demonstrate an understanding and appreciation for human diversity, to engage in non-discriminatory culturally sensitive practice that seeks social and economic justice for clients, without regard to age, class, caste, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation.
4. Use appropriate supervision and consultation to conduct research and disseminate research findings that contribute to enhancement of students' personal and professional development.

TITLE OF THE PROGRAMME

Master of Social Work (MSW)

The MSW programme offers specializations in Community Development, Human Resource Management and Medical & Psychiatric Social Work. Apart from classroom teaching, the MSW students shall undergo concurrent and block fieldwork in various settings. This practical training enables the students to acquire professional social work skills, values, and ethics and integrate theory and practice.

DURATION OF THE PROGRAMME

The programme of study shall be for duration of TWO academic years with FOUR semesters

ELIGIBILITY FOR ADMISSION

Bachelor's Degree in any discipline with a minimum of fifty per cent (50%) marks. The basis of selection shall be the marks secured in the entrance examination as per University norms.

Reservation of seats and other concessions will be in line with the University rules and norms.

Admission to the MSW programme will be based on an All India entrance examination conducted by the University.

LATERAL ENTRY: Not applicable

COURSE STRUCTURE: (Enclosed)

SCHEME OF EXAMINATION

This is in accordance with the CBCS Regulations, Pondicherry University, that has come into effect from 2010 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 he / she have undergone the course of study as prescribed by Pondicherry University and having put in not less than 70 percent of attendance. The academic calendar comprises of 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 2010 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 2010 and changes effected from time to time shall also become automatically applicable.

DETAILED SYLLABUS (Enclosed)

SPECIALIZATION CRITERIA

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

- (i) Availability of at least three faculty members in each specialization with subject expertise in the respective specialization
- (ii) A minimum of five students opting for the specialization

The students shall be allocated their area of specialization at the end of second semester after scrutiny of students' options. The decision of the faculty members shall be final in allocation of specialization to the students.

TEACHING OF LEGISLATIONS/POLICIES/PROGRAMMES

Since the nature of MSW course requires teaching of legislations under various categories (such as social legislations, 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 QUESTION PAPER:

MSW SEMESTER EXAMINATION	
Time: 3 Hrs	Max Marks - 60
SECTION- A	
<i>Answer any FIVE of the Following</i>	
<i>Question number 1 is compulsory</i>	
<i>All Questions Carry Equal Marks</i>	<i>(5 X 6 = 30 Marks)</i>
SECTION- B	
<i>Answer any THREE of the Following</i>	
<i>Question number 9 is compulsory</i>	
<i>All Questions Carry Equal Marks</i>	<i>(3 X 10 = 30 Marks)</i>

INTERNAL ASSESSMENTS

Each teacher shall organize a continuous assessment of each of the courses assigned to him/her. 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 **40**

PANEL OF EXAMINERS

The panel of examiners shall be decided by the Programme Committee of the Department which consists of a vice-chancellor's nominee.

INFRASTRUCTURE (*this is 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:

- Building is well-ventilated and has adequate number of lights and fans.
- A minimum of four classrooms is available
- 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 sickroom/restroom with 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/garden.
- Field practitioners are invited as guest lecturers.
- Blackboards, flipcharts, overhead projector, 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 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 (Ink Jet and Dot Matrix) is available for the administrative work of the Institution for social work education
- The administration is fully computerized

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 is available for students and staff commuting to fieldwork settings and field action projects in remote areas

FACULTY SPECIALIZATION

The dissertations/thesis for M. Phil./Ph.D. in Social Work are guided by social work faculty members with a doctorate degree in social work and experience in conducting research and publications. The courses/specializations offered are handled by faculty members with subject expertise in the respective specialization.

STUDENT-TEACHER RATIO

The NAAC Manual for Self-Study of Social Work Institutions, October 2005 specifies that 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 the 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

PONDICHERRY UNIVERSITY
DEPARTMENT OF SOCIAL WORK
COURSE STRUCTURE

FIRST SEMESTER

COURSE CODE	TITLE OF THE PAPER	CORE	CREDIT
MSW 411	Introduction to Professional Social Work	HC	4
MSW 412	Sociology for Social Work Practice	HC	4
MSW 413	Psychology for Social Work Practice	SC	3
MSW 414	Social Work with Individuals	HC	4
MSW 415	Social Work with Groups	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

FIELDWORK SUPPORTIVES: TO BE DONE EITHER IN I/II SEMESTER

SKILL LABS TO BE DONE BY EXTERNAL EXPERTS

Communication and Social Work Practice
 Research skills for Social Workers
 Life skills Education

THIRD SEMESTER – COMMON PAPER

COURSE CODE	TITLE OF THE PAPER	CORE	CREDIT
MSW 511	Social Work and Disaster Management	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	Rural, Urban and Tribal Community Development	HC	4
MSW 519	Community Development Strategies and Tools	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

**FIELDWORK SUPPORTIVES: TO BE DONE EITHER IN III/IV SEMESTER
SKILL LABS TO BE DONE BY EXTERNAL EXPERTS**

Basic Counselling Skills for Social Workers
Project Management

FOURTH SEMESTER: COMMON PAPER

COURSE CODE	TITLE OF THE PAPER	CORE	CREDIT
MSW 531	Corporate Social Responsibility and Professional Social Work	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	Social Work and Social Development	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	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 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.

LEARNING OUTCOMES:

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

- to know the objectives, functions and development of professional social work in India.
- to learn the concepts and theories related to social work.
- to appreciate the principles, values, ethics, knowledge, attitudes, skills and techniques required by a professional social worker.
- to understand the methods and fields of practice of social work and the content of social work education.

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.

UNIT2: Theories of Social Work – Ecological Systems Theory, Psychodynamic Theory, Social Learning Theory, Anti-oppressive social work, Strengths perspective, Radical social work, Task centred approach and Gandhian Theory.

UNIT3: 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.

UNIT4: 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.

UNIT5: Social Work Education in India – Evolution, Nature and content of social work education – Fieldwork – Nature and objectives – Importance of field work supervision - Professional Associations of Social Work – Prospects and problems of Social Work Profession in India.

REFERENCES

1. Bhattacharya, Sanjay. (2008). *Social work psycho-social and health aspects*. New Delhi:Deep and Deep Publications.
2. Bhatt,S.& Singh, A.P. (2015). *Social Work Practice: The Changing Context, The Readers Paradise*, New Delhi.
3. Chowdhry, Paul.(1992). *Introduction to social work*. New Delhi: Atma Ram and Sons
4. Compton Beulah R. (1980). *Introduction to social welfare and social work*. Illinois: The Dosery Press.
5. Cox, David and Manohar Pawar. (2006). *International social work*. New Delhi:Vistar Publications.
6. Dasguta, S.(1967). *Towards a philosophy of Social Work in India*. New Delhi:Popular Book Services
7. Desai, Murali. (2002).*Ideologies and social work (Historical and Contemporary Analysis)*, Jaipur :Rawat Publications.
8. Dubois, Brenda, Krogsrud, Karla, Micky - Third Edition. (1999).*Social work - An empowering profession*.London :Allyn and Bacon
9. Fink, Arthur et al. (1985).*The fields of social work*. Beverly Hills, Calif: Sage Publications.
10. Friedlander, Walter A. (1977).*Concepts and methods of social work*. New Delhi: Prentice Hall of India Pvt. Ltd.

11. Gore, M. S.(1965). *Social work and social work education*. Bombay: Asia Publication House
12. Hepworth, Dean H. (2010). *Direct social work practice-Theory and skills (8th edition)*. New York: Brooks/Cole.
13. Jacob, K.K. (1994). *Social work education in India*.New Delhi: Himanshupublishers.
14. Konopka, Gisela. (1958). *Social work philosophy*. Minneapolis: The University of Minnesota Press.
15. Nair, T. Krishnan. (1981).*Social work education and social work practice in India*. Madras : Association of School of Social Work in India
16. Pathak,S.H.(1981). *Social welfare: An evolutionary and development perspective*. NewDelhi: Macmillan Publication.
17. Payne,M. (2005). *Modern Social Work Theory*. New York: Palgrave/MacMillan.
18. Rameshwari, Devi and Ravi Prakash. (2000).*Social work practice*. Jaipur: Mangal Deep Publications
19. Sheaffer Bradford. (1989). *Social work: A profession of many faces (5th ed.)* Boston:Allyn& Bacon.
20. Singh, K. (1994). *Social work theory and practice*. Lucknow:Prakasahan Kendra.
21. Singh, R.R. (1985). *Field work in social work education, A perspective for human service profession*, New Delhi : Concept Publishing Company
22. Skidmore,R.A.,MiltonG.Thackrey and A.William Farley.(1991). *Introduction to social work*.New Jersey, Englewood Cliffs: PrenticeHall.
23. Wadia, A. R. (1961). *History and philosophy of social work in India*. New Delhi: Allied Publishers
24. Yagna J. Stephen and Johnson C. Louise. (2007). *Social work practice - A generalist Approach*. New Delhi: Pearson Education.
25. Zastraw, H.C.(2003). *The practice of social work*, Canada: Thomson Learning Academic Centre

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
I	MSW 412	Sociology for Social Work Practice	4

SOCIOLOGY FOR SOCIAL WORK PRACTICE

COURSE DESCRIPTION:

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

LEARNING OUTCOMES:

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

1. The elements of Society
2. Social stratification and social institutions
3. Marriage and Family System
4. Concept of Culture and Social Change, and
5. Contemporary social issues

TEACHING METHODOLOGY:

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

COURSE CONTENT

UNIT 1: Introduction to Sociology - Concept of Society- Meaning, types and characteristics -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

UNIT 5: Contemporary Social Issues – Rural Sociological Issues: Agrarian Crisis, Farmer Suicide – Substance Abuse –Migration –corruption – Poverty, Urbanization, Homelessness,Communalism – Environmental degradation

REFERENCES

1. Bhusan, Vidya & Sachdev, (2006), *An introduction to sociology*. Allahabad, Kitab Mahal.
2. Harry. M. Johns, (1993). *Sociology: A systematic introduction*. Chennai: Allied Publications
3. Horton,P.S & Hunt, C. L. (2005). *Sociology*. New Delhi: Tata McGraw Hill
4. Papa, J.M. et al (2006). *A dialectic journey of theory and practice*. New Delhi: Sage Publications
5. Ramasamy, P. (2008). *General and medical sociology*. Chennai: New Millennium
6. Chowdhry, Paul, (1992). *Introduction to social work*. New Delhi: Atmaram& Sons
7. Cox, David &Pawar, M. (2006), *International social work: Issues, strategies andprogrammes*. New Delhi: Vistaar Publications
8. Friedlander, (2005). *Concepts and methods of social work*. New Delhi: Prentice Hall.
9. Gangarade, K. D, (2005). *Gandhian approach to development and social work*. New Delhi: Concept Publishers
10. Gupta, Das. (1962). *Towards a philosophy of social work in India*. New Delhi: Popular Prakasan

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

PSYCHOLOGY FOR SOCIAL WORK PRACTICE

OBJECTIVES:

- To understand the relevance of Psychology to social work practice
- To develop theoretical understanding of human development across the lifespan
- To understand the nature and development of human behaviour in socio-cultural context
- To learn about human behavioural 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:

- The Theoretical knowledge of human growth and development
- The Interplay between human growth and development and psycho social wellbeing
- The Nature and development of human behaviour in various contexts
- The Significance of human behavioural processes, Personality and its approaches
- The Skill of engaging Psychology for social work practice in various settings

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

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 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 promoting mental health.

REFERENCES

1. Archambeault, John. (2009). Social Work and Mental Health, UK: Learning Matters PvtLtd.
2. Bee, Helen L., Mitchell, Sandra K. (1984). The Developing Person: A Lifespan Approach, New York: Harper and Row Publishers Publishing CoLtd.
3. Clifford, Morgen and King, Richard. (1975). Introduction to Psychology, New York: McGraw HillInc.
4. Coleman, James C. & Broen William E. (1972). Abnormal Psychology and Modern life, India: D. B. Taraporevala Sons and Co. Pvt. Ltd.
5. Crawford, Karen and Janet, Walker. (2010). Social Work and Human Development, UK: Learning Matters Pvt Ltd. (3rd Edition).
6. Feldman, Robert. S. (2004). Understanding Psychology, New York: Tata Mcgraw Hill Publishing Co Ltd.
7. Hurlock, Elizabeth. (1976). Personality Development, New Delhi: Tata McGraw Hill Publishing Co.Ltd.
8. Ingleby, Ewan. (2006). Applied Psychology for Social Work, UK: Learning Matters Ltd.
9. Mangal, S. K. (2007). General Psychology, New Delhi: Sterling Publisher Pvt.Ltd.
10. Paula, Nicolson and Rowan, Bayne and Jenny, Owen. (2006). Applied Psychology for Social Workers, UK: Palgrave Macmillan Ltd. (3rd Edition).
11. Paula, Nicolson and Rowan, Bayne. (2014). Psychology for social work, theory and practice. London: Palgrave Macmillan Ltd.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
I	MSW 414	Social Work With Individuals	4

SOCIAL WORK WITH INDIVIDUALS

OBJECTIVES

- To be introduced to the method of working with individuals
- To understand the various contexts and the dimensions of issues and problems that individuals face and critically analyze them
- To be exposed to the approaches of social work practice with individuals
- To acquire the skills and techniques of working with individuals
- To comprehend the diversity of practice settings

PROGRAMME OUTCOME

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

- Gain knowledge in working with individuals as one of the primary methods of Social Work.
- Understanding approaches and models of case work by applying various skills and steps.
- Enriching knowledge of working with individuals in different settings.

UNIT 1: Social Casework as a method of Social Work – Concept & Definition – Historical development of Social Casework – Distinctions between needs and wants, Objectives of working with individuals – Values, Principles and Components of case work

UNIT 2: Approaches and Models - Psycho Social approach, Psychoanalytical, Functional approach, Problem solving approach, task centered approach, person-in-environment, strengths approach and crisis intervention, empowerment approach, eclectic approach – application of these approaches to understand clients and their contexts

UNIT 3: Casework Process: Phase 1 – Exploration of person in environment – Phase 2 multidimensional assessment and planning, multidimensional intervention – Phase 3 – helping: implementing and goal attainment – Phase 4 – termination and evaluation – follow up – case work skills – case worker-client Relationship: meaning, purpose and elements/components – characteristics of professional relationship: empathy transference and counter transference, resistance, sustaining the relationship, non-possessive warmth, genuineness and self-disclosure – obstacles in client worker relationship – change process /Communication (IPR).

UNIT 4: Tools and techniques in casework: listening, observation, Interview – home

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 5: Self as a case-worker – use of self in case work practice, JoHari window – dealing with stress and burnout – working with individuals in different settings: School/Education, Family and Children, clinical settings, Correctional and Industrial settings – working with older adults, persons with disability, people with alternate sexuality – Understanding resistance and reluctance in case work practice.

REFERENCES

- Bhattacharya, S. (2009). *Social case work administration and development*. New Delhi: Rawat Publications.
- Jeffrey, K. A., & Shepard, D. S. (2009). *Counselling: theories and practice*. New Delhi: Cengage Learning India Pvt. Ltd.
- Mathew, G., & Tata Institute of Social, S. (1992). *An introduction to social casework*: Tata Institute of Social Sciences.
- Mujawar, W. R., & Sadar, N. K. (2010). *Field work training in social work*. New Delhi: Mangalam Publications.
- Perlman, H. H. (1957). *Social casework: a problem-solving process*: University of Chicago Press.
- Segal, E. A. (2010). *Professional social work*. New Delhi: Cengage Learning India Pvt. Ltd.
- Timms, N. (1966). *Social casework: principles and practice*. Routledge & Kegan Paul.
- Timms, N. (1972). *Recording in social work*: Routledge and K. Paul.
- Trevithick, P. (2000). *Social work skills: A practice handbook*. Open University Press
- Upadhyay, R. K. (2003). *Social casework: A therapeutic approach*. New Delhi: Rawat Publications.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
I	MSW 415	Social Work With Groups	4

SOCIAL WORK WITH GROUPS

OBJECTIVES

- To understand of 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

PROGRAMME OUTCOME

- Understand social groups, theories of group formation and its application.
- Comprehend group work as method, its principles and purpose.
- Identify theoretical approaches of group work practice, its stages and models.
- Enriched knowledge and application of group work processes.
- Intervene with Individuals, families, groups, organizations in different settings.
- Enriched on the skills of group psychotherapy and other group therapies.

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 Group, Education Group, Growth Group, Therapy Group, Socialization Group. Task Groups – Based on Client needs, Organizational needs, 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, Alcohol Anonymous, Elderly in distress. Role of group worker–Group psychotherapy, Transactional Analysis, Gestalt therapy.

REFERENCES

1. Toseland, R. W., & Rivas, R. F. (2012). *An introduction to group work practice*. Boston: Pearson Allyn& Bacon.
2. Cartwright, Dorwin and Zander, Alwin. (1995). *Group dynamics*. New York: Row, Peterson & Co.
3. Coyle, Grace, L. (1947). *Group experience and democratic values*. New York: The Women's Press.
4. Trecker, H.B. (1970). *Social group work-principles and practices*. New York : Associate Press
5. Toseland, R. and Rivas, R. (1995). *An introduction to group work practice*, (Massachusetts: Allyn and Bacon)
6. Bhatt R.M. (1960). *Records of group work practice in India*. Baroda:Baroda University.
7. Delhi School of Social Work (1958). *Field work records in group work and community organization*. London : Tavistock Publication
8. Doel, M. &Sawda, C. (2003). *The essentials of group worker*. London : Jessica Kingsley Pub.
9. Douglas, T. (1976). *Group process in social work: A theoretical synthesis*. New York : John Wiley & Sons
10. Douglas, T. (1978). *Basic group work*. London : Tavistock Publication
11. Barhard,. (1975). *The use of groups in social work practice*. USA :Routledge&KeganPaul Ltd.
12. Klein J. (1967). *The study of groups*. London :Routledge and Kegan Paul Ltd
13. Konopka, G. (1954). *Group work in institution*. New York: Associate Press
14. Konopka, G. (1983 3rd Ed.). *Social group work: A helping process*. New Jersey : Prentice Hall
15. Northen, H. (1969). *Social work with groups*. New York : Columbia University Press
16. Northen, H. (1976). *Theory of social work with groups*. New York : Columbia University Press

17. Phillips, H. (1962). *Essentials of social group work skills*. New York : Associate Press
18. Ryland & Wilson,. (1949). *Social group work practice*. USA: Houghton Mifflin Co.
19. Trecker, H.B. (1955). *Group work: Foundations & frontiers*. New York : Whiteside & William Marrow & Co

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

SOCIAL WORK WITH COMMUNITIES

OBJECTIVES:

- To gain knowledge about the primary method of social work practice with communities
- To understand the techniques and approaches of social work practice with communities
- To acquire skills of working with diverse communities.
- To develop competencies for working with communities in diverse settings

PROGRAMME OUTCOME

- Comprehend social work with communities as method, its principles and purpose.
- Identify models and approaches to community organization and development.
- Enriched knowledge and application of methods in community organization.
- Intervene with methods of community organization in different settings.
- Plan and develop strategies and tactics in social action.
- Engage in tools of social action with different stakeholders.

COURSE CONTENT:

UNIT 1: Community organization – History, Concept, Principles, Assumptions and Objectives – Community Organization and Community Development – Process of 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

1. Gangrade, K. D. (1997). *Community organisation in India*, New Delhi: Popular Prakashan.
2. Cox M. Fred et. al. (2005). *Strategies of community organization*. 4th Edition. New Delhi: Peacock Publishers.
3. Johri, Pradeep Kumar. (2005). *Social Work and Community Development*. New Delhi: Anmol Publications Pvt. Ltd.
4. Kumar, Jha Jainendra. (2002). *Social work and community development*. New Delhi: Anmol Publications Pvt. Ltd.
5. Ledwith, Margaret. (2005). *Community development: A critical approach*. New Delhi: Rawat Publications.
6. Kumar, Somesh. (2008). *Methods for community participation*. New Delhi: Vistar Publications.
7. Siddiqui, H. Y. (1977). *Working with communities*. New Delhi: Hira Publication.
8. Siddiqui, H. Y. (1984) *Social work and social action*.(ed.), New Delhi: Harnam Publications
9. Christopher, A.J., and Thomas William. (2006). *Community organization and socialaction*. New Delhi: Himalaya Publications.
10. Kumaran, Hyma, Wood. (2004). *Community action planning*. Chennai: T. R. Publications
11. Rivera & Erlich,. (1995). *Community organising in a diverse society*. Boston: Allyn and Bacon
12. Jim Ife (1995). *Community development: Creating community alternatives - vision, analysis and practice*. Melbourne, Australia: Longman
13. United Nations Children's Fund, Geneva (Switzerland), (1982). *Community Participation: Current issues and lessons learned*. Washington, D.C.: Distributed by ERIC Clearinghouse, 1982.
14. Fred, Milson. (1974). *An introduction to community work*. London: Routledge and Kegan Paul
15. Dasgupta, Sugata. (1980). Social Movements, *Encyclopedia of social work in India*, New Delhi: Press Division, G02

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

SOCIAL WORK RESEARCH

Subject 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.

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

Programme Outcomes: On successful completion, the course should enrich the students' knowledge about:

1. The types of social work research and its ethics
2. Research designs and Sampling
3. levels of measurement and basic Statistics and its application to Social Work Research
4. Methods of and tools for data collection
5. Data analysis and Report writing

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

COURSE CONTENT

UNIT 1: Importance of research in social work – Types of social work research: need assessment studies, situational analysis, monitoring and evaluation, impact assessment, policy research – Ethical Issues in social work research,

UNIT 2: Research Designs: Meaning – Scientific Social Surveys – Experimental study design, Descriptive, Explanatory, Exploratory, Participatory Action Research - Quantitative and Qualitative Research and basic distinction, 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 – 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 - Meaning, Importance, Formulation, Types, Pre-testing,. Collection of Data - Process, Types, Methods – Focus groups-Content analysis

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

REFERENCES

1. Alston, M. Bocoles, W. (Indian Edition 2003). *Research for social workers: Anintroduction to methods*. Jaipur: Rawat Publications
2. Andrews, Richard. (South Asia edition 2005). *Research questions*. London: Continuum
3. Babbie, E. (ed) (2004). *The practice of social research*, Thomson Wadsworth, Belmont (USA).
4. Bailey, Kenneth D. (1978) *Methods of social research*. New York: Mcneil Pub.
5. Baker, Therese L. (1994) *Doing social research*. Singapore: McGraw Hill
6. Black, James A & Champion, Dean J. (1976) *Methods and issues in Social research*. Bombay
7. Claire, S, et al (3rd ed), 1976, *Research Methods in Social Relations*. Holt, Rich and Winston, New York.
8. Clarke, A., 2003, *Evaluation research* sage Publications, New Delhi
9. Costello, Patrick (S. Asia Edition 2005) *Action research*. London: Continuum
10. Denzin, N.K., Lincoln, Y.S. (ed), 1994, *Handbook of qualitative research*. Sage Publications, NewDelhi.
11. Gillham, Bill (2000) *Case study research methods*. London: Continuum
12. Goode, W.J., Hatt, P.K. (1981) *Methods in Social Research*, Singapore: McGraw Hill

13. Gregory, Ivan. 2005 *Ethics in Research Continuum*, London
14. Grinell, Richard M. (Jr.) (1988) *Social Work Research and Evaluation*, Illinois F. E.
15. Gupta. S.P. (1985). *Statistical Methods*. New Delhi: Sultan Chand & Sons Publishers
16. Kidder, Louise H. (1981) *Research Methods in Social Relations*, New York: CBS
17. Kothari, C. R. (2004 2nd edition reprint) *Research Methodology: Methods & Techniques*,
18. Krishnaswamy, O. R. (1993) *Methodology for Research in Social Science*, Himalaya,
19. Laldas, D. K. (2000) *Practice of Social Research*, Jaipur: Rawat
20. Kumar, Ranjit. (2005). *Research methodology*. New Delhi: Pearson Education

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

SOCIAL POLICY AND SOCIAL WELFARE ADMINISTRATION

OBJECTIVES

- To gain knowledge, 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, administration, management and programme delivery of Human service organizations
- To understand the relevance of Development Administration and governance at varied levels

PROGRAMME OUTCOME:

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

- The Concept of Development Administration, governance and its inter-related approaches
- The Welfare Policies of the government, the background and its significance
- The Skill of establishing, managing and governing a Human Service Organization
- The Relevance of Social Policy and Social Welfare Administration with psycho social well being
- The Skill to engage this method for better governance in varied settings

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 Policy: Definition, Concept, Nature, Principles. Distinction between Social and Economic Policies Social Welfare policy; Welfare State – Indian Constitution: Fundamental rights and Directive Principles of State Policy. Social Policy inter-linkages with Welfare, Development and Empowerment; Social Policy and Social Work Practice

UNIT 2: Social Welfare –Concept and Definition of Social Welfare, History of Social Welfare with special reference to India, Models of Social Welfare. Social Policies in India – Education, Health, Housing, Environment, Social Security, Food Security, Employment and Labour; Social Welfare Programmes in India –

Family, Children, Youth, Orphaned and Adopted, Women, Elderly, Persons with Disabilities and Labour in the unorganized sector.

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

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

1. Batra, Nitin. (2004). Administration of social welfare in India. Jaipur: Raj Publishing House.
2. Bhattachary, Sanjay. (2009). Social work administration and development. New Delhi: Rawat Publications.
3. Bose, A.B. (1971). Social welfare planning in India. Bangkok: U.N. Publications
4. Choudry, D. Paul (2000). Social Welfare Administration, Lucknow: Atmaram and sons
5. Choudry, Paul, (1979). Voluntary social welfare in India. New Delhi: Sterling Publishers.
6. Choudry, Paul, (1993). Hand book on social welfare. Delhi: Atma Ram & Sons.
7. Dennison. D & Chepman, Valeries: Social Policy and Administration, London: George Allan and Unwin.
8. Dreze, Jean (ed). (2016). Social Policy, Hyderabad: Orient Blackswan Pvt. Ltd.
9. Encyclopaedia of Social Work in India- Vol I & III. (1987). Ministry of Welfare. Government of India.
10. Friedlander, W.A (1958). Introduction to Social welfare New Delhi: Prentice Hall.
11. Inamdar N. R. (1992), Development Administration in India, New Delhi: Rawat Publications.
12. Jacob, K. K. (1989). Social policy in India, New Delhi: Himanshu Publications.
13. Kohli, A.S & S.R. Sharma. (1998). Encyclopaedia of Social Welfare and

- Administration. New Delhi: AnmolPublication.
14. Kulkarni P.D. (1979) Social Policy and Social Development in India. Bombay: Lalvani Publishing
 15. Kulkarni, P. D. (1952). Social Policy in India, New York: McGraw-Hill Book Company
 16. Midgley, J., & Michelle, L. (Eds.) (2009). The handbook of social policy. USA: Sage
 17. Pathak, S. H. (2013). Social policy, social welfare and social development. Bangalore: Niruta
 18. Sachdeva, D.R. (1978). Social Welfare Administration in India, Allahabad: KitabMahal.
 19. Shanmugavelayutham, K. (1998). Social Legislation and Social Change, Chennai: VazhgaValamudan Publishers.
 20. Titmuss, R. (1974). Social policy. London: Routledge

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
II	MSW 424	Human Rights And Social Legislation	3

HUMAN RIGHTS AND SOCIAL LEGISLATION

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

PROGRAMME OUTCOME

- Understand the concepts of Rights and Human Rights and its relation to social work.
- Develop knowledge and skills required for working in human rights organization.
- Acquire a critical understanding of institutional mechanisms of human rights and other social Legislations.

COURSE CONTENT

UNIT 1: Human Rights: Concept, Scope – Classification of Human rights – Universal Declaration of Human Rights — Human Rights in the Constitution of India (Fundamental rights and 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, *Lok Adalats*, The Legal Aid, Public Interest Litigation . Social Work profession and Human Rights

UNIT 2: Contemporary Issues: Rights of Children, Women, *Dalits*, Tribal/Indigenous people. Refugees, and People living with HIV/AIDS – Prisoners, Refugees, and People with alternate sexuality – 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: Meaning and Scope. 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)

UNIT 4: Social Legislation relating to Children: The Juvenile Justice (Care and Protection of Children) Act, (2006) Child Labour Prohibition and Regulation Act (1986), Prevention of Immoral Traffic Act (1986) The Protection of Children from Sexual Offences Act 2012- Right to Education (RTE)

UNIT 5:- Social Problems and Law - Right to Information Act (2005). - The Prohibition of Employment as Manual Scavengers and their Rehabilitation Act, 2013 Protection of

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, The Unorganized Workers Social Security Act (2008)

REFERENCES

1. Aish Kumar Das. 2004. Human Rights in India. Sarup and Sons. New Delhi.
2. Basu Durga das. 1994. Human rights in Constitutional Law. Princeton Hall. London
3. Baxi.U. 2007. Human Rights in a Post Human World. Cambridge University Press. New Delhi.
4. Biswal.T. 2006. Human Rights – Gender and Environment. Vira Publications. New Delhi.
5. Chiranjivi J. 2002. Human Rights in India. Oxford University Press. New Delhi.
6. Das A.K. 2004. Human Rights in India. Sarup and Sons. New Delhi.
7. Das B.D. 1994. Human rights in Constitutional Law. Princeton Hall. London
8. Dossier. 1994. Human Rights Commission, Legal Resources for Social Action. Chennai.
9. Kohli A.S. 2004. Human Rights and Social Work Issues. Society for Community Organisation. Madurai.
10. Lobo G V. 1994. Human Rights in Indian Studies. Commission for Justice. New Delhi.
11. Quinn Fredrick. 2005. Human Rights in Retreat. Society for Community Organisation Madurai.
12. Rajamuthirulandi. 1998. Human Rights and Constitution. Sooriya Publishers. Trichy.
13. Sawant. P.B. 2004. Human Rights. Society for Community Organisation. Madurai.
14. Shantha Kumar. 2004. Human Rights, People's Watch. Madurai.
15. Susan C. Mapp. 2008. Human Rights and Social Justice in a Global World. Oxford University Press. New Delhi.
16. Tapan Biswal. 2006. Human Rights – Gender and Environment. Vira Publications. New Delhi.

17. Upendra Boxi. 2007. Human Rights in a Post Human World. Cambridge University Press. New Delhi.

18. Bare Acts

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	MSW 511	Social Work and Disaster Management	3

SOCIAL WORK AND DISASTER MANAGEMENT

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

PROGRAMME OUTCOMES

- Understand the concepts of disaster management and relevant policy.
- Analyses the risk of disaster-prone areas.
- Mediate the State, Central, International organizations and civic societies in disaster management. Practice social work intervention in disaster management.

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, Reconstruction; Disaster Risk Reduction; Community Based Disaster Risk Management (CBDRM), Advocacy and Networking; National Disaster Profile of India.

UNIT 3: Global 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); National Disaster Management Framework 2005; Administrative and Institutional structures for disaster management. National Disaster Management plan 2019. NDMA guidelines for various disasters (Self Study)

UNIT 4: UNFCCC, IPCC, UNDP, UNISDR, SAARC, ADPC, WORLD BANK, UNICEF, WHO. 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 groups, others

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; Post trauma care and counselling including grief counselling with survivor. NDMA guidelines on psychosocial support and mental health services

REFERENCES

1. Abarquez I. & Murshed Z. Community Based Disaster Risk Management. (2004). Field Practitioner's Handbook, ADPC, Bangkok, Asian Disaster Preparedness Center Bangkok.
2. Anderson M and Woodrow P. (1998). Rising from the Ashes: Development Strategies in Times of Disaster. London: ITDG Publishing, www.itdgpublishing.org.uk.
3. B.K.Khanna. (2005). *Disasters: All You Wanted to Know About*, Delhi: New India Publishing Agency, Delhi.
4. Blaikie P, Cannon T, Davis I and Wisner B. (2004). At risk: Natural hazards, people's Vulnerability and Disaster. London: Routledge.
6. Disaster Management Act. (2005). Ministry of Home Affairs, Delhi: Government of India.
7. Sendai Framework for Action <https://www.undrr.org/publication/sendai-framework-disaster-risk-reduction-2015-2030>
8. Kapur, A. (2005). Disasters in India: Studies of Grim Reality, Jaipur: Rawat Publications.
9. Manual on Natural Disaster Management in India. (2001). New Delhi: NCDM.
10. Narayana R.L., Srinivasa Murthy, R., Daz P. (2003). Disaster mental health in India: Monograph. New Delhi: American Red Cross. Indian Red Cross.
11. National Policy on Disaster Management. (2009). New Delhi: NDMA.
12. Singh, R.B. (2009). Natural Hazards and Disaster Management, Jaipur: Rawat Publications.
13. Parasuraman. S., and Unnikrishnan. P.V. (Eds). (1999). India Disasters Report: Towards Policy Initiative, New Delhi: Oxford University Press.
14. Sahni, Pardeep et.al. (eds.) 2002. *Disaster Mitigation Experiences and Reflections*, New Delhi: Prentice Hall of India.
15. The Sphere Handbook: *Humanitarian Charter and Minimum Standards in Humanitarian Response* <http://www.sphereproject.org/handbook/>

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

LEARNING OUTCOMES:

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

1. Gain requisite knowledge on various HR aspects
2. Familiarize the emerging trends in HRM
3. Identify, formulate and solve problems in HRM
4. Understand the concepts and techniques of human resource planning, human resource acquisition and compensation management
5. To comprehend modern and international manufacturing practices and standards

TEACHING METHODOLOGY:

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

COURSE CONTENT

UNIT 1: Management - Definition, contributions of Taylor, Fayal, Elton Mayo. Human Resource Management: Definition, Concept, philosophy, principles, role and importance in general management. Functions of Human Resource Manager, qualities, and competencies of HR Manager

UNIT 2: Human Resources Planning – Concept and Process. Job analysis- Job description- Job specification- Job evaluation - techniques in job evaluation - Job enrichment – Job enlargement

UNIT 3: Human Resource Acquisition: Recruitment – Concept, Theories, Selection Process and problems: Modern Technology recruitment: Social Media, Selection policy, Psychometric testing – Purposes, Nature, type of testing .Interview – Types, technique, Guideline for effective Interview. Attrition analysis, Retention Management: Need & objectives, method, Exit interviews

UNIT 4: Compensation Management System- Wage and Salary, Wage Structure , Compensation Survey, Impact on Industry, Perks and Benefits , ESOP , Incentive and Bonus, Profit Sharing, Managerial Remuneration, Tax Planning – Salary Structuring – Recent trends in Taxation – Case Studies

UNIT 5: Modern Manufacturing practices: ISO certifications, Benchmarking, Kaizen, Five ‘S’, Six Sigma, Lean manufacturing, Total Quality Management – Concept, meaning and definition of International Human Resource Management (IHRM), Types of employees of an international firm

REFERENCES

1. Bhattacharya, Dipak Kumar, (2013), Human Resource Management, Jain BookAgency,
2. Prasad,L.M (2015), Human Resource Management, Jain Book Agency,
3. Aswathappa, K (2010), Human Resource Management, New Delhi, Tata-McGrawHill.
4. Aswathappa,K.(2013), Human Resource Management, Text and Cases, New Delhi,
5. McGraw Hill Education (India) Private Limited
6. Chatterjee, Baskar (2007), Human Resource Management, New Delhi,
7. Ghosh, Biswath (2014), Human Resource Development and Management, Jain Book,New Delhi
8. Nalini. R. (2011). Social work and the workplace. New Delhi: Concept Publications
9. Shahbaz and Anita(2010), Contemporary Human Resource Management, AltanticPublications.
10. Tripathi, P.C.(2015), Human Resource Development, Jain Book, New Delhi

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	MSW 513	Labour Legislations and Labour Welfare	4

LABOUR LEGISLATIONS AND LABOUR WELFARE

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

PROGRAMME OUTCOMES

- Understand knowledge about basic concept of labor welfare and labour laws.
- Evaluate the statutory and non-statutory welfare measures.
- Gain knowledge on various labour welfare, wage and social security legislations.
- Analyses the existing labour issues and problems in the industries.

UNIT 1: Labour: concept, characteristics and problems of Indian labour- labour in organized and unorganized sectors. 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 and health -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.

REFERENCES

1. Babu Sharath and Rashmi Shetty (2007) Social Justice and Labour Jurisprudence. SAGE Publication. New Delhi.
2. Dasgupta, S.K. (1983) Commercial & Industrial Law. Sterling Publishers. New Delhi.
3. Kapoor, N.D (1993) Elements of Industrial Law. Sultan Chand & Sons. New Delhi.
4. Kapoor, N.D. (1995) Hand Book of Industrial Law. Sultan chand & Company. New Delhi
5. Ramaswamy, E.A. & Uma Ramaswamy (1981) Industry and Labour: An Introduction Oxford University Press. New Delhi.
6. Sarma, A.M. (2005), Aspects of Labour Welfare and Social Security, Himalaya Publishing House, Mumbai.
7. Vaidyanathan, S. (1986) Factory Laws Applicable in Tamilnadu. Vols: 1, 2, 3. Madras Book Agency. Madras.
8. Yadav, L.B.(ed.) (2000), Reading in Social and Labour Welfare. Institute For Sustainable Development, Lucknow
9. Bare acts.

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 particularly between the employers and employees for the betterment of not only the management and the workers but also of the industry and the economy as a whole. This course presents the concepts of industrial relations, industrial disputes, collective bargaining, grievance redressal mechanism and workers' participation in management.

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

LEARNING OUTCOMES:

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

- to know the meaning, scope, actors and approaches of industrial relations.
- to acquire knowledge on legal provisions relating to industrial disputes, disciplinary procedures and trade unions.
- to appreciate the skills, ethical principles and values required by industrial relations professional.
- to understand the roles and functions of trade unions in industrial relations and the importance of collective bargaining and workers' participation in management in achieving industrial peace.

COURSE CONTENT:

UNIT1: Industrial Relations- Meaning, Scope and Need. Factors influencing IR - Actors of IR- Employees and their organization, employers and the government - Approaches to IR-Marxian, Gili, Webbs and Dunlop - Bipartite and Tripartite Mechanisms for IR.

UNIT2: Discipline- Definition-causes for indiscipline and misconducts - Hot Stove Rule and Principles of Natural Justice - Code of Discipline in Industry - Procedure for Disciplinary Action – The Industrial Employment Standing Orders Act, 1946.

UNIT 3: Industrial Dispute - Meaning, 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-Social responsibilities of TUs - Need for one union for one industry - The Trade Unions Act, 1926.

UNIT 5: Collective bargaining: Meaning, Scope, process and difficulties encountered in India- Industrial Democracy and Industrial Peace - Workers' Participation in Management in India.

REFERENCES

1. AjayBhola, J.N. Jain. (2009). *Modern industrial relations and labour laws*. Regal Publications.
2. ArunMonappa. (1989). *Industrial relations*. New Delhi: Tata Magraw-Hill
3. BD Singh. (2010). *Industrial relations and labour laws*. Excel Books Publications.
4. Bhagliwel .T.N.(1988). *Personnel management and industrial relations*. New Delhi: Deep and Deep Publishers
5. Bhatia S.K. (2008). *Industrial relations and labour laws*. New Delhi: Deep and Deep Publications.
6. Dewan and Sudharsan. (1996). *Labour management*. New Delhi: Discovery Publishing House
7. Gaur.L. (1986). *Trade Unionism and industrial relations*. New Delhi: Deep and Deep
8. Giri,V.V. (1959). *Labour problems in Indian industry*. Bombay: Asia publishing house.
9. Jain J.N. (2009). *Modern industrial relations and labour laws*. New Delhi: Regal Publications
10. MamkootamKuriakose. (1982). *Trade unions myth and reality*. New Delhi: Oxford University press.
11. Mamoria, C. B. and MamoriaSatish. (1984). *Industrial labour. Social security and industrial peace in India*. Allahabad:Kitabmahal

12. Mamoria, C.B. & Mamaoria, S. (1985). *Dynamics of industrial relations*
Mumbai: Himalaya Publishing House
13. Paril, B.R.(1977).*Conciliation in India*.Allahabad:Chaugh Publication
Publishers
14. Puneekar Et.al. (1988).*Labour welfare, trade unionism and industrial relations*.
15. Puneekar, S. D. et. al. (1981). *Lobour welfare. Trade unions and industrial relations*.
Bombay: Himalaya publishing house
16. Rao, K. (1966).*A practical approach to domestic enquiry*. Madras:Sitaram and Co
17. Singh, B.D. (2010). *Industrial relations and labour laws*. New Delhi: Excel books.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	MSW 515	Medical Social Work	4

MEDICAL SOCIAL WORK

OBJECTIVES

- To learn about the concepts related to health and well-being.
- To understand the multidimensional approach to health
- To understand the interplay of health and development that leads to inequalities
- To acquire knowledge about various illnesses and understand its psychosocial impact
- To learn skills of social work interventions and ability to work in hospital teams

PROGRAMME OUTCOME:

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

- The Concept of health and well-being and its multidimensional approaches
- The Relevance of health and development, its determinants and dimensions
- The Knowledge of various illnesses, its psychosocial impact, inequities and disparities
- The Significance of health and its interventions in hospitals and other health care settings
- The Ability to engage the skills of Medical Social Work practice in various settings

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: Historical development of Medical Social Work; Concepts of health, well-being, hygiene, illness, disease and handicap; Health care and development; Dimensions of Health - mental health, physical health, occupational health, environmental health; gender and health; reproductive health and sexuality etc; Relationship between health, mental health and development; Social determinants of health; Social and environmental production of illness.

UNIT 2: Health and the dominant bio-medical view, limitations of the bio-medical view; Theories of Health behaviour; Health rights; Health and Poverty; Health inequities: gender, under-privileged in the area of health and the specific health care problems, Migration, marginalization and health, Violence, Conflict; Health in the context of social change; Mental Health and Development, Urban mental health,

Effect of globalization on health, Media and Health.

UNIT 3: Clinical illnesses (and their manifestation, role of social worker in such illnesses); Psychosocial aspects related to various illnesses; Patients' rights in health care; Multidisciplinary approach in health, Team work; Application of social work methods in a clinical setting; User movements in health.

UNIT 4: Social Work Interventions in a clinical and non-clinical setting - Hospitals, Outpatient Department, Emergency care, Blood banks, Eye banks, Community health centres, Educational settings, Special clinics, special schools etc; 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; Fund raising and resource mobilization; Health extension and community outreach services.

UNIT 5: Welfare and benefits accrued to persons with an illness; Health insurance; Domains of Social Work practice: Behaviour change communication, social assistance, social support strategies, treatment adherence problems, counseling and rehabilitation, hospice and palliative care, medical emergencies, bio-medical ethics, medico-legal cases; Role and Skills of the Medical Social Worker.

REFERENCES

1. Ajit (2005). Social Dimensions of Health, New Delhi: Rawat Publications
2. Bajpai (1998). Social Work perspectives on Health, New Delhi: Rawat Publications
3. Barlatt, H.M. (1932). Social Work practice in the Health field. New York: National Association of Social workers
4. Clark, D.W. and MacMohan, B. (Ed.) 1981. Preventive and Community Medicine, Boston Little: Boran and Company
5. Dora, Gold Stein (1954). Expanding Horizons in Medical Social Work, Chicago: The University of Chicago Press
6. Dora, Gold Stein (1954). Readings in the Theory and Practice of Medical Social Work, Chicago: The University of Chicago Press
7. Doyal, Lesley and I. Pennell. (1989). The Political Economy of Health, London: Pluto.
8. Egan, M (2010). Evidence-based Interventions for Social Work in Health care. New York: Routledge
9. Gehlert, S and Browne.T (2019). Handbook of Health Social Work. Hoboken, N.J. Wiley (3rd Edition)
10. Goel, S.L. (200). Health Education: Theory and Practice, New Delhi: Deep and Deep publications
11. Javeri, D.R. (1996). Social Work in Hospital set up, Mumbai: KEM Hospital.
12. Monica Das Gupta *et al* (eds.). (1996). Health, Poverty and Development in India, Delhi: Oxford University Press.
13. Narayana (1997). Health and Development. New Delhi: Rawat Publications

14. Park, J.E. (2009). Textbook of Social and Preventive Medicine, Jabalpur: BanarsidasBhanot.
15. Pathak, S.H. (1961). Medical Social Work in India, New Delhi: Delhi School of Social Work
16. Pathak, S.H. (1968). Medical Social Work, chapter 25, in Wadia A R (Ed): History and Philosophy of Social Work in India, Bombay: Allied Publishers
17. Saxena,A. (2014). Medical Social Work, New Delhi: Anmol Publications
18. World Health Report. (2001). World Health Organization,Geneva.

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

DISABILITY SOCIAL WORK

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:

- The Concept of disability, its models and multidimensional approaches
- The Necessity for developing an attitude of respect and dignity towards Persons with Disability
- The Knowledge of various Policies, Legislations, Programmes and other interventions
- The Significance of health interventions and its influence in mainstreaming Persons with disability in varied settings
- The Skill to engage Disability Social Work practice in various settings

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 – ICIDH & WHO, definitions, causes, types and magnitude of various disabilities and their impact on persons with disability and their families; discourses and models of disability; anti-oppressive and exclusion/inclusion lens to understanding disability; approaches of managing disability; prevalence of disability in India: history, trends and current situation.

UNIT 2: Types of disability – physical, sensory, intellectual, multiple disabilities, learning developmental disabilities, psychosocial disability – causes, types and care for persons with disabilities (medical and other interventions including aids and

appliances); process of rehabilitation early identification, education, vocational rehabilitation and social inclusion and empowerment within the family and community. Understanding the experience of disability, limitations, strengths and potentials of persons with disabilities, gendered aspects of disability.

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.

UNIT 4: Disability counseling skills and Intervention strategies at individual, group, and family levels, self-help/support groups, assertiveness training, life skills enrichment; family level - family crisis intervention, family centered intervention, parent guidance, parent training, quality of life of persons with disabilities; Role of social worker in different settings such as hospital and treatment centres, home, educational institutions, vocational rehabilitation centres, the community; multidisciplinary rehabilitation team and their roles.

UNIT 5: Disability intervention strategies at community and policy levels – awareness, community education, community based rehabilitation, advocacy and lobbying, formation of advocacy groups, using international instruments (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.

REFERENCES

1. Albrecht G.L, Katherine D Seelman. & Bury, M. (2001). Hand Book of Disability Studies, London: Sage
2. Bacquer, A. and Sharma, A. (2007). Disability: Challenges vs Responses, New Delhi: CAN Publications
3. Banerjee, G. (2001). Legal rights of person with disability. New Delhi: RCI.
4. Bhumi, A. (2009): Rights of disabled women and children in India. Serials publications: New Delhi.
5. Central Administrative and Coordinating Unit, District Rehabilitation Centre Scheme, Ministry of Welfare, Govt. of India, The Institute for the Physically Handicapped, 4, Vishnu Digamber Marg, New Delhi 110 002, published by Parallel Lines Editorial Agency, E-8, Kalkaji, New Delhi-19
6. Desai, A.N. (1990): Helping the Handicapped (Problems and prospects) New Delhi: Ashish publishing house.
7. Fleischer, D. Z., & Zames, F. (2001). The disability rights movement: from charity to confrontation. New Jersey: Temple University Press.
8. Gajendragadkar, S.N. (1983): Disabled in India. Mumbai: Somaiya publications.
9. Grant. (2005). Learning disability: A lifecycle approach to valuing people, London: Open University Press
10. Hans, A. and Patri, A. (2003). Women and Disability, Delhi: Sage publications.

11. Hans, A. and Patri, A. (2003): Women Disability and Identity. New Delhi: Sage Publications.
12. ILO (2014). World social protection report 2014/15: building economic recovery, inclusive development and social justice.
13. Karanth, Pratibha&Rozario, J. (2003). Learning disability in India, London:Sage
14. Mani, M.N.G &Jaiganesh, M.B (2010). Coimbatore: UDIS Forum.
15. Mitra, S., Posarac, A., & Vick, B. (2013). Disability and poverty in developing countries: a multidimensional study. World Development, 41, 1-18.
16. Mohisini, S.R. and Gandhi, P. K. (1982). The Physically Handicapped and the Government. New Delhi: Seema Publications.
17. Moore. (2005). Researching disability issues, London: Open UniversityPress
18. Mukherjee, M. (2006): Problems of Disabled People. New Delhi: Associated publishers.
19. Pandey and Advani (1995): Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House
20. Punanani,B. and Rawal,N. (1997): Community Based Rehabilitation(visually impaired). Mumbai: NAB.
21. Puri, M, & Abraham, G. (2004). Handbook of inclusive education for educators, administrators and planners: within walls, without boundaries. New Delhi: Sage Publications.
22. Rothman, J. C. (2003). Social work practice across disability. Boston: Allyn& Bacon.
23. Seamus, H.&Alur, M. (2002). Education and Children with special needs, London:Sage.
24. WHO. (2010). Community-based rehabilitation: CBR guidelines. Geneva: WHO Press.
25. Willmuth, E. and Holcomb, L. (editors) (1993): Women with Disabilities – Found Voices. New York: Haworth press
26. World Bank (2007). Disability in India: From commitments to outcomes. Working Paper, 2007, Washington DC.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	MSW 517	Mental Health	4

MENTAL HEALTH

OBJECTIVES:

- To learn about the concepts related to mental health and mental illness and theoretical underpinnings related to it
- To understand concepts related to psychopathology, diagnosis and 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 the practice of mental health social work.

PROGRAMME OUTCOME:

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

- The Concept of mental health, mental illness and its multidimensional approaches
- The Significance of Assessment, Diagnosis and Treatment and its associated concepts
- The Knowledge of Psycho-social interventions in the prevention, promotion, treatment and rehabilitation procedures
- The Scope of varied interventions for ensuring social justice to persons with mental illness
- The Skill to engage Mental Health Social Work practice in various settings

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: Concepts related to mental health, well-being and mental illness, notions of mental health, models of mental health – bio-psycho-social model, structural model and social determinants model, strengths perspective, recovery models. Activating inner wisdom to understand and intervene in the area of mental health, positive mental health, gender and mental health, changing trends in mental health.

UNIT 2: Introduction to psychopathology (signs and symptoms), classification and diagnostic systems in mental health, differential diagnosis, history taking, socio cultural determinants, human rights perspective in mental health.

UNIT 3: Information on mental disorders of adults (severe - Schizophrenia,

Bipolar Affective Disorder, Acute Psychosis, Obsessive Compulsive Disorder; Common mental illnesses – Anxiety disorders, depression, somatoform disorders), etiology, prevalence, psychosocial factors, prognosis and management of mental illness, pharmacology and psychosocial interventions; suicide, substance abuse, dementia and sexual disorders; Emotional, behavioural and developmental problems of children and adolescents as mentioned in the DSM and ICD.

UNIT 4: Community Mental Health: Concept, Models of community mental health and development, formation of groups of persons living with mental illness, mental health advocacy, working with stakeholders in the field of community mental health through the process of consultation, Approaches to Community Mental Health, Skills in mental health social work: Assessments and Interventions.

UNIT 5: Social work interventions, 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 mental health setting

REFERENCES

1. Anthony, S. (2000). Evolutionary Psychiatry a new beginning. London:Routledge
2. Barker, P.J.& Baldwin, S.(Eds.).(1991). Ethical Issues in Mental Health. London: Chapman &Hall.
3. Bhugra, D. and Bhui, K. (1997). Cross Cultural Psychiatric Assessment, Advances in Psychiatric Treatment, 3,103-110
4. Bhugra, D. and Bhui, K. (2000). Epidemiological findings on prevalence of mental disorders in India. Indian Journal of Psychiatry, 42 (1),14-20
5. Chakraborty, A. (1990). Social Stress and Mental Health. New Delhi: Sage Publication.
6. Coppock, V., & Dunn, B. (2010). Understanding social work practice in mental health. Los Angeles/ London/ New Delhi: Sage
7. Davar, B.V. (2002). Draft National Health Policy 2001-III, Mental Health: Serious misconceptions. Economic and Political Weekly, 37(1),20-22
8. Desai, N. (2006). Public Mental Health: An evolving imperative, Indian Journal of Psychiatry, 48,135-137
9. Fisher, R.B. (1980). Dictionary of Mental Health. London: GranadaPublishing
10. Francis, A. (2014). Social work in mental health: Contexts and theories for practice. Sage 11 Rosenberg, J., & Rosenberg, S. (Eds.) (2018). Community mental health: Challenges for the 21st century. New York: Rutledge
11. Gelder, M. Gath D. Mayon, R. Cowen P. (2000). Oxford Textbook of Psychiatry (3rd Ed), New Delhi: Oxford UniversityPress.
12. Glasser, William, (1960) Mental Health or Mental Illness: Psychiatry For Practical Action, Harper and Row Publishers
13. Gopalkrishnan N, (1986)Mental Health and You, Bombay: Indian Book House.
14. Malhotra, S. (1993). Child Mental Health in India. New Delhi: Deep & Deep

Publications

15. Patel, V., & Thara, R. (2002). Meeting the mental health needs of developing countries: NGO innovations in India. New Delhi: Sage Publications
16. Poole Rob, Hugo Robert (2006). Psychiatric Interviewing and Assessment. Cambridge: Cambridge University Press
17. Rao S, & Ramchandra. K, (1990). Mental Health in Ayurveda, Bangalore: NIMHANS.
18. Roberts, N. (1967). Mental Health and Mental Illness. London: Routledge & Kegan Paul.
19. Saddock B.J. and Sadock V.A. (2003). Synopsis of Psychiatry (9th Ed), Philadelphia: Lippincott Williams and Wilkins.
20. Sadock, B, J, & Sadock, V.A. (2005). Comprehensive Textbook of Psychiatry. Philadelphia: Lippincott Williams and Wilkins.
21. Sinha, D. (1990). Concept of psycho-social well-being: Western and India perspectives, NIMHANS Journal, 8(1), 1-11.
22. Somasundaram, O. (1984). History of Psychiatry in India. In A. DeSouza and D.A. DeSouza (eds.) Psychiatry in India, Bombay: Bhalani Book Depot.
23. Sutherland, J. D. (ed.) (2003). Towards Community Mental Health. London: Routledge.
24. Taylor, L .E. (2010). Mental health in social work: A casebook on diagnosis and strengths-based assessment. Boston: Pearson
25. Thomas M, (1969) Mental Health Counsellors at Work, Magoon Pergamon Press
26. Thornicroft, G., Szmukler, G., Mueser, K. T., & Drake, R. E. (2011). Oxford Textbook of Community Mental Health. New York: Oxford
27. Ulas Marion, Jessica Kingsley (2000) Mental Health and Social Work, London: Publishers
28. Wolman, B.B. & Others (Eds.). (1978). Handbook of Treatment of Mental Disorders in Childhood and Adolescence. New Jersey: Prentice Hall Inc.
29. Woodward, L.E. (Ed.). (1960). Psychiatric Social Workers and Mental Health, New York: National Association of Social Workers.
30. World Health Organization: Lexicon of Psychiatric and Mental Health Terms, Vol.1. Geneva: W.H.O

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	MSW 518	Rural, Urban and Tribal Community Development	4

RURAL, URBAN AND TRIBAL COMMUNITY DEVELOPMENT

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.

PROGRAMME OUTCOME

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

- Basic elements, Origin, Characteristics and approaches of Rural, Urban and Tribal Community Development
- Understanding the rural administration from National to village level and local self-governance
- Understanding about Panchayat Raj system and Community development
- Enriching knowledge on Community Development welfare programs in India.

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, Migration, Alcoholism, Drugs, Crimes, Human Trafficking and Sexual Exploitation; Agriculture, Discrimination, Food Security, Land Rights, Displacement & Resettlement; Housing, Water and Sanitation, Problem related to Children. Environmental Issues and problems of Slum Dwellers

UNIT 3: Administration and Governance: Panchayat Raj Institutions: 73rd and 74th Amendments, The Provisions of the Panchayats (Extension to The Scheduled Areas) Act, 1996. Local Self Administration from National to Panchayat level.

UNIT 4: Development Agencies: CAPART, NIRD &PR, NABARD, RRB and Slum Clearance Board. E-Governance; Urban Housing & Settlement Development Bodies: Programme & Laws Relating to Slum.

UNIT 5: Community Welfare Programmes: ICDS, MGNREGS, NRHM, PMGSY, DIKSHA, DAY, PMAY, DDU-KGY, NERUDP, NRuM, HUDCO, JNNURM, Smart Cities, HRIDAY, Jal Shakti Abhiyan, Swatch Bharat Mission, Tribal sub plans and PURA. Five year Plans related with community development.

REFERENCES

1. Ashish Bose (1971) India's Urbanization, McGraw Hill, New Delhi.
2. Banerjee, A. V., Benabou, R., & Mookherjee, D. (Eds.). (2006). Understanding poverty. Oxford University Press.
3. Bhattacharya, B (1979) Urban Development in India, Shree publishing, New Delhi
4. Bidyut Mohanty (1993) Urbanization in Developing countries, ISS and Concept, New Delhi.
5. Clinard, Marshall B (1972), Slums and Urban Community Development, The Free Press, New York.
6. Debroy & Kaushik, 2005, Emerging Rural Development Through Panchayats, Academics Foundation
7. Deogaonkar. S.G, 1994. Tribal Administration and Development, Concept Publishing Company, New Delhi.
8. Desai & Pillai (1972) Slums and Urbanisation, Popular, Bombay.
9. Devendra Thakur et.al, 1995. Role of Voluntary organizations in Tribal Development, Deep and Deep Publications, New Delhi.
10. Jain S.C.: Community Development and Panchayat Raj in India
11. Joshi, V., & Upadhyaya, C. (eds) (2017). Tribal situation in India: Issues and development (Second Revised Edition). Jaipur: Rawat.
12. Mike Davis, 2006, Planet of Slums, Verso, London and New York.
13. Mukarji B. Community Development in India, Orient Longman, New Delhi
14. Rober, Chambers (1983), Rural Development: Putting the Last First, Harlow; Long Man, New Delhi.
15. Robert Neuwirth, 2005, Shadow Cities: A Billion Squatters; a New Urban World, Routledge, New York and London.
16. Sharma, 2005, Grass Root Governance, Aalekh Publications
17. Singh, Katar, Rural Development, 1995.
18. Sisodia, 2005, Functioning of Panchayati Raj System, Rawat Publications

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	MSW 519	Community Development Strategies and Tools	4

COMMUNITY DEVELOPMENT STRATEGIES AND TOOLS

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

- Create awareness about the development and generate new insights that can overcome current challenges in communities
- Understanding of the community development tools within national policy frame works
- Enriching the knowledge on various Development strategies and tools of community
- Understanding the various roles and strategies of communities and community development workers

COURSE CONTENT

UNIT 1: Introduction to Participatory Approaches: Concept, Meaning and Definition, Principles, Methods & Tools; Participatory Rural Appraisal (PRA), 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. Role of Voluntary Agencies in Rural, Tribal and Urban Development

REFERENCES

1. Altarelli, V., & Ashford, G. (2001). Enhancing ownership and sustainability: a resource book on participation: International Institute of Rural Reconstruction.
2. B. Broughton and J. Hampshire 1997. Bridging the Gap: A Guide to Monitoring and Evaluating Development Projects. Canberra, Australian Council for Overseas Aid.
3. Burkey, S.(1993), People First : A Guide to Self-Reliant, Participatory Rural Development, New York: Zid Books.
4. Chambers, R. (1992). Rural Appraisal: Rapid, Relaxed and Participation. Sussex: Institute of Development Studies. J. Pretty, I. Gujit, J. Thompson and I. Scoones 1995. Participatory Learning and Action: A Trainer's Guide. London, IIED
5. DANIDA, (1990), Handbook on Logical Framework Approach, LFA for Project Preparation Vol 1 & 2, Hand Book on Logical Frame Work Approach, LFA, for Project Preparation Vol and 2, Copenhagen.
6. H. Goyder, R. Davies and W. Williamson 1998. Participatory Impact Assessment. London, Action Aid.
7. L. Gosling 1995. Toolkits: A Practical Guide to Assessment, Monitoring and Evaluation. London, Save the Children.
8. March, C., Smyth, I. A., & Mukhopadhyay, M. (1999). A Guide to Gender-analysis Frameworks: Oxfam.
9. Mikkelsen Britha, (1995), Methods for Development Work and Research – A Guide for Practiceners, Sage Publications, New Delhi.
10. Mukherjee, N. (1993). Participatory Rural Appraisal: Methodology and Applications: Concept Publishing Company.

11. MYRADA, (1990), A Review Workshop on Participatory Learning Methods, Bangalore, PRA-PALM Series No 4, Report on the Workshop.
12. NCAER. (1993). Comparative Study of Sample Survey & Participatory Rural Appraisal Methodologies. New Delhi: NCAER.
13. Selener, J. D. (1992). Participatory action research and social change: approaches and critique: Cornell University, May.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	MSW 520	Livelihood Promotion	4

LIVELIHOOD PROMOTION

OBJECTIVES

- To understand the concept of livelihood and livelihood promotion
- To develop understanding about the livelihood frameworks.
- To acquire skills in designing livelihood interventions.

PROGRAMME OUTCOME

- Understand the concept and need of livelihood promotion.
- Enriched knowledge and application of different models of livelihood promotion.
- Engage in livelihood framework analysis.
- Plan and develop strategies for livelihood intervention.
- Enriched skills in value chain analysis and methods of intervention.

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, Sub sector, 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 &

REFERENCES

1. DFID, (2001). Livelihood Framework - *Sustainable Livelihood Guidance Sheets*, <http://www.eldis.org/vfile/upload/1/document/0901/section2.pdf>
http://www.forestry.umn.edu/prod/groups/cfans/@pub/@cfans/@forestry/documents/asset/cfans_asset_202603.pdf
2. ICRA Learning Resources, (1999). *Livelihood - Key Concepts*, <http://www.icra-edu.org/objects/anglolearn/ACFtTAGCm.pdf>
3. Perpetua Katepa, (2005) Sustainable Livelihood Approaches in Operation: A Gender Perspective, International Associates for Development.
4. Phansalkar,(2003) *Livelihoods: Promoting Livelihood Enhancement*, Mumbai: Sir Dorabji Tata Trust.
5. State of India's Livelihoods Report, (2011). *The State of India's Livelihoods: A Time of Volatility*, edited by Orlanda Ruthven and Vipin Sharma, New Delhi: Sage Publications
6. Vijay Mahajan, Sankar Datta and Gitali Thakur, (2001). *A Resource Book for Livelihood Promotion*. Hyderabad: BASIX

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
IV	MSW 531	Corporate Social Responsibility and Professional Social Work	3

CORPORATE SOCIAL RESPONSIBILITY AND 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 Corporate Social Responsibility in the context and scope for social work profession. 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 sustainable development and CSR, project management and global reporting initiatives.

COURSE OBJECTIVES:

- To provide the knowledge of Corporate Social Responsibility in the professional social work context
- To enable the students to understand the business ethics and Corporate Social Responsibility in global scenario
- To enable an understanding of sustainable development, SDGs and development in the context of corporate citizenship
- To impart to the students project management skills crucial for CSR
- To introduce to the students concepts of social audit, social accounting, social entrepreneurship and social marketing
- To understand global reporting initiatives and standards essential for CSR

PROGRAMME OUTCOME:

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

- To understand the scope and complexity of corporate social responsibility (CSR) in India
- To gain knowledge on the impact of CSR implementation on corporate culture, particularly as it relates to professional social work
- To acquire skills to frame CSR policies and practices appropriate to the Indian workplace
- To understand the concepts of sustainable development
- To familiarize the concepts of global reporting initiatives, social audit and social accounting
- To acquire project management skills

TEACHING METHODOLOGY:

Lecture classes, Power point presentation on CSR, Group, Discussions, Role-play, Case Discussions, Group activities, Assignments/Seminars, Visit to CSR projects, discussion 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, CSR through triple bottom line and Sustainable Business; relation between CSR and Corporate governance; models of CSR; major codes on 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; IICA format for Annual report on CSR activities CSR Audit & Reporting Guidelines by Companies Act 2013 - 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 – UN Sustainable Development Goals and Sustainability – Global Initiatives on Environmental Sustainability, Role of Civil Society – Social Entrepreneurs and supply Chain

UNIT 4: The Global Reporting Initiative and Corporate Sustainability Reporting Guidelines – Social Accountability International's SA8000 standard. Social Life Cycle Assessment -UNEP Guidelines Impact Assessment, Social Auditing, Process, Social Audit Standard, Social Audit Verification, Social Accounting, Social Audit Report, Social Marketing – Stakeholders: internal, external, stakeholder mapping

UNIT 5: Project Management – Basic Concepts of Project Management, Project identification, project design, appraisal, Project life cycles and success factors – implementation, monitoring, review, evaluation

REFERENCES

1. Andres R (2005) *The Sustainability Revolution: Portrait of a Paradigm Shift*. New Society Publishers: New Delhi
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.
5. Cannon, T. (1992). *Corporate responsibility* (1st ed.) London: Pitman Publishing.
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
8. Grace, D. and S. Cohen (2005). *Business ethics: Australian problems and cases*. Oxford: Oxford University Press.
9. Reddy, Sumati and Stefan Seuring. (2004). *Corporate Social Responsibility: Sustainable Supply Chains*. Hyderabad: ICFAI University Press.
10. Werther, W. B. & Chandler, D. (2011). *Strategic corporate social responsibility*. Thousand Oaks, CA: Sage
11. [http://www.die-gdi.de/CMS-Homepage/openwebcms3.nsf/%28ynDK_contentByKey%29/ENTR-7BMDUB/\\$FILE/Studies%2026.pdf](http://www.die-gdi.de/CMS-Homepage/openwebcms3.nsf/%28ynDK_contentByKey%29/ENTR-7BMDUB/$FILE/Studies%2026.pdf)
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.

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

ORGANISATIONAL BEHAVIOUR

OBJECTIVES

- To gain knowledge about organizational behavior
- To understand the functions and activities of organizational behavior
- To acquire skills of working with organized sectors

PROGRAMME OUTCOME

- Understand various concepts of OB.
- Apply OB knowledge at workplace.
- Analyse the motivational factors among employees.
- Contribute for organizational development and organizational change

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 (Trait theory, Behavioural theories [Ohio State studies, Michigan Studies, Managerial Grid], Contingency theories [Fiedler Model, Hersey and Blanchard's Situational Theory, Leader-Member Exchange theory, Path-Goal theory], Contemporary Leadership Theories [Charismatic leadership theory, transformational leadership theory])-concept, styles, finding and creating effective leaders –Power & Politics in organizations - Conflict in organizations-nature, level, sources, effects and resolution strategies

UNIT 4: Functions of organization structure – Organization structure- concept, work specialization, departmentalization, Span of control, Centralization and decentralization. Organizational culture-Definition, types, creating a ethical Organizational culture – Organizational values, Organizational Climate-Organizational Citizenship Behaviour

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

REFERENCES

1. Aswathappa K. 2012. *Organizational behaviour*. Himalaya Publication house. Mumbai.
2. Bhonsle, Y.B. 1999. *Personnel management: Indian scene*. Deborah Prayer House. Mumbai.
3. Frence, Wendell and Cecil. 1995. *Organisation development*. Prentice-Hall of India Ltd. New Delhi.
4. Luthans Fred. 2000. *Organisational behaviour*. McGraw Hill Ltd. Singapore.
5. Pareek, Udai. 1999. *Organizational behaviour process*. Rawat Publications. Jaipur.
6. Pippa Riley. 2011. *Organizational behavior*. Viva books publications. New Delhi.
7. Robbins Stephen. P. et al. 2012. *Organizational behaviour*. Pearson publications. Delhi.
8. Szilagyi, Andrew and Marc Wallace. 1997. *Organisational behaviour and performance*. Scott Foresman and Company. London.
9. Tupper. F. Cawsay, Gene Deszca, Cynthia Ingols. 2012. *Organizational change*. Sage Publications: New Delhi.
10. Prasad L M, *Organisational behaviour* (Sultan Chand & Sons, New Delhi)
11. Uma Sekaran. *Organisational behaviour: Text and Cases*. (Tata McGraw Hill, New Delhi)
12. Stephen P. Robbins. *Organisational behaviour* (Prentice-Hall of India, New Delhi)

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 an 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.

LEARNING OUTCOMES:

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

- to know the meaning, scope, importance and processes of human resource development.
- to acquire knowledge on development oriented appraisal system.
- to appreciate the importance of potential appraisal, career development and succession planning.
- to understand their roles and functions in identifying, designing and auditing the training programmes.
- to appreciate the significance of organisational change and development interventions in achieving organisational effectiveness.

COURSE CONTENT:

UNIT1: Human Resource Development – Definition, Scope and Importance – Difference between traditional personnel management and HRD – HRD processes and outcomes – Role analysis and HRD – Key Performance Areas, Critical Attributes and Role Effectiveness.

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.

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

1. Arun Monappa, Mirza & Saiyadain .(1997). *Personnel management*. New Delhi: Tata McGraw-Hill Publishing Company Ltd.
2. Deb Tapomoy. (2010). *Human resource development*. New Delhi: Anne Books.
3. Dessler Garry, Biju Varkkey. (2011). *Human resource management*. New Delhi: Dorling Kindersley Publishing Company.
4. Fred Luthans. (2001). *Organizational Behaviour*. New Delhi: Mc.Graw-Hill.
ILO: An Introductory course in teaching and training methods for management development. Sterling Publishers.
5. Kandula, Srinivas, R. (2009). *Strategic human resource development*. New Delhi: Prentice hall of India.
6. Pareek, Udai. (2008). *Training instruments in HRD and OD*. New Delhi: Tata Mc Graw-Hill.
7. Parth Sarathi. (2002). *Planning, auditing and developing human resources*. New Delhi: Manak Publications.
8. Pareek Udai, and Rao, T.V. (2003). *Designing and managing human resource systems*. New Delhi: Oxford & IBH publications.
9. Pippa Riley. (2012). *Human resource management*. New Delhi: Viva Books Pvt., Ltd.
10. Premavathy, N. (2011). *Human resource management and development*. Chennai: Sri Vishnu Publications.

11. Rao T.V. (1984). *Performance appraisal: Theory and practice*. New Delhi: AIMA-Vikas management series.
12. Rao T.V. et.al. (ed). (1997). *Alternative approaches and strategies of HRD*. Jaipur: Rawat Publications.
13. Rao, T.V. (2008). *HRD score card 2500*. New Delhi: Response business books. Sage.
14. Tripathi, P.C. (2010). *Human resource development*. New Delhi: Sultan Chand & sons.
15. Werner M. Jon. (2009). *Human resource development*. Delhi: Cengage learning.

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

PSYCHIATRIC SOCIAL WORK PRACTICE

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:

- The Concept of psychiatric social work and its historical antecedents
- The Theoretical perspectives, approaches and intervention strategies
- The Policies, programmes and legal interventions concerning psychiatric illness
- The Significance of psychiatric interventions in varied settings
- The Skill to engage psychiatric social work practice in hospital and other health care settings

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, Historical Development; Prevalence of mental health problems among various populations; Stakeholders in psychiatric social work practice; Classification of mental illness: Diagnostic Statistical Manual (DSM) IV; International classification of diseases (ICD - 11); Treatment for the mentally ill patients; Policies and Legislations that inform psychiatric social work practice.

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.

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

UNIT 4: Personal issues, biases, attitude impacting counseling process and practice, ‘self’ of the counselor, addressing burn out, 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: Rehabilitation – components, psychosocial rehabilitation, psychoeducation, case management, discharge planning, rehabilitation settings- therapeutic community, Day care centres, half way homes, quarter-way homes, shelter homes, hostels, foster care; Community based rehabilitation matrix of WHO; Research based Social Work Practice in health setting.

REFERENCES

1. American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders: DSM-5. Washington, D.C: American Psychiatric Association.
2. Chandrashekhar, Suresh Math, Bhugra, D. (2007). Psychiatric epidemiology in India. Indian Journal of Medical Research 126, pp183-192.
3. Culley, S., Bond, T. (2004). Integrative Counselling Skills in Action, Sage Counselling in Action Series, New Delhi: Sage Publications.
4. Denzin, Norman K. (1987). Treating alcoholism: An alcoholics anonymous approach. Vol. 46. Sage Publications, Inc.
5. Egan, E. (2002). The Skilled Helper. 7th edition. US: Brooks/Cole
6. Fleischmann, D.R. and Schofield (2010). Perception of user involvement: a user led study. International Journal of Social Psychiatry, (56) (4), 389-400.
7. Gelder, M., Mayou, Namboothiri, V.M.D. (2009). Concise Textbook of Psychiatry. Gurgaon: Elsevier Health Sciences.
8. Hamilton, M (1994). Fish's Clinical Psychopathology. Bombay: Varghese Publishing House.
9. Hudson, Barbara L., and Raghu N. Gaiind (1978). Current Themes in Psychiatry. NY: Macmillan
10. Hughes, Jennifer, and Jennifer Barraclough (1986). An outline of modern psychiatry. US: John Wiley & Sons.
11. John, Howells G. (1971). Modern perspectives in international Child psychiatry, US: Brunner & Mazel Publishers
12. Kaplan Harold, et.al. (1980). Comprehensive text book of psychiatry. UK: Williams & Williams. Vol. I. II
13. Kraepelin, Emil. (1990). Psychiatry: A Textbook for Students and Physicians. General Psychiatry. Ed. Jacques M. Quen. United States: Science History Publications
14. Mane, P. and Gandevia, K.Y. (eds.) (1993). Mental Health Issues in India: Issues and Concerns. Mumbai: TISS

15. Marfatia, JayantChhotalal (1963). Psychiatric problems of children. New Delhi: Popular Prakashan.
16. McLeod, J. (2003). An Introduction to Counselling. Jaipur: RawatPublishers.
17. Nelson-Jones, R. (2008). Basic Counselling Skills - A Helper's Manual, Sage South Asia Edition, New Delhi: SagePublications.
18. Paul, Gordon L., and Robert J. Lentz. (1977). Psychosocial treatment of chronic mental patients: Milieu versus social-learning programs. United States: Harvard University Press
19. Ponnuchany, Matthew, Baijumon K and Ramprasad, Dharitri (2005). Family support group in psycho-social rehabilitation. Indian Journal of Psychiatry, 47,160-163
20. Richard, Cowen Philip. (2001). Shorter Oxford Textbook of Psychiatry. New Delhi: Oxford University Press
21. Sadock, B., Kaplan, H. &Sadock, V. (2000). Comprehensive Textbook of Psychiatry. Hagerstown: Lippincott Williams & Wilkins.
22. Sebastia, B. (2009). Restoring Mental Health in India – Pluralistic Therapies and Concepts, New Delhi: Oxford UniversityPress
23. Stricker, G. & Gold, J.R. (eds.) (1993). Comprehensive Handbook of Psycho-therapy NY: PlenumPress.
24. Verma, R. (1991). Psychiatric Social Work in India. New Delhi:Sage publishers
25. Vyas J.N., Ahuja, Niraj (2003). Textbook of Postgraduate Psychiatry. New Delhi: JAYPEE Brothers. Vol 1 & 2
26. WHO (2010). Community Based Rehabilitation: CBR guidelines. Geneva: WHO Press.
27. WHO (2019). ICD-11 Classification of Mental and Behavioral Disorders. Geneva: WHO. (<https://www.who.int/>)

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
IV	MSW 535	Public Health for Social Workers	4

PUBLIC HEALTH FOR SOCIAL WORKERS

OBJECTIVES

- Understand the concept of public health and related terminologies.
- Realize the evolution and structure of the public health system in India.
- Identify the public health issues and needs facing the country and design social work interventions.
- Critically review the functioning of the public health system.
- Develop skills for social work intervention in the field of public health.

PROGRAMME OUTCOME:

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

- The Concept of public health and its multi-dimensional approaches
- The Need and Evolution of public health approach in the Indian context
- The Structure and functioning of the public health system in the country
- The Public Health issues and its related challenges and interventions
- The Skill to engage Public Health Social Work practice in various settings

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 health and disease; Concept of public health and related terminologies like Community health, Preventive and Social Medicine (PSM), Health management etc; Historical development of public health, Internationalization; Basics of Epidemiology - Distribution, determinants and basic measures of health; Health Indicators; Health in developed and developing countries. Public health: Issues of Availability, Accessibility and Affordability.

UNIT 2: Diseases of Public health importance; Concept of prevention, Levels of prevention; History, structure, function and organization of health services in India: Primary, Secondary and Tertiary healthcare; Experience of voluntary sector organizations in the implementation of health services in India; Job descriptions of various functionaries; Overview of the various National health programmes.

UNIT 3: Relationship between Nutrition, Health and Development: Types of diseases Communicable, Non-communicable, Nutrition deficiency diseases; Diseases that can be easily prevented or treated; Approaches for prevention and promotion of health, curative and rehabilitative services.

UNIT 4: Health Policies and Health planning- National Health Policy, National Rural Health Mission, Health policy analysis, Health programs, National Leprosy Eradication Program, National Malaria & Filaria Control Programs, Pulse Polio, Revised National Tuberculosis Control Program, National Mental Health Program, Universal Immunization Program, National Tobacco Control Program, National Program for Prevention and Control of Deafness, National Aids Control Program, National Program for Control of Blindness, School Health Program, National Vector Borne Diseases Control Program, Prevention and Control of Non-Communicable Diseases Program National Cancer Control Program, their implementation; advocacy and lobbying.

UNIT 5: Strategies and approaches in social work in public health; Health education and Behaviour change communication strategies, Counseling and referral, Community needs assessment, Community mobilization and organization, Rehabilitation, Health system restructuring and reform, Capacity building and training, Resource mobilization and application, National and International agencies of health.

REFERENCES

1. (1983). National Health Policy. New Delhi: Ministry of Health and Family Welfare.
2. (2002). National Health Policy. New Delhi: Department of Health Ministry of Health and Family Welfare.
3. Ashton, J. and Seymour, H. (1988). The New Public Health. Philadelphia: Open University Press.
4. Breslow, L. (2002). Encyclopedia of Public Health. New York: Macmillan Reference USA
5. Butrym, Zofia and Horder, John (1983). Health, Doctors and Social Workers, London: Routledge and Keagan Paul.
6. Clark, D.W and MacMohan, B (Ed.) Preventive and Community Medicine, Boston Little: Brown and Company
7. Duggal, R. and Gangolli, L. (2005). Review of Healthcare in India. Mumbai: CEHAT.
8. Dziegielewski, S (2003). The changing face of Health care social work: Professional practice in managed behavioral Health care, New York: Springer publishing company
9. Government of India (1946). Report of the Health Survey and Planning Committee. Simla: Government of India Press.
10. Hilleboe, H.E and Larimore, G.W. (1966). Preventive Medicine, Philadelphia: W.B. Saunders company
11. Holland, W. W., Knox, G. and Detel, R. (2002). Oxford Textbook of Public Health. Volume 1, 2 and 3, Oxford: Oxford University Press

12. Lathem, W. and Newbery, A (190). Community medicine – Teaching, Research and Health care. London: Butterworths
13. Levy, B.S. (2006). Social Injustice and Public Health. New York: Oxford and Sidel
14. Lloyd, M. (2010). A practical guide to care planning in Health and Social care: Maiden England: Open University Press.
15. Mathur, J.S. (191). Introduction to Preventive and Social Medicine, New Delhi: Oxford and L.B.H. publishing company
16. Moye, L. and Kapadia, A. S. (2000). Difference equations with public health applications. New York: Marcel Dekker.
17. Park, J.E. (2009). Textbook of Social and Preventive Medicine, Jabalpur: Banarsidas Bhanot.
18. Pokrana (1994). Social Beliefs, Cultural practices in Health and Disease, New Delhi: Rawat Publications
19. Qadeer, I. Sen, K. and Nayar, K. R. (Eds.) (2001). Public Health and the Poverty of Reforms. New Delhi: Sage Publications.
20. Ramachandrudu, G. (1997). Health Planning in India, New Delhi: A.P.H. Publishing corporation
21. Rowitz, L. (2003). Public Health Leadership. Boston: Jones and Bartlett Publishers.
22. Rusk, Howard. A (1977). Rehabilitation Medicine, Saint Louis: Mosby company
23. Schneider, Mary- Jane (2006). Introduction to Public Health. London: Jones and Bartlett.
24. Smith, B.C. (1979). Community Health: an Epidemiological Approach. New York: Macmillan Pub.Co.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
IV	MSW 536	Social Work and Social Development	4

SOCIAL WORK AND SOCIAL DEVELOPMENT

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

PROGRAMME OUTCOME

- On successful completion of the course the students should enrich their knowledge about
- Understanding the concept, theories and approaches of social development
- Emphasizing the knowledge on contemporary development problems
- Understanding the need and have the ability to solve the rural, urban and tribal issues
- Enriching the knowledge on Social Work for the development of rural, urban and tribal community in India.

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.

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, Bureaucracy.

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

REFERENCES

1. Bhowmik, S. K. (ed.) (2014). The state of labour: The global financial crisis and its impact. India: Routledge.
2. Black, J. K. (1991). Development in theory and practice: Bridging the gap. Boulder: Westview Press.
3. Booth, D. (1994). Rethinking social development: Theory, research and practice. Harlow: Orient Longman.
4. Chakravarty, S. (1987). Development planning: An Indian experience. Oxford: Clarendon Press.
5. D. Marsden, P. Oakley and B. Pratt 1994. Evaluating Social Development. Measuring the Process. Oxford, INTRAC.
6. Harrison, D. (1988). The sociology of modernization and development. London: Routledge.
8. Kabeer, N. (1994). Reversed realities: gender hierarchies in development thought. London: Verso.
7. Jacob, K.K.: Social Development Perspective.
8. Kulkarni, P.D. 1979 : Social Policy and Social Development in India, Madras: Association of schools of Social work in India.
9. Larrain, J. (2013). Theories of development: Capitalism, colonialism and dependency. John Willey and Sons.
10. Marshall, K. (2008). The World Bank: From reconstruction to development to equity. Routledge.
11. Midgley, J. (2014). Social development: Theory and practice. Thousand Oaks, CA: Sage Publications.
12. Peet, R., & Hartwick, E. (2015). Theories of development: contentions, arguments, alternatives. NY, London: Guilford Publications.
13. Samir, A. (1997). Development: An essay on the social information of peripheral capitalism. Sussex, U.K.: The Harvester Press.
14. Sen, A. (2001). Development as freedom. New Delhi: OUP
15. Webster, A. (1990). Introduction to the sociology of development. Atlantic Highlands, New Jersey: Humanities Press.
15. SinghaRoy, D.K. 2003. Social Development and the Empowerment of the Marginalised: Perspectives and Strategies. Sage Publication: New Delhi.
16. Pimpley, P. N., Singh K. P., A. Mahajan (1989) Social Development Process & Consequences, Jaipur : Rawat Publication
17. Bhanti, Raj (2001) Social Development (Analysis of some social work & field), New Delhi :Himanshu Publication.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
IV	MSW 537	Social Entrepreneurship	4

SOCIAL ENTREPRENEURSHIP

OBJECTIVES

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

PROGRAMME OUTCOME

- Understand the need and importance of third sector in development.
- Enriched knowledge and skills in social entrepreneurship.
- Identify different types of social enterprises and its significance.
- Plan and develop strategies for financial management of social enterprises.
- Application of marketing principles in welfare and development field.

COURSE CONTENT

UNIT 1: Concept, Definition of third sector, need and importance of third sector in development. Growth of third sector in India – Performance and environment of 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 and traits of social entrepreneurs. Select case studies of Indian Magsasay Award winners as social entrepreneurs – Ela Bhatt, M.S. Swaminathan, Vargheese 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 – concept of Triple Bottom Line, Bottom of the Pyramid, Sustainopreneurship. Select case studies of Indian Social Enterprises.

UNIT 4: Global & National environment to promote social enterprises and social 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 welfare and development field – social marketing. Marketing of Social Services – Case studies related to Social and service marketing in the field of Health, Education, Environment protection, Energy consumption and Human rights.

REFERENCES

1. Alex Nicholls, (2006), *Social Entrepreneurship: New Models of Sustainable SocialChange*, New York: Oxford University Press.
2. David Bornstein, (2007). *How to Change the World: Social Entrepreneurs and thePower of New Ideas*, New York: Oxford University Press.
3. Fred Setterberg, Kary Schulman (1985), *Beyond Profit: Complete Guide to Managingthe Non Profit Organizations*, New York: Harper & Row.
4. Gregory Dees, Jed Emerson, Peter Economy (2002), *Enterprising Non Profits – AToolkit for Social Entrepreneurs*, New York: John Wiley and Sons.
5. Peter Drucker (1990), *Managing the Non Profits Organizations: Practices andPrinciples*, New York: HarperCollins.

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.

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 academicians 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 Power point 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

FIELD 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 programmes such as orientation programme, observation visits, concurrent field work, block placement training, study tour and mini research.

General Objectives of fieldwork

1. To gain an understanding of social realities and problems as they play out in society and the civil society's response to it.
2. To understand, appreciate and develop ability to critically evaluate the programmes and policies in the developing context.
3. To acquire skills of systematic observation, 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 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, needs and the problem.
 - d) The relationship between the micro problems observed and the macro situation, the appropriateness of the organization's resources and nature of intervention
 - e) To integrate theory and practice while recording
 - f) To develop 'self' as an agent effecting change and transformation in the society.

Field work comprises of the following:

- Social Work skill labs/ workshop
- Observation visits
- Concurrent field work
- Block fieldwork
- Rural camp/study tour

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

Semester I

Fieldwork in Semester I shall comprise of:

1. Orientation Programme
2. Observation visits
3. Skill labs/workshops for fieldwork supportive
4. Rural Camp

Mandatory Field Orientation

- The I MSW students will be oriented to the social work profession soon after their admission. Duration of the programme shall be of five days. Attendance in the orientation programme is compulsory. This programme shall comprise of speakers drawn from practitioners, professional social workers from the field and from academia. A student who has missed this orientation programme is not eligible for admission/continuing this course.
- The MSW programme includes concurrent and block fieldwork, rural camp, study tour, 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.

Observation Visits

Six observation visits for the I MSW students is mandatory. For the I M.S.W. (semester I) agency visits related to all the fields of social work will be conducted.

- Soon after the completion of orientation/observation visits, a student workshop on “Orientation to fields of social work” will be conducted to share the orientation visit experiences and learning.
- Students should submit observation visit report to the concerned faculty supervisor.

Orientation to Social Work theory:

- Theoretical code, norms, ethics and expectations of this teaching-learning opportunity.
- This orientation may be through a large group meeting to share and discuss place of practice learning as an integral part of curriculum.
- Requirements of working like days, hours, agency timings and other such details of practice learning.
- Nature and tasks of initial phase and involvement of learner and instructor.
- Learner’s responsibility towards setting agency and the institution of learning.
- Details regarding records and their submission should be maintained.
- Practice learning instruction: individual conferences—one hour per week, group conferences once a fortnight.

Orientation to social work setting/agency of placement on:

- Nature of setting/agency—its objectives, services, programmes, structure, and general environment.

- Contact person in the setting/agency, management, staff and ongoing activities.
- General introduction setting/agency its programmes and beneficiaries. Information of other similar services.
- Policies supporting the service agency both local, national.
- Learners may make a local directory to include emergency numbers of hospitals/primary health centres, police, ward of panchayat office, and network agencies, along with reference to other developmental and welfare services in the location.

Skill Labs/Workshops

The Department faculty members shall decide on appropriate, need based skill labs/workshops for the students. The theme, duration, external experts and budget shall be decided by the faculty members in the Department meeting and executed accordingly.

Rural Camp

In the beginning of the semester students should attend 5-10 days rural camp.

- Rural camp for 5 to 10 days is compulsory for the I M.S.W. 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 work

Objectives of the Rural Camp:

- a) Understand the social system with the dynamics within.
- b) Analysis of the regional social system, the approaches, and the strategies of intervention used by the government and non-government organisations.
- c) 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.
- d) Develop the capacity to critique the interventions of both the voluntary organisations and the government agencies in relation to the specific group.
- e) Through experience in group-living the student should learn to appreciate its value in terms of self-development, interpersonal relationships, sense of organisation, management and taking on responsibility.
- f) 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.
- g) Learners are fully involved in planning, implementing the plans and presenting their experience in a workshop on return from the camp.
- h) The learners should be encouraged to take on concrete tasks towards meeting basic/civic needs of the people.
- i) Learners should integrate classroom learning with their interventions in the rural camp.

Preliminary Pre-Camp Visit

For finalizing the rural campsite, a preliminary visit shall be undertaken to villages or other suitable rural areas in and around Puducherry, Karaikal etc. The team visiting shall consist of at least two faculty members and two student representatives of I MSW. 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

Fieldwork curriculum in Semester II shall consist of:

1. Concurrent fieldwork placement of two days a week
2. Skill labs/workshops as fieldwork supportive

The Placement of students during Semester II should be in agency/community setting.

The guidelines for fieldwork practice are as follows:

OBJECTIVES	TASKS
<p>To understand the agency, its philosophy and goals.</p> <p>To analyze the agency's structure, functioning and its networking strategies at the international and national level.</p>	<p>To prepare a complete document on the agency, covering specific details on</p> <ul style="list-style-type: none"> - The agency profile - Its objectives - Area of work - Administrative hierarchy - Staffing pattern - Funding pattern - National / International networking pattern - Activities implementation strategy - Monitoring / Evaluation pattern
<p>To identify the agency's geographical areas of intervention.</p> <p>To draw up a community profile</p> <p>To analyse the problems of communities through "Need Based Assessment Strategies"</p>	<p>To develop a community profile with specific details on:</p> <ul style="list-style-type: none"> - 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
<p>To study the families and their problems.</p>	<ul style="list-style-type: none"> - Family study report needs to be submitted. - Visiting ten families and identifying at least two families for detailed family analysis
<p>To study the groups in existence and initiate steps to identify and form one or two groups.</p>	<p>To form at least one group (Youth Group, Women Group, Children Group, Men Group etc.)</p>
<p>To understand and apply different models of working with individuals in different settings and develop an eclectic approach to working with individuals.</p> <p>To integrate theory into practice.</p>	<p>To handle Social Work Practice with at least five clients.</p>
<p>To understand the significance of the group on individuals.</p> <p>To understand the integration of Group Work with other methods of Social Work</p>	<p>To work with two Treatment and Task groups using adequate Group Intervention strategies.</p>
<p>To develop necessary skills to apply Group Work as a method of intervention.</p>	<p>Nature of Groups:</p> <ul style="list-style-type: none"> - Educational Group

To gain knowledge and understand of the scope of this method in various settings.	<ul style="list-style-type: none"> - Growth Group - Remedial Group - Socialization Group - Committees <p>Focus Group</p> <ul style="list-style-type: none"> - Women, Youth, Adolescent Girls, Children, Men, Potential Leaders, Youth Leaders etc.
<p>To expose students to problem situations and to enable them to identify solutions.</p> <p>To equip the students skills in problem identification</p> <p>To enable them network with and mobilize community resources.</p> <p>To implement change processes with the community's participation.</p>	<p>Identifying a community problem / problems</p> <p>Identifying resources and methods to solve the problems.</p> <p>Consciously implementing professional approaches and skills in community problem solving.</p> <p>Identifying major diseases and health needs in the community.</p>

SEMESTER III

The second year MSW field work is related to the chosen fields of specialization of the students. The field work 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 field work 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.

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

FIELD WORK 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,

assessment, intervention, referrals and follow up activities.

18. Practice of Group Work
19. Practice of Community organization.
20. Practice of Social Welfare Administration.-gain knowledge about the administrative responsibilities of social work professionals in your organization.
21. Practice of Social Work Research- undertake a mini project pertaining to your area of work
22. Practice of Social Action whenever required.
23. Collaborate with the agency personnel in building public relations.
24. Understand the statues of the agency with respect to the clientele of the agency.
25. Gain Exposure to the theoretical concepts in the demo/live sessions in departments in the agency.
26. Understand the scope of the Medical Social Work/Psychiatric social work department in the agency.
27. Identify novel initiatives for the agency and the stakeholders promoting clientele well-being
28. Critically examining agency policies and proposing suitable recommendations.
29. 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.
30. Connect with community setups like ICDS, Primary health centres, Schools etc to extend networking with other agencies
31. Get acquainted with the services in the agency like Blood Bank, Eye Bank, Ambulance services etc.
32. Understand the relevance of IEC materials in the agency and also prepare/ contribute to them.
33. Initiate activities for varied stakeholders well-being in the agency setting.
34. Understand the nuances of Home visits, Referrals, Rehabilitation etc for social work practice
35. 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

STUDY TOUR

Study tour need to be arranged during the third / fourth semester. The purpose of study tour is to expose the students to a wide range of organizations across specializations in different parts of the country. This enables them to acquire information about new strategies and trends practiced in various organizations in relation to different issues. Study tour also aims at providing information about employment opportunities and conditions in various places. A theme will be identified by students and faculty and relevant organizations and location will be chosen by the faculty and students. It is arranged and planned by the students with support from the faculty members. The tour can be completed within/outside the state. Students should prepare educational tour report and submit to the faculty supervisor within a week of return from the tour. The presentation and study tour viva-voce are conducted for the assessment of students. The following are important aspects of the study tour:

- Duration is 5 to 10 days and is compulsory for the II M.S.W. (semester III/IV)
- The study tour shall be planned in urban areas
- Visits to organizations appropriate to specializations offered by the Department in the academic year
- Attendance in all the phases of the study tour ie., planning phase and orientation, tour and post tour (sharing, submission of accounts and items, presentation etc) is compulsory
- The students are not permitted to miss the study tour under any circumstances. If it happens in exceptional and unavoidable situations, the student should accompany the next batch when they go on study tour. 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 Study Tour 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 study tour due to extraordinary situations beyond its control, the Department shall engage the students in

village/community/adoption work or in working with the urban poor

Semester IV:

Activities need to be carried out during semester IV should be in accordance with semester III. The students' professional development has to be sharpened during this semester. The final year students shall also complete their block fieldwork in this semester (IV).

BLOCK FIELDWORK RULES AND REGULATIONS

Block fieldwork is arranged in the fourth semester, in the month of April. 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 behavior 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 April. 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 IV semester examinations.

Objectives:

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

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 Field Work 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 IV 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.

EVALUATION:

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

Self evaluation is compulsory before final fieldwork evaluation. Students are expected to make their own assessment and their expected percentage of marks. In the second step of evaluation supervisor shall make detail assessment and award marks/grades. Field work viva-voce should be conducted at the end of semester in presence of external expert academician /

practitioner of the respective specialization. Given below are the criteria for fieldwork evaluation:

CRITERIA FOR FIELD WORK EVALUATION

S.No.	Criteria	Marks
Internal		
1	Plan of action*	5
2	Report submission	5
3	IC 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 on completion of 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 or organize a programme or prepare a concept paper based on his fieldwork placement and interest

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. In case of absenteeism on any count, additional fieldwork needs to be planned and scheduled. Work hours should be completed.

Working days: A student has to work on two days a week for concurrent fieldwork. The students shall be in their respective agencies every Wednesday and Thursday for 7.5 hours per fieldwork day. Every week a minimum of 15 hours of concurrent fieldwork on the said two days is mandatory. **Compensation of fieldwork is admissible only on the grounds of prolonged illness /disability/reasonable cause, as decided by the members of the faculty in a Department meeting.**

Work Hours: Minimum work hours of concurrent fieldwork $15 \times 15 = 225$ 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 spent by students in writing the fieldwork reports may also be taken into consideration. However time spent on travelling will not be included in 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 is working on a holiday declared by the University, the students shall follow the agency schedule. The list of holidays, working hours of the fieldwork agency has to be followed strictly by the students on fieldwork days.

During I M.S.W. (Semester II) 100% work hours should be completed in the community setting (rural & urban). In case agency work is in community setting 100% 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 recording in fieldwork diary and fieldwork journal separately. The fieldwork journal (observation note) should be up-to-date. Time, tasks and work hours should be maintained in the fieldwork journal (observation note). Detailed work record 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 observation note shall then be signed by the faculty supervisor. This shall be produced to the external viva voce examiner along with 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 the part of time-table. Faculty needs to conduct fieldwork conference every week for all the students (Individual conferences – half an hour per week, group conferences once a month). Faculty needs to maintain fieldwork conference report and concurrent fieldwork attendance report of each trainee student 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 main responsibilities of the students include:

Placing due emphasis on a meaningful, desirable and optimal participation in all components of Fieldwork Programme of the Department

Abiding all the rules, regulations, guidelines and procedures pertaining to fieldwork, as they exist and or as they are revised from time to time

According 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 with the aim of accomplishing 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 scheduled plan and within the agreed upon time frames

Facilitating an ongoing contact and communication between fieldwork agency and the Department

Appropriately terminating fieldwork at the end of the semester as per Department guidelines

Assuming a professional conduct with respect to the following aspects:

- ❖ Regularity, punctuality and self discipline in respect to 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

It is imperative for the Department supervisor to maintain regular contact with all the agencies where her/his students are placed. Regular communication between the Department supervisor and Agency Supervisor is instrumental for the holistic professional development of students and also preventing any malpractices. It is expected, therefore that:

The Department supervisor should make a minimum of one visit per month to the Agency under their supervision, planned and in consultation with the Agency supervisor

The visits should aim at assessing the students' progress and learning on an ongoing basis. The last visit should lay sufficient emphasis on the evaluation of the student's performance and learning on critical parameters, in order to aid the Department supervisor to assess the student comprehensively

At least one Agency Supervisor Meet is to be organized at the Department annually. The Meet 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 meeting followed by working groups discussing, deliberating and forwarding recommendations on different themes relevant for 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 fulfill the following:

- ❖ Hold individual conferences of at least 30 minutes' duration per student, per week
- ❖ Check students' recordings on a weekly basis make written comments on them and discuss the same in the individual conferences.
- ❖ Make regular visits to the fieldwork settings for discussion of the students' 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.

IV SEMESTER – RESEARCH PROJECT