

(Abstract)

M.S.W Programme- Scheme & Syllabus (1st and IInd semester only) under Choice Based Credit and Semester System (Outcome Based Education system- OBE) in Affiliated Colleges with effect from 2023 admissions - Implemented- Orders issued.

ACADEMIC C SECTION

ACAD/ACAD C4/16768/2023

Dated: 23.09.2023

- Read:-1. U.O No. Acad C2/429/2017 Dated 08.09.2020
2. U. O No. Acad C1/21246/2019 Dated 07.12.2020
3. U.O. No. Acad/C1/21246/2019 dated 16.02.2023 ,
4. U.O. No. Acad/C1/21246/2019 dated 20.04.2023
5. Minutes of the meeting of the CSMC & Conveners of Adhoc committee held on 15.06.2023
6. U.O. No. Acad/C1/21246/2019 dated 09.08.2023
7. Scheme & Syllbus for MSW programme submitted by the Convener, Ad hoc committee vide e-mail dated 19.09.2023
8. Minutes of the Meeting of the Ad hoc committee for Social Work programme held on 19.09.2023

ORDER

1. Curriculum Syllabus Monitoring Committee comprising the members of Syndicate was constituted for the Syllabus revision of UG & PG Programmes in Affiliated Colleges, vide paper read (1) above and as per the recommendation of this Committee in its meeting held on 20.11.2020, constitute a sub Committee to prepare the Regulation for PG programmes in Affiliated Colleges vide paper read (2) above.
2. As the reconstitution of Board of Studies of the University is under consideration of the Hon'ble Chancellor, considering the exigency of the matter, Ad hoc Committees were constituted vide paper read (3) above, & it has been modified vide paper read (4) above to revise the Curriculum and Syllabus of PG Programmes in Affiliated Colleges w.e.f 2023-24 academic year.
3. The combined meeting of the Curriculum Syllabus Monitoring Committee & Conveners of Ad hoc committee held on 15.06.2023 at syndicate room discussed in detail the draft Regulation, prepared by the Curriculum Syllabus Monitoring Committee, for the PG programmes under Choice Based Credit and Semester System to be implemented in Affiliated Colleges w.e.f 2023 admission and proposed the different phases of Syllabus revision process such as subject wise workshop , vide paper read (5) above.
4. Revised Regulation for PG programmes under Choice Based Credit and Semester System (in OBE- Outcome Based Education System) was approved by the Vice Chancellor on 05.08.2023 and implemented w.e.f 2023 admission vide paper read (6) above.
5. Subsequently, as per the paper read (7) above, the Convenor, Ad hoc committee for Social Work submitted the finalized copy of the Scheme & Syllabus of 1st & IInd semester M.S.W programme for implementation w.e.f 2023 admission along with the Minutes of the meeting of the ad hoc committee.(Paper read 8 above).
6. The Vice Chancellor after considering the matter in detail and in exercise of the powers of the Academic Council conferred under section 11(1) Chapter III of Kannur University Act, 1996 and all other enabling provisions read together with, accorded sanction to implement the Scheme, Syllabus of 1st & IInd semester M.S.W programme under Choice Based Credit and Semester System (in OBE- Outcome Based Education System) in Affiliated Colleges under the University w.e.f 2023 admission , subject to report to the Academic Council.
- 7.The Scheme & Syllabus of 1st and IInd semester M.S.W programme under Choice Based Credit

and Semester System (in OBE- Outcome Based Education System) in Affiliated Colleges under the University w.e.f 2023 admission is uploaded on the website of the University (www.kannuruniversity.ac.in)

8. Orders are issued accordingly.

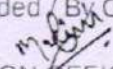
Sd/-

Narayanadas K
DEPUTY REGISTRAR (ACAD)
For REGISTRAR

To: 1. Principals of Affiliated Colleges offering M.S.W Programme
2. Convenor, Curriculum Syllabus Monitoring Committee.
3. Convenors, Ad hoc Committee for Social Work Programme

Copy To: 1. The Examination Branch (Through PA to CE)
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6. SF/FC/DF

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SECTION OFFICER





**CURRICULUM
KANNUR UNIVERSITY**

**SYLLABUS
OF
MASTER OF SOCIAL WORK (M.S.W.) PROGRAMME**

**CURRICULUM FOR CHOICE BASED CREDIT AND SEMESTER
SYSTEM FOR POSTGRADUATE PROGRAMME IN AFFILIATED
COLLEGES - 2023
(OBE – OUTCOME BASED EDUCATION SYSTEM)
(KUCBSS – PG - 2023)**

**Prepared by
AD-HOC COMMITTEE OF STUDIES IN SOCIAL WORK
(PG)**

2023

AD-HOC COMMITTEE MEMBERS

- 1.TOMY JACOB (CONVENOR)
ASSISTANT PROFESSOR
DEPARTMENT OF SOCIAL WORK,
ST JOSEPH'S COLLEGE ,PILATHARA ,KANNUR

- 2.Dr JOY ULLATIL
ASSISTANT PROFESSOR
DON BOSCO COLLEGE
SULTHAN BATHERY,WAYANAD

- 3.Dr.FRANCINA PX
ASSISTANT PROFESSOR
DEPARTMENT OF SOCIAL WORK
LOYOLA COLLEGE SOCIAL SCIENCES,SREEKARYAM,THIRUVANANTHAPURAM

- 4.Dr.SASIKUMAR C
ASSISTANT PROFESSOR
DEPARTMENT OF SOCIAL WORK,
ST JOSEPH'S COLLEGE ,PILATHARA ,KANNUR

- 5.Dr P G AQUINAS
PROFESSOR
DEPARTMENT OF SOCIAL WORK,
MANGALORE UNIVERSITY,MANGALA GANGOTRI

- 6.DILIP DIWAKAR G
ASSISTANT PROFESSOR
DEPARTMENT OF SOCIAL WORK
CENTRAL UNIVERSITY OF KERALA



KANNUR UNIVERSITY

Curriculum for Choice Based Credit and Semester System for Postgraduate Programme in Affiliated Colleges - 2023 (OBE – Outcome Based Education System)

Kannur University introduced Outcome Based Education (OBE) in the curriculum for undergraduate students in 2019. Expanding OBE to the Postgraduate curriculum and syllabus from the academic year 2023 onwards demonstrates the university's commitment to further improving the learning experience for its students across different academic levels. This move is to enhance the academic rigour and relevance of the Postgraduate programmes, better preparing the students for their future careers and challenges.

Outcome based education is an educational methodology where each aspect of education is organized around a set of goals (outcomes). Students should achieve their goal by the end of the educational process. Throughout the educational experience, all students should be able to achieve their goals. It focuses on measuring student performance through outcomes. The OBE model aims to maximize student learning outcomes by developing their knowledge & skills.

The key to success in outcome-based education is clarity, for both teachers and students to understand what's expected of them. Outcome-based education aims to create a clear expectation of results that students must achieve. Here, the outcome includes skills, knowledge and attitude. In addition to understanding what's expected, outcome-based education also encourages transparency. The basic principle of outcome-based education is that students must meet a specific standard to graduate. Hence, no curve grading is used in outcome-based education, and instead, teachers are free to experiment with any methodology they feel is best.

1. MISSION STATEMENTS

- a. To produce and disseminate new knowledge and to find novel avenues for application of such knowledge.
- b. To adopt critical pedagogic practices which uphold scientific temper, the uncompromised spirit of enquiry and the right to dissent.
- c. To uphold democratic, multicultural, secular, environmental and gender sensitive values as the foundational principles of higher education and to cater to the modern notions of equity, social justice and merit in all educational endeavours.

- d. To affiliate colleges and other institutions of higher learning and to monitor academic, ethical, administrative and infrastructural standards in such institutions.
- e. To build stronger community networks based on the values and principles of higher education and to ensure the region's intellectual integration with national vision and international standards.
- f. To associate with the local self-governing bodies and other statutory as well as non-governmental organizations for continuing education and also for building public awareness on important social, cultural and other policy issues.

2. ESTABLISHING THE PROGRAMME OUTCOMES (POS)

Programme Outcomes (POs): Programme outcomes can be defined as the objectives achieved at the end of any specialization or discipline. These attributes are mapped while a student is doing graduation and determined when they get a degree.

PO 1: Advanced Knowledge and Skills: Postgraduate courses aim to provide students with in-depth knowledge and advanced skills related to their chosen field. The best outcome would be to acquire a comprehensive understanding of the subject matter and develop specialized expertise.

PO 2: Research and Analytical Abilities: Postgraduate programmes often emphasize research and analytical thinking. The ability to conduct independent research, analyze complex problems, and propose innovative solutions is highly valued.

PO 3: Critical Thinking and Problem-Solving Skills: Developing critical thinking skills is crucial for postgraduate students. Being able to evaluate information critically, identify patterns, and solve problems creatively are important outcomes of these programs.

PO 4: Effective Communication Skills: Strong communication skills, both written and verbal, are essential in various professional settings. Postgraduate programs should focus on enhancing communication abilities to effectively convey ideas, present research findings, and engage in academic discussions.

PO 5: Ethical and Professional Standards: Graduates should uphold ethical and professional standards relevant to their field. Understanding and adhering to professional ethics and practices are important outcomes of postgraduate education.

PO 6: Career Readiness: Postgraduate programs should equip students with the necessary skills and knowledge to succeed in their chosen careers. This includes practical skills, industry-specific knowledge, and an understanding of the job market and its requirements.

PO 7: Networking and Collaboration: Building a professional network and collaborating with peers and experts in the field are valuable outcomes. These connections can lead to opportunities for research collaborations, internships, and employment prospects.

PO 8: Lifelong Learning: Postgraduate education should instil a passion for lifelong learning. The ability to adapt to new developments in the field, pursue further education, and stay updated with emerging trends is a desirable outcome.

3. MSW PROGRAMME SPECIFIC OUTCOMES (PSOS)

a. Knowledge

- i. Application of social work methods, values, principles, theories and frameworks for the practice and interventions; integrating theoretical knowledge with practical skills.
- ii. Understand societal structures and dynamics and human behaviour considering the influence of social, cultural, political and environmental factors.
- iii. Stay updated on regional, national and global social issues and policies, programs, and systems that impact individuals and communities, and their implications for social work practice.
- iv. Demonstrate knowledge of legal frameworks and ethical guidelines relevant to social work practice, ensuring ethical decision-making and professional conduct.
- v. Acquire knowledge about marginalized groups and communities, their vulnerabilities and rights.

b. Competencies

- i. Assess needs, strengths/resources, and risks of individuals, groups and communities and develop comprehensive intervention plans based on the assessment.
- ii. Identify, mobilize and manage resources for the effective delivery of services in various social work setting.
- iii. Advocate for social justice, human rights, and equality on behalf of individuals and marginalized communities through informed actions.
- iv. Demonstrate cultural competence by effectively engaging with individuals from diverse cultural backgrounds in a respectful and inclusive manner.
- v. Adhere to professional ethics and standards consistently in the practice of social work.

c. Skills

- i. Communicate effectively - verbally, non-verbally and written with all stakeholders in different social work settings.

- ii. Demonstrate empathy and active listening skills to create a supportive and understanding environment for clients and promote effective communication.
- iii. Apply problem-solving techniques to analyze complex situations, identify appropriate solutions, and make informed decisions for effective social work practice.
- iv. Advocacy, networking, and collaborating successfully with multidisciplinary teams, community organizations, and stakeholders to enhance the well-being of clients and communities.
- v. Handle crisis situations effectively by providing immediate support and connecting individuals with appropriate resources and services.
- vi. Demonstrate proficiency in documentation methods and systems used in social work practice.

d. Attitudes

- i. Approach clients and communities with respect, non-judgment, and cultural sensitivity, valuing diversity and promoting inclusive practices.
- ii. Empower individuals, families, groups and communities by fostering belief in their abilities and facilitating their active participation in decision-making processes.
- iii. Engage in self-reflection and cultivate self-awareness to identify personal biases, limitations, and areas for growth, ensuring professional development.
- iv. Demonstrate compassion and empathy towards clients and communities, actively promoting their well-being and dignity.
- v. Actively work towards social justice and equality by addressing systemic barriers, advocating for change, and promoting inclusive practices within social work.

4. DEFINITIONS

In these regulations, unless the context otherwise requires:

a. 'Programme' means a programme of study comprising of Core Course, Elective Course, Open Course and MOOC course as applicable.

b. Duration of the Programme - The duration of MSW Programme shall be 4 Semesters with 6 working days of 18 weeks in a semester distributed over a period of 2 academic years in compliance with hours of instruction stipulated by UGC.

c. Semester - 'Semester' means a term consisting of 108 working days including examination days and Saturdays.

d.'Academic Week' is a unit of six working days in which the distribution of work is organised from day one to day six (normally, Monday to Saturday), with five contact hours of one-hour duration on each day for four days (Monday to Thursday) and 8 hours of field work practicum for two days (Fridays and Saturdays) in a week. All together it comes 517.5 working hours per semester. A sequence of 18 such academic weeks constitutes a semester.

5. ELIGIBILITY FOR ADMISSION

(The admission to all PG programmes shall be as per the rules and regulations of the University.)

- a. A Degree in any Subject recognized by Kannur University.
- b. Those who have obtained a degree or are appearing for the final year degree examination are eligible to apply.
- c. Undergraduates in social work applying for MSW shall be given a weightage.

6.PROGRAMME STRUCTURE

The MSW programme shall include:

6.1 Core Courses (C) – Courses that a MSW student must successfully complete to receive the degree. In the third semester the student can opt for a specialized stream that he/she has to continue for the fourth semesters.

6.2 Elective Courses (E) - There shall be 3 Elective courses spread over the first three semesters of the MSW course.

6.3 Open Elective (OE) - There shall be 1 Open Elective course in the third semester of the programme. Students can choose the Open Elective offered by other PG Departments.

6.4 Concurrent Field Work & Viva (P) – Field practicum is compulsory for all the 4 semesters, each semester field work is for 8 credits (100 marks). The field work guidelines for each semester are detailed later.

6.5 Field Work Days - MSW being a professional programme and the students are expected to undergo Field Work Practicum, two days in a week are to be allocated for field work. So, it will be six working days per week including Saturdays.

6.6 Skill Training (ST) - There shall be a skill training of 2 credits each in the first three semesters of the programme.

6.7 Project/ Dissertation (Pr) - In the fourth semester, a student has to undertake a project under the supervision of a teacher in order to submit a dissertation on the project work as specified.

6.8 Internship - It is a compulsory requirement for the successful completion of the programme .The internship will span six weeks and will be divided into two parts. The first part will take

place for one month during the semester break of the second semester, while the other part will occur in the fourth semester. Marks will be awarded in the fourth semester on the successful completion of the both the parts.

6.9 General Viva Voce - Shall be conducted at the end of the programme.

6.10 Rural camp - During the first semester, students are expected to participate in a rural camp that spans 10 days. This camp carries 4 credits and entails a total engagement of 120 hours.

6.11 Field work in community setting - It is a mandatory field work within a community setting, spanning a period of 10 days. Each day consists of 8 hours of engagement.

6.12 Exposure visits to social work settings in Kerala - In the first semester, students must undertake exposure visits to a minimum of 5 government or non-government organizations within the state of Kerala. Upon completing these visits, students are expected to earn a minimum of 4 credits.

6.13 Exposure Visits to Social Work Settings Outside Kerala / Study Tour - In the third semester, there is a mandate for exposure visits to social work settings located outside the state of Kerala. The study tour spans about 10 days, offering students hands-on experience and exposure to social work practices. This activity carries a credit value of 4 and requires a total of 120 hours.

6. CGPA (Cumulative Grade Point Average):

A student shall accumulate a minimum of 120 credits for MSW programme.

Semester	No. of Courses	Total Credits	Marks
First	5 Core + Field Work Practicum + 1 Skill Training	25	500
Second	4 Core + 1 Elective + Field Work Practicum + 1 Skill Training + First part of internship for 30 days during semester break	25	400
Third	3 Core + 1 Elective + 1 Open Elective + Field Work Practicum + 1 Skill Training	25	500
Fourth	4 Core + Field Work Practicum + Dissertation (PR) + Second part of Internship for 15 days	25	600
TOTAL	16 Core + 2 Elective + 1 Open Electives 3 Skill Training 5 FW(P) + 1 PR	100	2000

Program me Structure	Semester I				Semester II				Semester III				Semester IV			
	No of Papers	Credits	Hou rs	Mar ks	No of Papers	Credits	Hou rs	Mar ks	No of Papers	Credits	Hou rs	Mar ks	No of Papers	Credits	Hou rs	Mar ks
Core Papers	5	15	225	250	4	12	180	200	3	9	135	150	4	12	180	200
Electives	-				1	3	45	50	1	3	45	50				
Open Electives	-								1	3	45	50				
Practical	3	8	240	200	1	8	240	100	2	8	240	200	2	8	240	200
Skill Training	1	2	60	50	1	2	60	50	1	2	60	50				
Projects	-												1	5	75	200
Total	9	25	525	500	7	25	525	400	8	25	525	500	7	25	495	600

	No of Papers	Total Credits	Total Marks
Total Core Papers	12	36	600
Total Electives	6	18	300
Total Open Electives	1	3	50
Total Practicals	8	32	700
Total Skill Training	3	6	150
Total Projects	1	5	200
Total		100	2000

7. SPECIALISATION IN MSW PROGRAMME

A student who registers for MSW programme can choose their specialization as electives in their third and fourth semesters. Two electives are compulsory in the third and fourth semester from the pool of their specialisation. The following are the specializations provided by the departments in the Colleges affiliated to the University.

Specialisations

- Medical and Psychiatric Social Work (MPSW)
- Rural and Urban Community Development (RUCD)
- Human Resource Management (HRM)

8. FRAMEWORK FOR FIELDWORK

Framework for Fieldwork

Semester	Nature of Field Work	No. of Days/Hours	Credits	Total Hours
First	Exposure visits to social work settings in Kerala	Minimum 5 days (40 hours)	4	120
	Field Work in Community Settings	8 hours x 10 days		
	Rural Camp	10 days	4	120
Second	Social Work Practicum and Viva	8 hours x 30 days	8	240
	Internship Part -1	8 hours x 30 days	Marks will be given on successful completion of the second part of internship in the fourth semester	
Third	Social Work Practicum and Viva	8 hours x 15 days	4	120
	Exposure Visits to Social Work Settings Outside Kerala Cum Study Tour	10 days	4	120
Fourth	Social Work Practicum and Viva Voce	8 hours x 15 days	4	120
	Internship Part-2	8 hours x 15 days	4	120
Total			32	1080

9. DISSERTATION

9.1 A dissertation is to be undertaken by all students. The Dissertation entails field work, report, presentation and viva voce. The class hours allotted for dissertation may be clustered into a single slot so that students can do their work at a center /location for a continuous period of time.

- a. Dissertation work shall be carried out under the supervision of teacher in the parent department concerned or prescribed by the department coordinator.
- b. The project report shall be prepared according to the guidelines approved by the university. Three typed copies of the project report shall be submitted to the Head of the Department, two weeks before the commencement of the ESE of the final semester. (One

copy to the University for external valuation and to be kept in the University library thereafter, one copy to be kept in the Department and one personal copy for the student).

- c. The external evaluation of the Dissertation shall be carried out at the end of the programme. The title and the credit with marks awarded for the Dissertation should be entered in the grade/mark sheet approved by the university.
- d. Every student has to do the Dissertation independently. No group projects are accepted. The project should be unique with respect to title, project content and project layout. No two project report of any student should be identical, in any case, as this may lead to the cancellation of the project report by the university.

9.2 Evaluation of Project Work

- a. The ESE of the project work shall be conducted by two external examiners.
- b. Evaluation of the Project Report shall be done under Mark System.
- c. The evaluation of the project will be done at THREE stages:
- d. Continuous Assessment (CA) (Supervising teacher/s will assess the project and award internal Marks out of 100)
- e. The copy of the project will be sending to the university along with the fourth semester answer books and will be evaluated at University. (External Examiners appointed by the university will assess the project at University and award External Marks out of 50)
- f. There will be a Dissertation Viva for the project work done by the students towards the end of IV semester. (The Dissertation viva will be done by External Examiners appointed by the university and marks will be awarded out of 50.)
- g. Marks secured for the project will be awarded to candidates, combining the internal, University Evaluation Marks and Marks of the Dissertation Viva.
- h. A Student shall be declared to pass in the Project report course if she/he secures minimum 40% marks of the aggregate and 40% separately for external. The student should get a minimum of 40% marks for pass in the project. In an instance of inability of obtaining a minimum of 40% marks, the Project work may be redone and the report may be resubmitted along with subsequent exams through parent department.
- i. External Examiners will be appointed by the University from the list of IV semester Board of Examiners in consultation with the Chairperson of the Board.
- j. The criteria for evaluation and awarding marks would be the following:

Internal (Viva) 20% of total

Components	% of Internal Marks
Punctuality	20
Use of Data	20
Scheme/Organization of Report	40
Viva-voce	20

External (80% of Total)	
Components	% of External Marks
Relevance of the Topic	5
Statement of Objectives	10
Methodology/Reference/Bibliography	15
Presentation of Facts / Figures / Language style/Diagrams etc	20
Quality of Analysis/Use of Statistical tools	15
Findings and recommendations	10
Viva-Voce	50

KANNUR UNIVERSITY

**MSW DEGREE PROGRAMME UNDER CREDIT BASED SEMESTER SYSTEM
(CBSS-PG) 2023**

PROGRAMME STRUCTURE AND SCHEME OF EXAMINATION

SEMESTER ONE

Semester I								
Course Code	Title of the Course	Exam Duration	Hours per week	Total Hours	Credits	Marks		
						Internal	External	Total
MWMSW01C01	Fundamentals of Social Work Profession	3	4	45	3	10	40	50
MWMSW01C02	Society and Social Analysis	3	4	45	3	10	40	50
MWMSW01C03	Psychology for Social Workers	3	4	45	3	10	40	50
MWMSW01C04	Working with Individuals and Families	3	4	45	3	10	40	50
MWMSW01C05	Working with Groups	3	4	45	3	10	40	50
MWMSW01C06	Exposure visits to social work settings in Kerala	-	-	40	2			50
MWMSW01C07	Field Work in Community Settings	-	8 hours x 10 days	80	2			50
MWMSW01C08	Rural Camp	-	10 days	120	4			100
MWMSW01C09	Skill Training	-	10 hrs x 6 days	60	2			50
Sub Total				525	25	50	200	500

SEMESTER TWO

Semester II									
Course Code	Title of the Course	Exam Duration	Hours per week	Total Hours	Credits	Marks			
						Internal	External	Total	
MWMSW02C10	Social Work Research and Statistical Applications	3	4	45	3	10	40	50	
MWMSW02C11	Social Welfare Administration	3	4	45	3	10	40	50	
MWMSW02C12	Community Organisation and Social Action	3	4	45	3	10	40	50	
MWMSW02C13	Counselling Skills and Techniques	3	4	45	3	10	40	50	
Elective-1									
MWMSW02E01	Social Psychology								
MWMSW02E02	Working with Differently-Abled								
MWMSW02E03	Social Work among Children and Adolescents	3	4	45	3	10	40	50	
MWMSW02E04	Disasters and Social Work Interventions								
MWMSW02C14	Social Work Practicum and Viva Voce	-	8 hours x 30 days	240	8			100	
	Internship -Part 1		8 hours x 30 days						
MWMSW02C15	Skill Training	-	10 hrs x 6 days	60	2			50	
Sub Total					525	25	50	200	400

SEMESTER THREE

Course Code								
Course Code	Title of the Course	Exam Duration	Hours per week	Total Hours	Credits	Marks		
						Internal	External	Total
MWMSW03C16	Project Planning and Management	3	4	45	3	10	40	50
	Elective-2							
MWMSW03E05	Abnormal Psychology	3	4	45	3	10	40	50
MWMSW03E06	Social Impact Assessment and Auditing	3	4					
MWMSW03E07	Code on Wages, Social Security and Other Laws	3	4					
MWMSW03E08	Business Plan Development for Social Sector	3	4					
	Open Elective-1							
MWMSW03O01	Gender, Health and Development	3	4	45	3	10	40	50
MWMSW03O02	Development Challenges in India and Sustainable Development Goals (SDGs)	3	4					
ELECTIVE -3 & ELECTIVE 4	Choose any one Specialisation Specialisation-1: Medical and Psychiatric Social Work (MP) Specialisation-2: Rural and Urban Community Development							

	(CD) Specialisation-3: Human Resource Management (HRM)							
MWMSW03E09 (MD)	Social Work in Medical Settings	3	4					
MWMSW03E10 (CD)	Community Development Approaches and Tools	3	4	45	3	10	40	50
MWMSW03E11 (HR)	Human Resource Management and Development	3	4					
MWMSW03E12 (MP)	Social Work in psychiatric setting	3	4					
MWMSW03E13 (CD)	Rural and Urban Community Development and Governance	3	4	45	3	10	40	50
MWMSW03E14 (HR)	Organizational Behaviour	3	4					
MWMSW03C17	Social Work Practicum and Viva Voce	-		120	4			100
MWMSW03C18	Exposure Visits to Social Work Settings Outside Kerala Cum Study Tour	-	10 days	120	4			100
MWMSW03C19	Skill Training	-		60	2			50
	Sub Total			525	25	50	200	500

SEMESTER FOUR

Semester IV								
Course Code	Title of the Course	Exam Duration	Hours per week	Total Hours	Credits	Marks		
						Internal	External	Total
MWMSW04C20	Social policy and legislation	3	4	45	3	10	40	50
MWMSW04C21	Lifeskill Education	3	4	45	3	10	40	50
ELECTIVE 5 & ELECTIVE 6	Choose any two courses from the respective specialisations: Specialisation-1: Medical and Psychiatric Social Work (MP) Specialisation-2: Rural and Urban Community Development (CD) Specialisation-3: Human Resource Management (HRM)							
MWMSW04E15 (MP)	Public Health	3	4	90	6	20	80	
MWMSW04E16 (MP)	Clinical Social Work and Psychotherapeutic Interventions	3	4					
MWMSW04E17 (MP)	Perspectives on Ageing and Geriatric social work	3	4					
MWMSW04E18 (MP)	Trauma Care and Crisis Intervention	3	4					

MWMSW04E19 (CD)	Environmental Justice and Sustainable Development	3	4					
MWMSW04E20 (CD)	Social Entrepreneurship and Empowerment	3	4					
MWMSW04E21 (CD)	Social Action, Advocacy and Movements	3	4					
MWMSW04E22 (CD)	Social Inclusion and Empowerment of Marginalised	3	4					
MWMSW04E23 (HR)	Labour Welfare and legislations	3	4					
MWMSW04E24 (HR)	Industrial Relations and Corporate Social Responsibility (CSR)	3	4					
MWMSW04E25 (HR)	Unorganised sector workers and social work (Include Migrant workers)	3	4					
MWMSW04E26 (HR)	Resource Management in Human Service Organisations	3	4					
MWMSW04C22	Internship -Part 2			120	4			100
MWMSW04C23	Social Work Practicum and Viva Voce			120	4			100
MWMSW04C24	Research Project			75	5			200
Sub Total				495	25	40	160	500

KANNUR UNIVERSITY

M. S. W PROGRAMME

FIELD WORK CURRICULUM

INTRODUCTION

Field practicum in MSW course is designed to provide a variety of opportunities to develop and enhance professional practice skills. The purpose of fieldwork is to merge theoretical knowledge with practical application. Learning is aided through observation, analysis of social realities and experience of participation in designing and providing social work intervention.

Fieldwork is compulsory in all the four semesters. Field work is carried out either as concurrent (2 days in the field/ agency in a week) or consolidated (fieldwork days combined together for a certain period- 25 days/ 30 days) according to the convenience of the field/agency in which the students are placed.

In the first two semesters the purpose of field work is to give an overall exposure to the existing social situations/problems, interventions at Government/ Non-government levels and scope for professional intervention. Third and fourth semester field work focuses on the area of specialization chosen by the student and in-depth understanding/ intervention in the particular area.

Field Work and Block Placement assessment will be fully internal and the Department will be the final authority in awarding the grades

The broad objectives of Field Practicum are as follows:

1. Develop the ability to observe and analyse social realities.
2. To understand the characteristics of social systems and their dynamics based on the theoretical understanding obtained from the courses in the semester.
3. To understand and appreciate the culture, norms and values of the varied sections of people in the community.
4. To give the students a broad view of interventions by various GOs /NGOs/individuals in the issues of the society.
5. To understand, learn, observe and evaluate the problems and interventions.
6. To develop the ability to recognize the need for newer programmes, initiate and participate in them.

7.To gain clarity and imbibe values which sustain positive attitudes and ethics of professional social work practice.

8.To develop the capacity to integrate knowledge and practice-theory by participating in the intervention.

9.To demonstrate oral, written and presentation skills of communication in a community as well as among various intervention groups.

10.To enhance writing skills to document practice properly. Recordings to be viewed as an expression of interest, motivation and involvement in practice and as evidence of enrichment in the process of professional growth.

To achieve these objectives, the students are exposed to actual situation in various ways and with varying intensity of involvement in different semesters through different programmes.

MSW FIRST SEMSTER

First semester field work is divided into three major parts, namely:

No.	Activity	No. of Hours/Days	Credits
1	Exposure visits to social work settings in Kerala	Minimum 5 days (40 hours)	4
2	Field Work in Community Settings	8 hours x 10 days	
3	Rural Camp	10 days	4

Exposure visits to social work settings in Kerala

To provide an exposure to and understanding of the services provided in response to people's needs, the students are taken for visit to various Social work related organizations run by Government, NGOs and Individuals.

A minimum of seven visits are carried out to various settings like those listed below:

1. Health setting- Community Health Projects, PHCs, Mental Health Centres
2. Rehabilitation Centres for marginalized groups- Mentally/ Physically challenged, Women/ Destitute children, Elderly
3. Criminal Justice Systems- Jails, Courts, Police stations and Juvenile justice centres
4. Sexual Health Intervention projects

5. Entrepreneurship Development /Training Centers
6. Agencies/ Panchayath successfully implementing community development programmes
7. Agencies addressing environmental issues
8. Other agencies, the Department finds suitable for the Social Work Students.

Field Work in Community Settings

The community field work in the 1st semester aims to expose the students to the rural and urban communities of our state. In this process they also get an understanding of the community life, their culture, practices, tradition, needs, problems etc. It provides an opportunity to learn to build rapport with people in community and to improve communication skills, analytical skill, and observation etc. Every student is placed in the community for a period of 10 days.

In the first semester the students will be placed in the nearby community under a development agency (Governmental or Non Governmental).

Rural Camp

Community camp will be the first attempt by the department to help the students to bridge gap between theory and practice, and hence should be carefully incorporated into the curriculum. Care should be taken to organize community camp in such a way as to enhance the insights of the students in the foundational/core courses of social science concepts

Scope of the camp

- The work undertaken in the camp can range from participating in a reconstruction work, rehabilitation projects, in campaigns, social action projects to research projects. The camp can also be conducted in remote rural areas, urban slums, with populations undergoing traumatic experiences, in spaces for differently abled people etc.
- It provides the students with an opportunity to work with diverse populations in terms of ethnicity, socio economic status so as to enable the students to have greater respect for diversity and sensitivity towards inequality and injustice.
- The work undertaken in the community should not be inconsiderate of the environmental balances, gender equality, professional and ethical values of social work.
- The camp would be organized in such a manner as to help the students have maximum experience in community living and hence should be encouraged to live with the community members as much as possible without encroaching upon their cultural specificities.
- The camp also provides the students an opportunity to work and live together as a team and this will be the first in a series of activities undertaken by them in the two year course work.
- Student is considered as adult learner and hence will be having, in consultation with the

faculty supervisor, the full responsibility in planning and executing the objectives of the camp and ensuring that those objectives are met.

- Students are expected to submit a detailed record of the camp activities.

Modus Operandi of the camp

A committee consisting of elected representative of first semester students and supervisory teacher together will decide upon the venue of the camp and the work to be undertaken keeping in sight the objectives of the camp. Financial requirements should be met by the students, which can also be raised through community participation in forms of money and kind. The supervisory teachers and camp coordinators can plan daily routine and day leaders of the camp. Care should be taken to see to it that every student in the batch had got an opportunity to share and give leadership in most of the camp activities. Mode of evaluating the camp can be flexible and be finalized by the concerned department council in accordance with the nature of the camp.

Participation in the camp is compulsory. Camp will be of ten days duration.

MSW SECOND SEMSTER

In the second semester the students are placed in small groups or independently in the welfare agencies managed by Government or Non Governmental organisations in the nearby places for the practice of Social Work methods.

Second semester field work is divided into two major parts, namely:

No.	Activity	No. of Hours/Days	Credits
1	Social Work Practicum and Viva	8 hours x 30 days	8
2	Internship- Part I	8 hours x 30 days	-

The internship will span six weeks and will be divided into two parts. The first part will take place for one month during the semester break of the second semester, while the other part will occur in the fourth semester. Marks will be awarded in the fourth semester on the successful completion of the both the parts

MSW THIRD SEMSTER

In the third semesters, the students are placed in agencies implementing programmes in specialized areas. They are placed in respective streams they opt as Specialisation. The students get an overview of the intervention in different areas, be it community development (urban/rural), hospitals/ rehabilitation centers, industries or agencies working with children, women or youth.

Third semester field work consists of two major parts, namely:

No.	Activity	No. of Hours/Days	Credits	Marks
1	Social Work Practicum and Viva	8 hours x 15 days	4	100
2	Exposure Visits to Social Work Settings Outside Kerala Cum Study Tour	10 days	4	100

EXPOSURE VISITS TO SOCIAL WORK SETTINGS OUTSIDE KERALA CUM STUDY TOUR- PROCEDURE

A study tour will be arranged in the third semester. Participation in the study tour is compulsory. Study tour can be within Kerala or outside and should be jointly planned with the students keeping in mind the objectives of the tour. Study tour will be of a maximum duration of ten days including the travel.

OBJECTIVES

- This will be an opportunity for the students to get exposed to the national scenario in contemporary social work practices and ideology. It helps them to place the social work profession as dynamic and multi dimensional.
- To acquaint the students with the changing trends and concerns in Social work Profession.
- This course should provide students with an opportunity to interact with communities and client groups and social conditions that they are not used to in their regular fieldwork practicum.
- This should become a means for the department to network and forge very fruitful relations with professionals, organizations, activists and client groups.
- This course will supplement the theory papers and the fieldwork experience that the students were exposed to during the first two semesters of MSW course.
- The students will have better understanding of skills and strategies currently in use and have an opportunity to analyze them with the help of experts.

Organizing Exposure Visits To Social Work Settings Outside Kerala Cum Study Tour

The students in consultation with faculty supervisor should handle the organizing, coordinating work of the study tour. This includes finalizing, the place, organizations and people to be met during the study tour, contacting them, and the logistical arrangements. The department/tour coordinator has to avail written permissions from all the agencies well in advance and make the necessary arrangements for the smooth conduct of the programme.

MSW FOURTH SEMSTER

In the fourth semesters, the students are placed in agencies implementing programmes in specialized areas different from the exposure they received in third semester and keeping in view the core papers in specialized areas in this semester. The students are expected to get an in depth understanding of their respective areas of Specialisations.

Fourth semester field work consists of:

No.	Activity	No. of Hours/Days	Credits	Marks
1	Social Work Practicum and Viva Voce	8 hours x 15 days	4	100
2	Internship Part -2	8 hours x 15 days	4	100

INTERNSHIP (45 DAYS COMPRISING PART-1 & PART-2)

Internship is the culmination of practice training and the students are given preference to select their own agency, based on their area of interest within the framework of the specialization .This is undertaken in two parts ,the first part is for 30 days during semester break after completion of the second semester .Part 2 of the internship will be for 15 days after the completion of the fourth semester.The students need to undergo these internship in 2 parts in selected agencies inside/ outside the state. This is to equip the students to the actual working situation to translate the theoretical knowledge and to practice the professional skills they acquired as part of the MSW programme. This empowers them to accept the challenges and get an in depth view of work situations and develop professional skills / attitudes to address the problems in the field.

FIELD WORK SUPERVISION:

The students placed in different settings are supervised at two levels.

Agency level:- Wherever possible the agencies are requested to assign a field work supervisor to the student. The students shall report to the supervisor regularly during field work days, plan an activity chart with their consultation and looks to him/her guidance/ facilitation for all activities related to the agency and field.

Faculty Supervisor: The students are placed with a faculty supervisor in the department who facilitates guidance and advises the students with regard to all his field activities. Regular field work reports are to be submitted to the F.S based on which F.W supervisory conferences are held every week on proposed days. One hour is set apart for this consultative work.

Field Work Supervision Visit:- In addition to this the faculty supervisor visits the students in their field work agency, holds discussion with agency Field Work supervisor and gets updated on the progress made by the student in the field. A proper supervisory visit diary should be maintained by the Head of the Department or Teacher in charge of the Department.

Field Work Assessment Criteria:-

The student placed in a field work agency / community for the field work practicum is assessed regularly on the basis of the following criteria. The teacher shall maintain a register or record of the report submission, their grade, field work attendance and other activities in the Field work placement.

- a. Quality of Work: The integration of theory into actual practice.
- b. Application of Principles, skills, tools and techniques
- c. Procedural aspects of reports (submission regularity, punctuality etc...
- d. Quality of reports.
- e. Field Work Supervisory Conference
- f. Feedback from the field work agency/ Field supervisor
- g. Seminar on Field Work
- h. Field work Viva

SEMESTER -1

MWMSW01C01-FUNDAMENTALS OF SOCIAL WORK PROFESSION

Credits 3

Hours/week 4

COURSE OBJECTIVES

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

COURSE OUTCOME

On successful completion of this course:

1. The learner will be able to perceive Social Work as a profession.
2. The learner will understand the historical development of Social Work
3. The learner will know the methods of Social Work
4. The learner will study the principles, skills, values, and code of ethics of Social Work profession
5. The learner will develop an understanding about the Philosophical foundations of Social Work

MODULE 1

(9 hrs)

Definition, meaning, functions and objectives
Social work as a profession

Philosophical assumptions of social work profession - Humanitarianism, Liberalism and Democracy (Democratic frame work, worth and dignity of individual, interacting forces of human behaviour, uniqueness of individuality, change and the potentiality to change, the right for self-direction, participation of clients in the helping process, right to self-fulfilment to the extent of his capacity and within the limits, Society's responsibility to facilitate self-fulfilment of the individual, group or community)

Principles of social work

Methods of social work: Basic and Ancillary - Micro, Mezzo and Macro Practices

Scientific basis of social work - knowledge, skills, tools, techniques and abilities of a social worker

MODULE 2 (9 hrs)

Historical Development of social work profession - UK, USA, and India

Social Reform Movements in India and their contribution to social work

MODULE 3 (9 hrs)

Social Service, Social Welfare, Social Security, Social Defence, Social Reform, Social Justice, Social Policy, Social Legislation, Social entrepreneurship, Social Development, Social Audit. Social Health

MODULE 4 (9 hrs)

Core Values: Service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence.

Core Competencies

Code of Ethics: International Code of Ethics, National Code of Ethics (1979), Declaration of Ethics of Social Worker (1997)

Role and Status of Professional Social Work Associations: ISPSW, NAPSWI, NASW, IFSW, IFSSW

Indian legislation related to the social work profession

MODULE 5 (9 hrs)

Fields of Social Work (Rural and Urban Community Development

Medical and Psychiatric Social Work

Family and Child Welfare

School Social Work

Human Resource Development and Human Resource Management

Criminology and Correctional Work

Geriatric Social Work

Environment and Sustainable Development

Disaster Management

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SEMESTER-1

MWMSW01C02-SOCIETY AND SOCIAL ANALYSIS

COURSE OBJECTIVES

1. Understand the major sociological concepts and terms
2. Learn the major theoretical basis of social interventions in the world
3. Familiarize with the major social institutions and the political and economic structures
4. Comprehend the magnitude of contemporary social problems in India
5. Empower to analyze the society scientifically and intervene effectively

MODULE 1

Sociology: Definition, Scope, Origin and Development, Significance of Sociology in Social Work.

MODULE 2

Society: definition, characteristics

Individual and Society: Society as system of social relationship, Human Behaviour and the Factors Influencing Human Behaviour and Socialization.

Socialization: definition and theories.

Agencies of socialization: Heredity - concept, mechanism and influence of heredity on human behaviour; Environment – concept and influence of social, physical and family environment, The mechanism of heredity and environment in the process of socialization, The self and the self concept.

Social Process: Definitions. Social interactions: Definition, Types - Competition, Conflict, Assimilation, Accommodation, Cooperation. Social stratification: definition, theories, types, caste and race. Social change: definition, theories, factors of social change, social progress and regress.

MODULE 3

Culture: definition, culture and Civilization.

Associations: definition, characteristics, types.

Institutions: Definition, Characteristics, and Types, Family, Marriage, Education, Political, Religious, Economic. Community: definition, characteristics, types.

MODULE 4

Social Disorganization: Definition, Meaning, Nature and Factors Responsible for Social Disorganization

Deviant Behaviour

Social Control: Definition, Agencies of Social Control.

Social Problems: Marital Conflict, Family Violence, Divorce, Dowry Deaths, Suicide, Child Abuse, Juvenile Delinquency, Child Labour, Commercial Sex Work and Human Trafficking, Addictions, Drug Peddling, Beggary, Unemployment, Squatter Settlement and Slums, Caste Conflicts.

MODULE 5

Definition, Nature and Scope of Economics

Factors of Production – Land, Labour, Capital, Organisation

Economic System – Capitalism, Socialism, Communism, MNC

Mixed Economy – Public Sector, Private Sector a critique of the systems

Supply and demand, effort at reversing adverse cycles

Micro Credits and Management

Theories of Population, Migration

Poverty – Basic Concepts, Unemployment – Basic Concepts

Globalization: Concept, Consequences

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Singh, Yogendra: *Ideology and Theory in Indian Sociology*, New Delhi: Rawat Publication.

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TEACHING METHODOLOGY

1. Lectures with the help of effective slides and relevant video clippings
2. Group discussions on the contemporary social scenario as carried by the media
3. Gathering of additional information from reference books and articles
4. Participation in national or international commemorations Eg. World Aids Day

SEMESTER -1

MWMSW01C03-PSYCHOLOGY FOR SOCIAL WORKERS

COURSE OBJECTIVES

1. To get basic understanding about the relevance of Psychology in Social Work Practice
2. To understand the nature and development of human behaviour in socio-cultural context.
3. To familiarise the theories of human behaviour and personality
4. To understand the nature and determinants of basic psychosocial processes
5. To develop knowledge base and understanding of individuals, social groups and collectives

COURSE OUTCOMES

1. Develop an understanding on the relevance of Psychology in Social Work Practice
2. Understand psychological development of a person in environment
3. Identify the major influencing factors on human development
4. Demonstrate an understanding of the dynamics of human behaviour in terms of heredity and environment as shapers of personality.
5. Synthesize the developmental changes in various developmental stages with real life situations

MODULE 1

Introduction to Psychology: Psychology: Meaning, Definition, Nature and Scope, Fields and Methods, Concept of human behaviour, Schools of Psychology. Relevance of Psychology for Social Work Profession

Human growth and Development: Concept, Nature and Importance; Physical and Psychological aspects of various stages of Human growth and Development: Infancy, Babyhood, Early and Late childhood, Adolescence, Early and Middle Adulthood and Old age.

MODULE 2

Learning: nature, definition and types; theories of Pavlov and Skinner; remembering and forgetting.

Motivation: concept of instinct: motives for survival – meaning and definition; types and characteristics of motives; hierarchy of motives; conscious and unconscious motivation.

Adjustment: concepts of adjustment and maladjustment; stress; frustration

Conflict: nature and types

Coping mechanisms: nature and types; mental health, and community mental health

MODULE 3

Perception: Concept and Nature, Types, Errors in Perception, Factors in influencing Perception

Memory & Intelligence: Concept, Theories and Assessment

Emotions: Development of Emotions - Individual and Group Emotions.

MODULE 4

Personality: Definition, Nature, Theories of Personality: Psychoanalysis, Behavioural, Cognitive and Humanistic theories of Personality; Factors influencing Personality Development - Heredity and Environment

MODULE 5

Social Psychology and its Applications: Collective behaviour: nature and reasons for collective behaviour, and manifestations of collective behaviour.

Social Perception, Attitude formation, Change and Measurement, Communication and Theories of Collective Behaviour

TEACHING METHODOLOGY

1. Classroom lectures
2. Interaction with field practitioners
3. Case presentations and role plays
4. Assignments
5. Reading materials and discussions

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SEMESTER-1

MWMSW01C04-WORKING WITH INDIVIDUALS AND FAMILIES

COURSE OBJECTIVES

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

MODULE 1: INTRODUCTION TO SOCIAL CASE WORK

9 hrs

Definitions, Meaning and Objectives of Social Case Work.
History and Development of Social Casework in U.K. U.S.A and India.
Difference and Similarities between Social casework & Counselling
Settings of Social Case Work-Primary and Secondary settings- Scope of Social Case Work in various settings - family, women, and child welfare settings, Marriage counselling centres, Schools settings, Medical and psychiatric settings, Correctional institutions and Industrial settings

MODULE 2: COMPONENTS AND PRINCIPLES OF SOCIAL CASE WORK 9 hrs

Components of Social Case Work (Perlman's model)

Person - client, significant others and collaterals

Problem - need impaired social functioning.

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

Process - Intake, Psychosocial study, Diagnosis, Treatment, Evaluation, Termination and Follow-up

Principles - Individualization, Purposeful expression of feelings, controlled emotional involvement, Acceptance, Non-judgmental attitude, Client self-determination and Confidentiality

MODULE 3: SKILLS, TOOLS AND TECHNIQUES OF SOCIAL CASE WORK

9 hrs

Casework Skills - Communication, Listening, Paraphrasing, Responding, Summarizing, Attending, Questioning, Clarifying, etc.

Tools - Relationship, listening, observation, Interview, home visits, collateral contacts, referrals

Techniques - Ventilation, guidance, clarification, psychological support, reassurance, accreditation, suggestion, action-oriented support, advocacy, environment modification, role-playing and Confrontation

MODULE 4

9 hrs

Recording and Writing a Social Casework Record

Recording in Social Case work - Importance, principles and types,

Writing a Casework Record

MODULE 5: MODELS OF SOCIAL CASE WORK

9 hrs

Models of Casework Practice:

Social diagnostic (Richmond),

Supportive and Modificatory

(Hamilton),

Problem solving (Perlman),

Crisis intervention (Lydia Rappaport),

Classified treatment method (Florence Hollies)

Competence based approach (Elleen Grabrill)

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SEMESTER-1

MWMSW01C05 - WORKING WITH GROUPS

COURSE OBJECTIVES

1. To understand Social Group Work as a method of Social work and apply it as an intervention method
2. To develop skills to apply Social Group Work for developmental and therapeutic work
3. To develop an understanding of and ability to adopt a Multidimensional Approach in Assessment
4. To gain knowledge and the scope of Social Group Work to work in various settings and increase their employability.

COURSE OUTCOME

1. The trainee will be able to describe the meaning, types and contributions of different types of groups in one's life.
2. The trainee will be able to explain Social Group Work, components, objectives, relevance, differentiate it from related concepts, as well as trace its history.
3. Explain meaning and importance of group process, group dynamics and group leadership. The trainee should list the professional elements (Knowledge, Skills, Values and Principles, Professional Organization) and relate these to the field works.
4. Design practice of group work method - Understand the problem-solving process (Intake, Study, Goal Setting, Intervention, Evaluation and Termination), in social group work, stages of group development focusing on group processes and group dynamics and demonstrate it through field work.
5. The trainee should be able to compare different structure, content and methods of Social Group Work records and demonstrate skill in recording the practice of Work with Groups.

MODULE 1: INTRODUCTION TO SOCIAL GROUP WORK

Group: Definition, Characteristics

Types of groups: Open and Closed groups; Social Treatment groups (Re-socialization groups and therapeutic groups); Task oriented groups (forum, team and committees) and Developmental groups (self help groups, support groups and Training groups).

Role of groups in development of the individual

Social Group Work (Work with Groups): Meaning, Definition, objectives, distinctive values and principles of Group Work; Historical development, relevance and scope of Work with Groups.

MODULE 2: SOCIAL GROUP WORK PROCESS

Social Group Work Process: Intake, study, goal-setting, Intervention, evaluation, Termination and follow up

Programme Development: meaning, Programme as a tool; principles of programme planning; Programme development process; Programme media

Group communication methods: Lectures, forum, brain storming, guided discussion, case study, role play, demonstration, social media

Recording in Social Group Work: - Importance of recording in group work, Principles of recording, Types of recording- narrative, process and summary, Techniques of recording – observation, sociogram, interaction diagrams.

MODULE 3

Group Process: Associative and dissociative group process - Bond, acceptance, cooperation, accommodation, Subgroups - meaning and types, isolation, rejection, competition, conflict and control

Group Dynamics: definition, Communication and Interaction pattern, interpersonal attraction and cohesion, social integration and influence, group culture.

Group Leadership –Concept – Theories – Types – Roles and Leadership skills – Participatory leadership training.

Tools for assessing group interaction - Sociometry and Sociogram.

Role of individuals in group: Functional and non-functional roles

MODULE 4

Different Stages in Group Development: Pre-group stage, orientation stage, problem solving stage, termination stage (Forming, Storming, Norming, Performing and Adjourning). Role of social worker in different stages of group development.

Skills Group Worker: Group formation, group development, program planning, and implementation. Role, skills and functions

Techniques and Tools in Group Work: Use of relationship, Conflict resolution, Verbal and non-verbal communication, Purposeful creation of environment

MODULE 5

Models: Social, Remedial and Reciprocal Models.

Scope of Group Work – Group Work practice in different settings with specific target groups: educational settings, Health and Mental Health settings, Correctional settings, Community settings

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Additional Reading

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Hepworth & Larsen (2010). *Direct Social Work Practice: Theory and Skills* (Eighth Edition). Belmont, CA: Brooks/Cole/ Thompson, Houghton Mifflin company 5th ed.

Karin Crawford, Marie Price and Bob Price (2015). *Group work Practice for Social Workers*. New Delhi: Sage

Napier W. Rodney, Gershenfield K. Matti (1993). *Groups Theory and Experience*. Perason/Allyan and Bacon

Schwartz William (1971). *Practice of Group Work*. New York: Columbia University Press.

Shulman Lawrence (1999). *Skills of Helping Individuals, Families, Groups, Communities*. Illinois:F.E. Peacock Publishers Inc.

Siddiqui, H Y (2008). *Group Work: Theories and Practices*. Jaipur: Rawat Publication.

Toseland, R.W. and Rivas, R.F. (2009). *Introduction to Group Work Practice*.

SEMESTER 1

MWMSW01C09-SKILL TRAINING

Training Title: Report Writing, Documentation, PRA tools and techniques for Need Assessment)

Total Credits-2

Total hours – 60

COURSE OUTCOME:

The student will be able to

1. Define Report writing, documentation and PRA tools and techniques
2. Demonstrate and apply knowledge in Report writing, documentation and PRA tools and techniques
3. Apply skill in Report writing, documentation and PRA tools and techniques

1) Report Writing

What is a report?

Report generation

Types of reports

Standard format for report writing

2) Documentation

What and why of documentation

Methods of documentation

(Report method, online method, digital documentation, visual documentation, process documentation, etc)

3) PRA Tools and Techniques for Need Assessment

What is PRA?

Salient features of PRA

PRA Tools- Participant observation, focus groups, Mapping & Transects, Socio-Economic Dimension Ranking (Wealth Ranking), Venn diagram, Pair wise and Matrix Ranking, Inflow-Outflow analysis of resources, Daily Routine Analysis, Historical Timeline, Seasonal calendar.

SEMESTER 2
MWMSW02C10- SOCIAL WORK RESEARCH AND STATISTICAL APPLICATIONS

COURSE OBJECTIVES

1. Develop an understanding of scientific approach and ethical considerations in human inquiry.
2. To acquire required skills and knowledge to use appropriate statistical methods in research.
3. Develop ability to conceptualize, formulate and to conduct research projects.
4. To conduct Quantitative and Qualitative research to understand needs and social problems.

COURSE OUTCOME

Learners will be able to develop knowledge on different research methods and ethics.

Learners will be able to use the statistical and analytical skills to conduct field study.

Learners will be able to apply research knowledge to address social issues in a scientific manner.

Learners will be able to contribute for policy directions and programme formulations.

MODULE 1

Scientific Method, Social Research: Meaning, Definition and characteristics of scientific research, Goals of research, Basic elements of social research- concepts, constructs, variables, Levels of measurements –nominal, ordinal, interval and ratio, hypothesis and its types, theoretical frame work for research, operational definitions.

MODULE 2

Social Work Research: Define Social Work Research, Use of research in social work: intervention research and practice based research, Types of social work research – need assessment studies, situational analysis, monitoring and evaluation, impact assessment, policy research, Steps in Social Work Research: identification of problem; need assessment; selection of social work research design; baseline study; intervention; assessment of intervention effects/impact, Ethics in Social Work Research

MODULE 3

Research Designs and sampling: descriptive, exploratory, diagnostic, experimental study design; Sampling: Definition, Purpose; Types of sampling- Probability and Non-Probability Sampling; Scales and Scaling techniques, reliability, Validity; Tools for data collection- schedule, checklist, Guides. Data Collection: Survey, Questionnaire and Interview. Steps and guidelines in the construction of Research Instruments Research Proposal.

MODULE 4

Statistical applications and Report Writing: Data Processing, Data Cleaning, Classification and Analyses Plan; Univariate, bivariate, trivariate and multivariate analyses of data; Measures of central tendency (mean, median, mode) and dispersion

Inferential Analyses: measures of association, tests of significance (chi square, t-test,) analysis of variance (ANOVA), graphical (diagrammatic) presentation, preparation of research report.

MODULE 5

Qualitative Research: Needs and characteristics of Qualitative research, Qualitative research merits and demerits; Designs - grounded theory, case study, ethnography and phenomenology. Methods: In-depth interview, observation, Focus Group discussion, Case study. Other research approaches supportive to social work research: Action research; Participatory research.

Analysis of qualitative data. Triangulation of qualitative and quantitative data.

Teaching Methodologies

Lecture, Presentation, Group Discussion, Tutorials

References

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- Alasuutari, P. (2009). *The SAGE Handbook of Social Research Methods*. London: SAGE.
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- Guthrie, G. (2010). *Basic Research Methods: An Entry to Social Science Research*. Sage Publications.
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- Krishnaswamy, O. R. (2011). *Methodology of Research in Social Sciences*. Himalaya Publishing House.
- Kumar, A. (2011). *Quantitative Research Methods in Social Work*. New Delhi: Anmol Publications.

Kumar, R. (2011). *Research Methodology: A Step-by-step Guide for Beginners*. Sage Publications. <https://corladancash.com/wp-content/uploads/2020/01/Research-Methodology-Ranjit-Kumar.pdf>

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Lorraine Blaxter, Christina Hughes and Malcolm Tight (2006). *How to Research*. Third Edition, London: McGraw-Hill Open University Press

Padgett, D. K. (2008). *Qualitative Methods in Social Work Research*. Thousand Oaks, Calif: Sage.

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Royse, D. D. (2011). *Research Methods in Social Work*. San Diego, CA: Cognella Academic Publishing.

Rubin, A., & Babbie, E. R. (2010). *Essential Research Methods for Social Work*. Boston, MA: Cengage Learning.

Sarantakos, (2005). *Social Research*. New York: Palgrave Macmillan.

Silverman, David, Marvasti, Amir (2008). *Doing Qualitative Research: A Comprehensive Guide*, UK: Sage.

Thyer, B. A. (2010). *The Handbook of Social Work Research Methods*. London: SAGE.

SEMESTER-2
MWMSW02C11-SOCIAL WELFARE ADMINISTRATION

COURSE OBJECTIVES

1. Develop understanding of the evolution of administration as a science and as a method in Social Work Practice.
2. Develop understanding and appreciate the utility of the administrative structures, processes and procedures in an organization.
3. Acquire general awareness about different management techniques in HSO.
4. Develop an understanding of functions of management in HSO
5. Develop an overview of human resource management as an important component of AHSO
6. Acquire knowledge of the concept of social marketing and its scope in social work practice.
7. Formation and development of human service organizations complying with existing legal framework
8. Adopt various measures to maintain governance standards in human service organizations

MODULE 1:

CONCEPTUAL UNDERSTANDING OF HUMAN SERVICE ORGANIZATIONS

Concepts - Administration, Organization, Management, Public Administration, Social Administration, Social Service Administration

Social Welfare Administration: Definition and Scope, as a method of Social Work.

Civil Society and Development Organizations: Types of Development Organisations: Civil Society Organisations, Community Based Organisations, Peoples 'Organisations', Voluntary Organisations, Non-Governmental Organizations.

Human Service Organizations: HSOs and their Characteristics, Programms and activities of human service organizations; Functions and Role of HSOs; Principles.

MODULE 2: ELEMENTS OF ADMINISTRATION

Process of Administration - POSDCoRB in HSOs.

Finance Management: Resource mobilisation, Budgeting, Accounting and Auditing- Foreign Contribution Regulation Act and its Implications-Tax obligations.

Office Management: Principles and Practices, Maintenance of files, records, Information systems for Management – Management Information System (MIS), Operational Information System (OIS), Decision Support System (DSS); conducting meetings – Agenda, minutes and procedural protocol.

Organisational communication: Public Relations and Networking, Social Marketing, Cause Related Marketing - Corporate Social Responsibility.

MODULE 3: HUMAN RESOURCE MANAGEMENT

Human Resource Management: Introduction and Importance- Concepts of Personnel Management and HRM – Man power planning, Role of a HR Manager Human Resources Planning - HRP Process - Manpower Estimation - Job analysis - Job Description- Job Specification – Recruitment Sources of Recruitment - Selection Process - Placement and Induction - Retention of Employees. Performance Appraisal and Management; Rewards (wage, salary, honorarium and incentives) Training and Development - Objectives and Needs; Methods of Training.

MODULE 4:

LEGAL AVENUES FOR FORMATION OF DEVELOPMENT ORGANIZATIONS

Organisational Planning: Development of Vision, Mission, Goals, Objectives and Structure.

Legislative Framework: The Societies Registration Act (1860), The Public Trust Act (1882), Section 25A of The Companies Act (1956), Producer Organisations under Indian Companies Act (Chapter IX A), The Cooperative Societies Act (1912), Sections 12A and 80G of The Income Tax Act (1961).

Policy and Governance in HSOs

Administrative arrangements and constitutional base for social welfare/ policy in India. Functional areas of Ministries (Central and State), Boards (Central Social Welfare Board) and other National Institutions.

Governance, Governance standards

Organisational Hierarchy – authority, responsibility, accountability (Board Members, Executive Directors, Senior Managers, Founders and other stakeholders).

REFERENCES

- Bose.A.B, (2001). *Social Planning in India*. Bangkok, United Nations.
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Stredwick, J. (2005). *An Introduction to Human Resource Management*. Burlington, MA Oxford: Elsevier Butterworth-Heinemann.

SEMESTER-2

MWMSW02C12-COMMUNITY ORGANISATION AND SOCIAL ACTION

COURSE OBJECTIVES

1. Understand the concept of community and its characteristics, functions, and types.
2. Explore the principles, approaches, and models of community organization.
3. Develop essential skills for effective community organization practice, including communication, analysis, resource mobilization, conflict resolution etc.
4. Identify the roles and responsibilities of a community organizer in various settings, such as health, education, livelihood, disaster management etc.
5. Recognize the significance of community resource mobilization and people's participation in community organization processes.
6. Analyze the concept of social action, its objectives, principles, methods, and strategies, and examine its evolution in India and influential social movements.

MODULE 1

Community: Meaning, Concept, Characteristics, functions and principles.
Types of Community Organization - Urban, Rural and Tribal.
Geographic, Cultural, Virtual, Professional.

Community power structure and sources of power,
Leadership: Concept and types.
Skills for a community leader.
Community and Identity.

MODULE 2

Concepts, Meaning and Definitions of community organization.
History of community organization, Principles of community organization. Community Organization as a method of Social work.
Phases in Community Organization - study, analysis, assessment, discussion, organization, action, evaluation, modification and continuation.
Community resource mobilisation. People's Participation. Community chest.
Approaches and models of community organization.
Strategies of Community Organization.
Difference between Community Organization and Community Development.

MODULE 3

Skills required in community organization practice: interaction skills, information gathering and assimilation skills, observation skills, analytical skills, skills in listening and responding skills; organizing skills, resource mobilization (external and internal) skills, conflict resolution skills.

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

MODULE 4

Roles of a community organizer

Community Organization Practice in the Context of Various Settings: Health, Education, Residential institutions, Livelihood and work,

Natural resource management, Sustainable development, working with tribal population, Working with rural and urban vulnerable communities,

Gender and Women's Empowerment, LGBTQ+

Advocacy, Displaced population and rehabilitation,

Community organization in disaster management, peace building.

MODULE 5

Concept of social action, objectives, principles, methods and strategies of social action.

Role of social worker in social action

Evolution of Social Action in India

Rights based approach.

Different forms of protest

Various contributions to the theory of social action (Lees, Saul Alinsky, Paulo Friere, Mahatma Gandhi (Sarvodaya) and Sri Narayana Guru),

Various social movements in India, National Alliance of People's Movements.

REFERENCE

1. Adams, Robert, Ominelli, Lena & Payne, Malcom (ed.1), Social Work: Themes, Issues & Critical Debates. Ch. 17, Radical Social Work.
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3. D'Abreo, Desmond A., From Development Worker to Activist.
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5. Dunham, Arthur E. 1970 The Community Welfare Organisation, New York, Thomas Y. Crowell.
6. Freire, Paulo. Pedagogy of the Oppressed. Adult Education & Libration.
7. Gandhi M.K., Social Service. Work & Reform (3 vols.)
8. Gandhi, M. K. Sarvodaya (The Welfare of All), Ahmedabad: Navjivan Publishing House.
9. Gangrade, K. D. 1971 Community Organisation in India, Bombay, Popular Prakashan.
10. Haynes, Karen S. & Mickelson, James S., Affecting Change, Social Movements Pub. 107 pp.
11. Jack Rothman and others (2001). Strategies of Community Interventions & MacroPractices – Peacock Publications, 6th Edition

SEMESTER-2

MWMSW02C13-COUNSELLING SKILLS AND TECHNIQUES

COURSE OBJECTIVES

1. To introduce the students to the concept and context of counselling and the importance of counselling for social work practitioners
2. To equip the students on the skills, techniques and process of counselling
3. To equip the students to conduct appropriate counselling and therapeutic interventions when working with individuals and groups in various settings

MODULE 1: INTRODUCTION TO COUNSELLING

10 hours

Counselling: Definition, meaning, goal, principles, and scope. Evolution of counselling. Legal and Ethical aspects of counselling.

Importance of counselling in social work practice. Similarities and differences between counselling and guidance; counselling and psychotherapy; and counselling and social case work.

Types of Counselling - Crisis counselling, promotive counselling, preventive counselling, facilitative counselling and curative counselling.

MODULE 2: COUNSELLING PROCESS AND TECHNIQUES

11 Hours

Counselling Process: Relationship Building, Assessment, Goal setting, Interventions, Termination and Follow-up. Importance of records in counselling.

Skills & Techniques: Active Listening, observation, Paraphrasing, Summarizing, Confronting, Challenging, Clarifying, transference, self-disclosure, Questioning, Probing. Verbal & Non-verbal communication etc.

Counsellor counselee relationship, factors influencing the relationship. Counsellor burnout and selfcare, importance of mentoring in counselling.

MODULE 3: MODELS AND APPROACHES TO COUNSELLING

12 hours

Psycho analysis, client centred therapy, existential therapy, gestalt therapy, solution focused therapy, Transactional analysis.

Cognitive therapy, rational emotive therapy, Brief Therapy Neuro linguistic programming (NLP).

Music Therapy, Art therapy, Drama Therapy, play therapy, yoga and meditation etc.

MODULE 4: COUNSELLING IN DIFFERENT SETTINGS

12 Hours

Family counselling: premarital, marital, sex education, family planning, Life style.

Child and Adolescent counselling: Scholastic backwardness, emotional and behavioural disturbances, career, and social media addiction.

Industrial counselling: Absenteeism, accident proneness, occupational stress, and inter – personal conflicts etc.

Health setting: Trauma care, grief, AIDS, abortion, alcoholism and drug abuse, suicide, and lifelong diseases.

Community setting: Migrants, refugees, socially and economically disadvantaged and disaster.

REFERENCES

Brooks/Cole.Egan, G. (1982). *The Skilled Helper: Model, Skills and Methods for Effective Helping* (2nd ed). Monterey: Brooks/Cole Publishing Company.

Corey, G. (2000). *Theory and Practice of Group Counselling*. (5th ed.). Australia.

George, R.L. & Christiani, T.S. (1981). *Theory, Methods and Processes of Counselling and Psychotherapy*. Englewood Cliffs: Prentice Hall.

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Humphrey, G. M., & Zimpfer, D. G. (2008). *Counselling for Grief and Bereavement* (Second ed.). London: Sage Publications Ltd.

Indu Dave (1983). *The Basic Essential of Counselling*. New Delhi: Sterling.

Macdonald, A. J. (2011). *Solution Focused Therapy: Theory, Research & Practice*. London: Sage Publications Ltd.

Michael Carroll (1996). *Workplace Counselling: A Systematic Approach to Employee Care*. Sage publications, New Delhi.

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Phil Joyce & Charlotte Sills (2002). *Skills in Gestalt Counselling & Psychotherapy*. Sage Publications, New Delhi

Ray Wolfe & Windy Dryden (1996). *Handbook of Counseling Psychology*, Sage Publications, New Delhi.

Seligman, L., & Reichenberg, L. W. (2011). *Theories of Counselling and Psychotherapy: Systems, Strategies and Skills*. New Delhi: PHI Learning Private Limited.

Sriram, S. (Ed.) (2016). *Counselling in India: Reflections on the Process*. Springer.

Welfel Elizabeth & Patterson E (2005). *The Counseling Process: A Multitheoretical Integrative Approach*. 6th ed., Brooks / Cole.

**SEMESTER 2
ELECTIVE COURSE
MWMSW02E01 - SOCIAL PSYCHOLOGY**

COURSE OBJECTIVES

1. Understand fundamental concepts and theories in social psychology.
2. Analyze the impact of social interactions on individual behaviour and cognition.
3. Develop interventions or campaigns aimed at addressing social issues using insights from social psychology

COURSE OUTCOMES

1. To understand the influence of social factors on individual behaviour
2. Analyse social phenomenon with the help of principles of social psychology

MODULE 1

Social psychology - Definition and meaning, history of social psychology, social psychology as a science,

Social psychology focuses on the behaviour of individuals, causes of social behaviour and thought, – various variables

Research methods in social psychology - systematic observation, correlation, experimental, Role of theory in social psychology

MODULE 2: Social cognition and perception

Definition - Social cognition, definition - schemas, impact of schema on social cognition: attention, encoding and retrieval, self-confirming nature of schemas.

Heuristics and automatic processing. Potential sources of error in social cognition.

Perception

Person Perception – creating impression of others, use of information, integrating impressions.

Social Perception - nonverbal communication, language of expressions, gazes and gestures

Attribution: understanding the causes of others behaviour, Theories of attribution.

Impression formation and impression management

MODULE 3

Attitude, stereotyping, prejudice and discrimination

Attitude: Definition, Components of attitude, Attitude formation – classical conditioning, instrumental conditioning, observational learning. Role of social comparison. Functions of attitude. Attitude maintenance and change.

Stereotyping, prejudice, and discrimination
Definition, meaning nature and origin

MODULE 4

Pro social behaviour, social influence and social relations

Pro social behaviour - responding to an emergency: will bystanders help? External and internal influences, theories and steps, methods to increase Pro social behaviour

Social influence – conformity, compliance and obedience

Social relations: inter personal attraction: internal, external and interactive determinants of attraction.

REFERENCE

Aronson, E., Wilson, T. D., & Akert, R. M. (2018). *Social Psychology* (10th ed.). Pearson.

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Franzoi, S. L. (2019). *Social psychology* (8th ed.). McGraw-Hill Education.

Gilovich, T., Keltner, D., & Nisbett, R. E. (2018). *Social psychology* (5th ed.). W.W. Norton & Company.

Hewstone, M., Stroebe, W., & Jonas, K. (2016). *An Introduction to Social Psychology: A European perspective*. Wiley.

Hogg, M. A., & Vaughan, G. M. (2021). *Social Psychology* (9th ed.). Pearson.

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Smith, E. R., & Mackie, D. M. (2007). *Social Psychology* (3rd ed.). Psychology Press.

SEMESTER 2
ELECTIVE COURSE
MWMSW02E02- WORKING WITH DIFFERENTLY ABLED

COURSE OBJECTIVES

1. Gain an understanding of the theoretical and conceptual perspectives with regard to disability and inclusion.
2. Acquire an insight into the issues and concerns of the persons with disability in the Indian context.
3. Derive understanding about the policy, legal instruments, services and programmes for safeguarding the rights and entitlements of the persons with disability.
4. Comprehend the relevance of assistive technology for the empowerment of persons with Disability. Department of Social Work

LEARNING OUTCOMES

1. Understand the concept, nature, types of disability as also approaches to disability
2. Familiarise with the issues and concerns of the persons with disability and the societal perception towards them.
3. Comprehend the role of social work professionals in working with the persons with disability
4. Critically analyse the policy and legal framework, as also the range of programmes for the welfare and development of the persons with disability, including the assistive technology and devices

MODULE 1: DISABILITY: CONCEPT, NATURE, DEFINITIONS AND MODELS

Disability: History and Perspectives with special reference to India

Definitions: Impairment, Handicap and Disability.

Types / Categories of Disability

Approaches of Managing Disability: The Charity Model, the Medical Model(individual), Social Model, Rights Based Model

Prevalence of Disability in India: History, Trends and Current situation

MODULE 2: DISABILITY ISSUES, PROBLEMS AND RESPONSES

Societal attitude toward Persons with Disability (PWD): Stigma, discrimination, oppression and social exclusion

Issues and concerns of the persons with disability: Issues of access to education, employment, health, technology; safety and accessibility; marginalisation and psycho-social challenges

Integration and Inclusion of the persons with disability: prospects and challenges

Responses: Special Provisions; Inclusive Education & Employment; Mainstreaming.

Theoretical Perspectives and their Application to Disability Rehabilitation Social Work

Disability Counselling: Components and Approaches

Gendered aspects of disability

MODULE 3: POLICY, LEGAL FRAMEWORK, SERVICES AND PROGRAMMES

United Nations Convention on Rights of Person with Disabilities

Critical analysis of various legislations (RCI Act, RPD Act & National Trust Act)
Existing services and programmes for Persons with Disabilities: Role of government and civil society

MODULE 4: REHABILITATION OF PERSONS WITH DISABILITY

Rehabilitation services for the PWD (Educational, vocational, economic & social)
Multidisciplinary framework for disability work: Roles and functions of professionals
Community based rehabilitation: Philosophy, Approaches and Programmes
Sustainable Livelihood Framework: A comprehensive tool for Inclusion

MODULE 5: ASSISTIVE TECHNOLOGY AND DISABILITY

Introduction to Assistive Technology
Cognitive assistance, including computer and electrical assistive devices
Braille; Voice recognition Programs; Screen Readers and Synthesizers
Audio and Daisy
Mobility aids and appliances; Infrastructural assistance
Devices for effective communication

REFERENCES

- Albrecht, G.L., Seelman, K.D., & Bury, M. (eds.) 2001. *Handbook of Disability Studies*.
- Banerjee, G. 2001. *Legal Rights of Person with Disability*, New Delhi: RCI. California: Sage Publications.
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- ILO. 2014. *World Social Protection Report 2014/15: Building Economic Recovery, Inclusive Development and Social Justice*.
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- Mitra, S., Posarac, A., & Vick, B. (2013). "Disability and Poverty in Developing Countries: a multidimensional study". *World Development*, 41, 1-18.
- Puri, M., & Abraham, G. (eds.) (2004). *Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries*. New Delhi: Sage Publications.
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- World Bank (2007), *Disability in India: From Commitments to Outcomes*. Working Paper, 2007, Washington DC.

SEMESTER 2
ELECTIVE COURSE
MWMSW02E03- SOCIAL WORK AMONG CHILDREN AND ADOLESCENTS

COURSE OBJECTIVES

1. To enable the students to gain a deep understanding of the psycho-socio, economic and cultural factors that influence the lives of children.
2. To help the students to critically review the various policies, programmes and services available for children in India.
3. To enhance the students to develop appropriate skills and strategies to effectively work with children in different settings.
4. To understand the problems and issues related to children
5. To examine the different settings where children are living

MODULE 1: INTRODUCTION

Demographic characteristics and disadvantaged children: Global and National perspective. Children in Conflict with Law (CCL) and Children in Need of Care and Protection (CNCP).

MODULE 2: CHILDREN IN INSTITUTIONAL AND NON-INSTITUTIONAL SETTING

Institutional Setting: School Settings - Child friendly schools initiative; Hospital Setting: Children infected & affected by HIV / AIDS, Cancer; Child Care Institutions (CCI): Abandoned children, Children with disabilities, Run Away Children.

Non-Institutional Setting- Children living in the street, Forced Migrated children, Child beggars, Children of Sex workers, Child victims of Terrorism and communal violence.

MODULE 3: PROBLEMS OF CHILDREN

Child Abuse Magnitude, Child Education, Child marriages, Child Labour, Child Trafficking, Rural & Urban Differences, Gender differences; Status of the girl child in India, Female infanticide and foeticide; Declining sex ratios; Problems of Children in Institutional and Non-Institutional Setting.

MODULE 4: INTERNATIONAL AND NATIONAL INSTRUMENTS

International and National instruments to promote and protect rights of children: United Nations Charter of Children's Rights and Constitutional directives, Child welfare policies and programmes for children. Legislations relevant for protecting the rights of children
Protection of Children from Sexual Offences (POCSO) Act 2012
Child Labour (Prohibition and Regulation) Act 2004
Juvenile Justice Act 2015
Right of Children to Free and Compulsory Education (RTE) Act 2009
Case laws

MODULE 5: SOCIAL WORK INTERVENTIONS

Role and Functions of Professional Social worker: Institutional & Non-Institutional settings, Foster care and adoption, Rehabilitation settings.

Child help line services

District Child Protection Unit (DCPU)

Current research studies in India on Child Rights, Child related services and issues

Specific skills required for Social Work intervention with the children

Role of Government

Programmes and services

Child related network

Child Participation State plan of Action

Police

NGOs.

REFERENCES

Bhat, Bilal (2011). *Rehabilitation of Child Labour: Problems and Prospects*. Shipra Publications, Delhi.

Chowdhry, Paul D (2000). *Child Welfare Manual*, Atma Ram & Sons Publishers, New Delhi.

Deb, Sibnath and Aparna Mukherjee (2009). *Impact of Sexual Abuse on Mental Health of Children*. Concept Publishing Company, New Delhi.

Goonesekere, Savitri (2000). *Children, Law and Justice: A South Asian Perspective*. Sage Publication, New Delhi.

Lieten, G. K., (2004). *Working Children around the World: Child Rights and Child Reality*. Institute for Human Development, New Delhi and IREWOC Foundation, Amsterdam.

SEMESTER 2
ELECTIVE COURSE
MWMSW02E04 - DISASTERS AND SOCIAL WORK INTERVENTIONS

COURSE OBJECTIVE

To instill knowledge and skill among the students on disasters, disaster management and the ways of social work interventions in disaster management.

COURSE OUTCOMES

The student will be able to:

- i. Define disasters and types of disasters
- ii. Demonstrate knowledge in impacts of disasters, disaster reduction, preparedness and its management
- iii. Demonstrate knowledge and skill in social work interventions in disaster management
- iv. Apply knowledge and skill in preparing stakeholder participatory disaster preparedness and management plan and its implementation

Teaching Methodology

- i. Lecture based
- ii. Technology based
- iii. Practical based

MODULE 1

What is disaster, its definition?

Environmental disasters and manmade disasters

Vulnerability to disasters, vulnerability assessment

MODULE 2: TYPES OF DISASTERS

Environmental disasters

Geophysical – earthquakes, landslides, volcanic eruption, soil erosion, tsunami

Hydrological - avalanches, sea level increase and floods

Climatological - climate change- extreme weather condition including extreme

temperature/heat waves, cold waves and erratic rainfall, wildfire, drought, lightening

Meteorological - cyclones/hurricanes

Biological Disasters - Water, insects, birds and animals born epidemics

Major Manmade Disasters

Conflicts/communal violence, famine, displacement, industrial hazards/accidents, chemical hazards-release of toxic chemicals, road/transport accidents, nuclear explosion

MODULE 3: DISASTER MANAGEMENT

What is disaster management?

Stages in disaster management:

Stage 1

Prevention:- Forecasting , preparing evacuation plan

Stage 2

Mitigation: - Disaster resistant house construction, population reduction in vulnerable areas, Scientific land use, training & awareness, forming trained rescue team

Stage-3

Pre-disaster (Disaster preparedness): - Disaster preparedness measures and plans- Hazard zonation area maps and its types, Information, Education & Communication materials for disaster preparedness, Land use zoning (macro & micro zoning)

Sate 4

Response (Emergency stage): -Rescue operation – search operation, immediate relief (food, shelter, medical assistance, disaster needs assessment surveys), Disaster management training, Community based disaster preparedness

Stage 5

Recovery (Post Disaster stage) (From crisis to recovery): -Disaster recovery, Rehabilitation and reconstruction, post trauma counseling, social aspects, economic/livelihood aspects, infrastructure- housing, sanitation, drinking water, roads, bridges, etc.

MODULE 4: APPROACHES IN DISASTER MANAGEMENT

Community Based Disaster Management (CBDM) approaches

Ecosystem Approaches to Disaster Management (EADM)

Total Disaster Risk Management (TDRM) approach

MODULE 5: SCIENTIFIC AND PROFESSIONAL INSTITUTIONS AND BODIES FOR DISASTER MANAGEMENT

Central, State, District and Panchayat level bodies for disaster management in India

India Meteorological Department

Meteorological Observatory

Seismological Observatory

Volcanology Institution

Hydrology Laboratory

Industrial Safety Inspectorate

Institution of Urban & Regional Planners

Chambers of Architects

Engineering Council

Indian Medical Council

Role of Government Departments, NGOs, PRIs and Media in disaster management

Practical sessions on disaster preparedness and management plan preparation

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SEMESTER 2
MWMSW02C15- - SKILL TRAINING

PART 1

DIGITAL SKILLS AND MANAGEMENT INFORMATION SYSTEM (MIS) FOR SOCIAL WORK PRACTICE, DATA COLLECTION & DATA ANALYSIS APPLICATIONS

Credit - 1

Hours - 30

COURSE OUTCOME:

The student will be able to

1. Explain Digital Skills and MIS required for Social Work Practice
2. Demonstrate and apply knowledge and skill in applying digital tools and MIS in social work practice

1) Digital Skills

Electronic systems to facilitate social work (e.g. email, SharePoint and instant messaging, etc)

Online resources for social workers (Apps and Websites)

Assistive technologies (e.g. communication aids and robotics; cognitive assistant robots, physically assistive robots)

Video & Audio Recording and Editing skills (Premierpro, Audiobooth, FCP, Odacity, etc)

Social Media (e.g. Twitter, Facebook, Snapchat, Skype, Youtube, Instagram, X, WhatsApp) and Content preparation

Infographics (collection of imagery, data visualization)

File Sharing Tools

Mobile Applications for designing and editing (Picsart, Canva, Kinemaster, Alight motion, In-Shot, VN, etc)

2) MIS

Use of MIS in Social Work

Web based MIS

Use of GIS

Data collection applications – Google form, Kobo Toolbox, Formstack, Tableau, Fulcrum, Jotform, etc

Data analysis applications - MS Excel, NVivo, R, MySQL, etc

PART 2
SKILL TRAINING IN COUNSELLING PRACTICE

Credit - 1

Hours - 30

Basic Skills of Counselling

Welcoming, attending and rapport building
Client observation skills
Encouraging, paraphrasing, and summarizing
Open and closed questions
Reflection of feeling

The Five-Stage Interview Structure

Relationship Building

Exploration and Assessment
Determination of Goals
Intervention
Termination and Follow up

Influencing skills and strategies

Focusing
Reflection of meaning and interpretation/reframe
Logical consequences
Self-disclosure
Information giving, psychoeducation/directives
Feedback
Confrontation

Determining Personal Style and Theory

Sequencing Skills in Different Theories

Skill Integration

Ethical Considerations in Counselling Practice