



MASTER'S DEGREE IN SOCIAL WORK

(CBCS PATTERN)

COURSE STRUCTURE AND SYLLABUS REGULATIONS

DEPARTMENT OF SOCIAL WORK

SCHOOL OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES

PONDICHERRY UNIVERSITY

FROM JULY 2014

DEPARTMENT OF SOCIAL WORK

AIM OF THE PROGRAMME

Vision

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

Programme Objectives:

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

TITLE OF THE PROGRAMME

Master of Social Work (MSW)
Ph.D. (Social Work)

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

DURATION OF THE PROGRAMME

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

ELIGIBILITY FOR ADMISSION

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

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

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

LATERAL ENTRY: Not applicable

COURSE STRUCTURE: (Enclosed)

SCHEME OF EXAMINATION

This is in accordance with the CBCS Regulations, Pondicherry University, that has come into effect from 2010 and changes effected from time to time shall also become automatically applicable.

PASSING MINIMUM

A candidate can be admitted to appear in the M.S.W. degree end semester examinations only if he / she have undergone the course of study as prescribed by Pondicherry University and having put in not less than 70 percent of attendance. The academic calendar comprises of at least 15 weeks or 90 days per semester/term and an annual calendar of at least 30 weeks or 180 days.

The passing minimum is in accordance with the CBCS Regulations, Pondicherry University, that has come into effect from 2010 and changes effected from time to time shall also become automatically applicable.

CLASSIFICATION OF SUCCESSFUL CANDIDATE

This is in accordance with the CBCS Regulations, Pondicherry University, that has come into effect from 2010 and changes effected from time to time shall also become automatically applicable.

DETAILED SYLLABUS (Enclosed)

SPECIALIZATION CRITERIA

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

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

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

PATTERN OF QUESTION PAPER: Descriptive

MODEL QUESTION PAPER:

MSW SEMESTER EXAMINATION

Time: 3 Hrs

Max Marks - 60

SECTION- A

*Answer any **FIVE** of the Following*

Question number 1 is compulsory

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

SECTION- B

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

Question number 9 is compulsory

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

INTERNAL ASSESSMENTS

Each teacher shall organize a continuous assessment of each of the courses assigned to him/her. The internal assessment shall be given as per the following break up:

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

Internal Total **40**

PANEL OF EXAMINERS

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

INFRASTRUCTURE (*this is as per NAAC Manual for Self-Study of Social Work Institutions, October 2005*). It is specified in the above document that, the Department of Social Work should have the following:

- Building is well-ventilated and has adequate number of lights and fans.
- A minimum of four classrooms is available
- Faculty members' offices provide sufficient privacy for individual conferences with students.
- A common/meeting room is available

- An adequate number of clean toilets are provided separately for men and women
- Separate rooms are available for field action projects, research projects and student counselling.
- A sickroom/restroom with sofa/couch and a medical kit are available, in case of sudden illness
- Separate common rooms are available for staff and students
- The building is differently-abled friendly.
- The building is surrounded by open space for outdoor recreation for students and has trees/garden.
- Field practitioners are invited as guest lecturers.
- Blackboards, flipcharts, overhead projector, radio, television, audio and video cassettes, slide shows, LCD projectors, internet and other aids are used for teaching-learning.

Furniture and Equipment

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

Communication Facilities

Phone, fax and email facilities are available, especially for communication with the fieldwork agencies

The institution for social work education has developed a website and regularly updates it

Other Facilities

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

Library and Learning Facilities

- The library acquires and facilitates retrieval of the following literature in English and regional languages
- Newspapers and news magazines
- Local, Indian and international encyclopedias related to social work
- A minimum of 1500 books on social work and related subjects
- A minimum of 20 national and international social work and related journals
- Newsletters of social work professional associations
- Census data
- Five year plans
- Reports of other ministries, departments and commissions
- United Nations publications
- Literature developed by voluntary organizations
- Faculty research report and publications
- Student term papers/research reports/dissertations/thesis
- Library catalogue is computerized
- Annual index of acquisition is prepared
- Inter-library exchange/linkages with the Information Library Network (INFLIBNET) are facilitated
- Literature is available on alternate media for visually challenged persons
- Relevant audio-visuals such as slide shows, audio and video cassettes and audio-visual equipment such as overhead projectors, slide projector, television, audio and video cassette players, LCD projector and laptop computer are available for use in class, seminars, and training programmes
- Computer, e-mail and internet facilities are available for students, staff and others
- Photocopy facilities are available for students, staff and others
- Book bank is facilitated
- Archival and out of print reports and books are digitalized
- Library opens at least one hour before the first class and until at least three hours after the classes close, on all the 180 teaching days. Library is open for extended hours, throughout the year
- An advisory committee guides the functioning of the library comprising of the head of the institution for social work education, library staff and select faculty members
- The document also specifies:
 - Field visit expenditure of faculty members is reimbursed.
 - Seminars and training workshops are conducted for research proposals, ethical issues, writing style and so on.
 - Skill workshops are conducted with interactive, participatory and experiential methodology

FACULTY SPECIALIZATION

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

STUDENT-TEACHER RATIO

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

RATIO OF NON-TEACHING STAFF

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

The structure of the non-teaching staff is planned adequately for the academic administration, infrastructural planning, purchase and maintenance, staff management, financial management and secretarial support

Adequate secretarial support is available to the faculty members

The ratio of teaching to non-teaching staff is not more than 1:1

PONDICHERY UNIVERSITY
DEPARTMENT OF SOCIAL WORK
COURSE STRUCTURE

FIRST SEMESTER

COURSE CODE	TITLE OF THE PAPER	CORE	CREDIT
MSW 411	Introduction to Professional Social Work	HC	4
MSW 412	Sociology for Social Work Practice	HC	4
MSW 413	Psychology for Social Work Practice	SC	3
MSW 414	Social Work with Individuals	HC	4
MSW 415	Social Work with Groups	HC	4
MSW 416	Fieldwork and Rural Camp	HC	4

SECOND SEMESTER

COURSE CODE	TITLE OF THE PAPER	CORE	CREDIT
MSW 421	Social Work with Communities	HC	4
MSW 422	Social Work Research and Statistics	HC	4
MSW 423	Social Policy and Social Welfare Administration	HC	4
MSW 424	Human Rights and Social Legislation	SC	3
MSW 425	Fieldwork	HC	4

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

SKILL LABS TO BE DONE BY EXTERNAL EXPERTS

Communication and Social Work Practice (30 HOURS)

Management of Non – Profit Organisations (45 HOURS)

THIRD SEMESTER – COMMON PAPER

COURSE CODE	TITLE OF THE PAPER	CORE	CREDIT
MSW 511	Social Work and Disaster Management	SC	3

THIRD SEMESTER: SPECIALIZATION I – HUMAN RESOURCE MANAGEMENT

COURSE CODE	TITLE OF THE PAPER	CORE	CREDIT
MSW 512	Human Resource Management and Occupational Social Work	HC	4
MSW 513	Labour Legislations and Labour Welfare	HC	4
MSW 514	Industrial Relations	HC	4

THIRD SEMESTER: SPECIALIZATION II – MEDICAL & PSYCHIATRIC SOCIAL WORK

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

THIRD SEMESTER: SPECIALIZATION III – COMMUNITY DEVELOPMENT

COURSE CODE	TITLE OF THE PAPER	CORE	CREDIT
MSW 518	Rural Community Development	HC	4
MSW 519	Urban Community Development	HC	4
MSW 520	Livelihood Promotion	HC	4

THIRD SEMESTER: SPECIALIZATION IV – FAMILY AND CHILD WELFARE

COURSE CODE	TITLE OF THE PAPER	CORE	CREDIT
MSW 521	Understanding Families and Children	HC	4
MSW 522	Family centered Interventions	HC	4
MSW 523	Child centered Interventions	HC	4

THIRD SEMESTER: PRACTICUM

COURSE CODE	TITLE OF THE PAPER	CORE	CREDIT
MSW 524	Fieldwork And Study Tour	HC	4
MSW 525	Block Fieldwork	HC	4

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

Basic Counselling Skills for Social Workers (30 HOURS)

Career Preparedness for Social Workers (30 HOURS)

Research skills for Social Workers (30 HOURS)

FOURTH SEMESTER: COMMON PAPER

COURSE CODE	TITLE OF THE PAPER	CORE	CREDIT
MSW 611	Corporate Social Responsibility	SC	3

FOURTH SEMESTER: SPECIALIZATION I – HUMAN RESOURCE MANAGEMENT

COURSE CODE	TITLE OF THE PAPER	CORE	CREDIT
MSW 612	Organizational Behaviour	HC	4
MSW 613	Human Resource Development	HC	4

FOURTH SEMESTER: SPECIALIZATION II – MEDICAL & PSYCHIATRIC SOCIAL WORK

COURSE CODE	TITLE OF THE PAPER	CORE	CREDIT
MSW 614	Psychiatric Social Work Practice	HC	4
MSW 615	Public Health for Social Workers	HC	4

FOURTH SEMESTER: SPECIALIZATION III – COMMUNITY DEVELOPMENT

COURSE CODE	TITLE OF THE PAPER	CORE	CREDIT
MSW 616	Participatory Approaches in Rural And Urban Development	HC	4
MSW 617	Social Entrepreneurship	HC	4

FOURTH SEMESTER: SPECIALIZATION IV – FAMILY AND CHILD WELFARE

COURSE CODE	TITLE OF THE PAPER	CORE	CREDIT
MSW 618	Policies and Programmes for Children	HC	4
MSW 619	Social Work Practice with Families and Children	HC	4

FOURTH SEMESTER: PRACTICUM

COURSE CODE	TITLE OF THE PAPER	CORE	CREDIT
MSW 620	Fieldwork	HC	4
MSW 621	Research Project	HC	4

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

INTRODUCTION TO PROFESSIONAL SOCIAL WORK

OBJECTIVES

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

COURSE CONTENT

UNIT 1: Social Work: Definition, objectives and functions – Historical development of social work in India- Contexts of social work practice – Concepts related to social work – Social service, Social welfare, Social reform, Social policy, Social security, Social justice and Social development.

UNIT 2: Theories of Social Work – Ecological Systems Theory, Psychodynamic Theory, Social Learning Theory, Anti-oppressive social work, Strengths perspective, Radical social work, Task centred approach and Gandhian Theory.

UNIT 3: Social Work as a Profession – Philosophy, values, principles and code of ethics of professional social work – Knowledge and Skills base of social work – Tenets of the social work profession.

UNIT 4: Introduction to methods of social work and levels of practice – Micro, mezzo and macro levels – Fields of Social Work: Community Development, Medical and Psychiatric Social Work, Social Work in the Workplace, Social Work with Family and Children, School Social Work, Correctional Social Work, Youth Development, Disaster Management, Corporate Social Responsibility, Conflict and Peace, Working with Marginalized Groups.

UNIT 5: Social Work Education in India – Evolution, Nature and content of social work education – Fieldwork – Nature and objectives – Importance of field work supervision- Professional Associations of social work – Problems of professionalization in India - Networks in Social Work.

REFERENCES

1. Bhattacharya, Sanjay. (2008). *Social work psycho-social and health aspects*. New Delhi: Deep and Deep Publications.
2. Chowdhry, Paul. (1992). *Introduction to social work*. New Delhi: Atma Ram and Sons
3. Compton Beulah R. (1980). *Introduction to social welfare and social work*. Illinois: The Dosery Press.
4. Cox, David and Manohar Pawar. (2006). *International social work*. New Delhi: Vistar Publications.
5. Dasguta, S. (1967). *Towards a philosophy of Social Work in India*. New Delhi: Popular Book Services
6. Desai, Murali. (2002). *Ideologies and social work (Historical and Contemporary Analysis)*, Jaipur : Rawat Publications.
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8. Fink, Arthur et al. (1985). *The fields of social work*. Beverly Hills, Calif: Sage Publications.
9. Friedlander, Walter A. (1977). *Concepts and methods of social work*. New Delhi: Prentice Hall of India Pvt. Ltd.
10. Gore, M. S. (1965). *Social work and social work education*. Bombay: Asia Publication House
11. Hepworth, Dean H. (2010). *Direct social work practice-Theory and skills (8th edition)*. New York: Brooks/Cole.
12. Jacob, K.K. (1994). *Social work education in India*. New Delhi: Himanshu publishers.
13. Konopka, Gisela. (1958). *Social work philosophy*. Minneapolis: The University of Minnesota Press.
14. Nair, T. Krishnan. (1981). *Social work education and social work practice in India*. Madras : Association of School of Social Work in India
15. Pathak,S.H.(1981). *Social welfare: An evolutionary and development perspective*. New Delhi: Macmillan Publication.
16. Rameshwari, Devi and Ravi Prakash. (2000). *Social work practice*. Jaipur : Mangal Deep Publications

17. Sheaffer Bradford. (1989). *Social work: A profession of many faces (5th ed.)* Boston: Allyn & Bacon.
18. Singh, K. (1994). *Social work theory and practice*. Lucknow: Prakasahan Kendra.
19. Singh, R.R. (1985). *Field work in social work education: A perspective for human service profession*, New Delhi : Concept Publishing Company
20. Skidmore, R.A., Milton G. Thackrey and A. William Farley. (1991). *Introduction to social work*. New Jersey, Englewood Cliffs: Prentice Hall.
21. Wadia, A. R. (1961). *History and philosophy of social work in India*. New Delhi: Allied Publishers
22. Yagna J. Stephen and Johnson C. Louise. (2007). *Social work practice - A generalist Approach*. New Delhi: Pearson Education.
23. Zastrow, H.C. (2003). *The practice of social work*, Canada: Thomson Learning Academic Centre

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

SOCIOLOGY FOR SOCIAL WORK PRACTICE

OBJECTIVES

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

COURSE CONTENT

UNIT 1: Introduction to Sociology - Concept of Society- Meaning, types and characteristics - Individual and Society – Community – Rural, Urban and Tribal Communities - Social Organizations - Meaning and Forms - Concept of Associations - Difference between Society, Community and Association

UNIT 2: Social Stratification – Meaning and functions, Caste, Class and Race, Social Mobility – Concept and types of social mobility - Social Institutions - Marriage, Family, Education, Religion – Meaning, Types and Functions - Political Institutions - Concept of State, Government, Democracy

UNIT 3: Concept of Culture - Culture and Society - Cultural Lag Cultural assimilation and integration - Civilization - Customs, Mores, Folkways - Socialization - Meaning, Agencies and Functions - Social Control - Meaning and agents - its effect on individual and society - Social Processes - Co-operation, Competition, Conflict, Accommodation, and Assimilation

UNIT 4: Sociological Theories: August Comte, Spencer, Weber, Durkeheim, Simmel, Karl Marx. Indian Social Thinkers - Gandhi, Aurobindo, Vivekanda, Radhakrishnan - Social Change – Meaning, Theories, Causes and resistance.

UNIT 5: Social problem - Concept, Causes, Characteristics and Theories - Social Labeling, Social Deviance, Social Disorganization - Major Social Problems - Poverty, Unemployment, HIV/AIDS, Substance Abuse, Crime

REFERENCES

1. Bhusan, Vidya & Sachdev, (2006), *An introduction to sociology*. Allahabad, Kitab Mahal.
2. Harry. M. Johns, (1993). *Sociology: A systematic introduction*. Chennai: Allied Publications
3. Horton,P.S & Hunt, C. L. (2005). *Sociology*. New Delhi: Tata McGraw Hill
4. Papa, J.M. et al (2006). *A dialectic journey of theory and practice*. New Delhi: Sage Publications
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8. Friedlander, (2005). *Concepts and methods of social work*. New Delhi: Prentice Hall.
9. Gangarade, K. D, (2005). *Gandhian approach to development and social work*. New Delhi: Concept Publishers
10. Gupta, Das. (1962). *Towards a philosophy of social work in India*. New Delhi: Popular Prakasan

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

PSYCHOLOGY FOR SOCIAL WORK PRACTICE

OBJECTIVES

- To understand the relevance of Psychology to social work practice
- To develop theoretical understanding of human development across the life span
- To understand the nature and development of human behaviour in socio-cultural context
- To learn about human behavioural processes, personality and theoretical approaches
- To apply the information on human growth and behaviour in social work practice

COURSE CONTENT

UNIT 1: Psychology - Meaning, Definition, Fields and Methods, Introduction to Schools of Psychology, Relevance of Psychology to Social Work practice

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

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

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

UNIT 5: Concept of normality and abnormality, Mental Health, characteristics of mentally healthy person, factors influencing mental health – Concept of abnormality – basic information on symptoms, causes and treatment of major and minor mental illnesses – role of social workers in promoting mental health

REFERENCES

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

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

SOCIAL WORK WITH INDIVIDUALS

OBJECTIVES

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

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

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

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

UNIT 4: Tools and techniques in casework: listening, observation, Interview – home visits, collateral contacts, referrals – techniques in practice – ventilation, emotional support, action oriented support, advocacy, environment modification, modeling, role-playing and confrontation – Case history taking, Record keeping – Face sheet, Narrative, Process and Summary recording.

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

REFERENCES

- Bhattacharya, S. (2009). *Social case work administration and development*. New Delhi: Rawat Publications.
- Jeffrey, K. A., & Shepard, D. S. (2009). *Counselling: theories and practice*. New Delhi: Cengage Learning India Pvt. Ltd.
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- Trevithick, P. (2000). *Social work skills: A practice handbook*. Open University Press
- Upadhyay, R. K. (2003). *Social casework: A therapeutic approach*. New Delhi: Rawat Publications.

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

SOCIAL WORK WITH GROUPS

OBJECTIVES

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

COURSE CONTENT

UNIT 1: Social groups – Definition, Characteristics, and Importance – Classification of Groups – Cooley, Sumner, MacIver & Page, Toseland & Rivas – Theories of Group formation – Social Group Work – Concept, Historical development of Group Work, Values and Skills, Principles and Purpose of Group work

UNIT 2: Theoretical approaches of group work practice – Psychoanalytic, Learning, Field, Social Exchange, Systems theories. Stages of Group Development – Tuckman, Klien, Garland, Jones & Kolodny; Models of social group work – Social goals, Remedial, Reciprocal models, Programme development process, Programme Media

UNIT 3: Basic Group Processes – Sub-group, Group conflict, Group decision making, Leadership in groups. Group dynamics – Concept, and Areas – Communication and Interaction Patterns, Group Cohesion, Social Control Dynamics and Group Culture

UNIT 4: Stages or Phases of Group work – Pre group formation, Beginning phase, Middle/Working phase and Termination phase, Follow-up, Facilitation Skills and Techniques used in these Phases.

UNIT 5: Group Work Practice in diverse settings – Disaster victims, Substance abusers, Alcohol Anonymous and elderly care – Role of group worker – Group psychotherapy, Group work Recording, Monitoring and Evaluation.

REFERENCES

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16. Phillips, H. (1962). *Essentials of social group work skills*. New York : Associate Press
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18. Trecker, H.B. (1955). *Group work: Foundations & frontiers*. New York : Whiteside & William Marrow & Co

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

SOCIAL WORK WITH COMMUNITIES

OBJECTIVES:

- To gain knowledge about the primary method of social work practice with communities.
- To understand the techniques and approaches of social work practice with communities.
- To acquire the skill of working with communities.

COURSE CONTENT:

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

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

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

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

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

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

SOCIAL WORK RESEARCH AND STATISTICS

OBJECTIVES

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

COURSE CONTENT

UNIT 1: Importance of research in social work – intervention research and practice based research – Difference between social science research and social work research – Ethical Issues in social work research

UNIT 2: Meaning – Scientific Social Surveys – Experimental study design, Descriptive, Explanatory, Exploratory, Participatory Action Research - Quantitative and Qualitative Research and basic distinction, grounded theory, narrative, case study, ethnography

UNIT 3: Purpose of sampling – Concepts related to sampling – population, universe, sampling frame and sampling unit – Meaning and types of probability and non-probability sampling – techniques and procedures in sample selection – Methods and tools of data Collection – interview, questionnaire, observation – guidelines in framing of questions

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

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

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

SOCIAL POLICY AND SOCIAL WELFARE ADMINISTRATION

OBJECTIVES

- To gain knowledge about social policy and the administration of Human service organizations
- To understand the welfare policies of the government
- To acquire the skill of establishing a human service organization

COURSE CONTENT

UNIT 1: Social policy: Concept and Scope, Distinction between Social and Economic Policies, Social Welfare policy, Welfare State – Indian Constitution: Fundamental rights and Directive principles of State Policy – Social Policy and Planned social change

UNIT 2: Social Policies in India – Education, Health, Housing, Environment, Social Security, Food Security, Employment and Labour. Social Welfare Pogrammes in India – Family, Children, Orphaned and Adopted, Women, Elderly, Persons with Disabilities and Labour in the unorganized sector.

UNIT 3: Human Service Organizations – Features - Non-Government, Non-Profit making and Self-governing – Types of HSO – By Orientation, Levels of operation and Focus – National Policy on Voluntary sector (2007) – Organizational structure and characteristics of Human Service organizations.

UNIT 4: Procedures in registering an organization – Societies Registration Act, 1860, Indian Trust Act, 1882, The Companies Act, 1956. Administrative Structure – Memorandum of Association, Bye laws, Constitution, Deed, Functions and responsibilities of governing board, committees and office bearers. Administrative structure of social welfare at the Central, State and Local level – Programmes of Central Social Welfare Board and State Social Welfare Boards

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

REFERENCES

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

HUMAN RIGHTS AND SOCIAL LEGISLATION

OBJECTIVES

- To gain knowledge about human rights and social legislations
- To understand the different social legislations
- To acquire competency to apply knowledge of human rights and social legislation in social work practice

COURSE CONTENT

UNIT 1: Human Rights: Concept, Scope – Classification of Human rights – Universal Declaration of Human Rights – International Covenant on Economic, Social and Cultural Rights – International Covenant on Civil and Political Rights – Human Rights in the Constitution of India – National Human Rights Commissions – National Commission for women-National Commission for Minorities- National Commission for SC&ST- National Commission for the protection of the rights of the child – Social Work profession and Human Rights

UNIT 2: Contemporary Issues: Rights of Children, Women, *Dalits*, Refugees, and People living with HIV/AIDS – Prisoners, Refugees, and People with alternate sexuality – Persons with Disability-Minorities – Capital Punishment – Tools: Law, Welfare Schemes, Advocacy, Networking, Campaigning and Social Action – NGOs and Human Rights

UNIT 3: Social Legislation: Meaning and Scope. Family Courts, *Lok Adalats*, The Legal Aid, Public Interest Litigation - Right To Information Act (2005). Right to Education (RTE) - The National Food Security Act, 2013 – The Prohibition of Employment as Manual Scavengers and their Rehabilitation Act, 2013

UNIT 4: Social Legislation relating to Women and Children Adoption and Maintenance Act (1986), The Juvenile Justice (Care and Protection of Children) Act, (2006) Child Labour Prohibition and Regulation Act (1986), Prevention of Immoral Traffic Act (1986) The Protection of Children from Sexual Offences Act 2012- The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013 - The Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994- Protection of Women from Domestic Violence Act, 2005

UNIT 5: Protection of Civil Rights Act (1955) – Protection of Consumer Act (1986) – Transplant of Human Organ Act (1994) – 2013, Bonded Labor Abolition Act (1976) – The Maintenance and Welfare of Parents and Senior Citizens Act (2007)-The Environment (Protection) Act -1986

REFERENCES

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18. Bare Acts

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

SOCIAL WORK AND DISASTER MANAGEMENT

OBJECTIVES

- To develop an understanding of Disasters and Disaster Management
- To gain knowledge of various disaster management strategies
- To learn the international and national policies, institutional mechanisms in disaster services
- To introduce various disasters that has occurred in India and their management
- To study the role of Social Work practice in Disaster management

COURSE CONTENT

UNIT 1: Disaster: Meaning - Concept of Hazard, Risk, Vulnerability and Disaster – Impact of disasters: Physical, economic, political, psychosocial, ecological, and others; developmental aspects of disasters - Types and Classification of Disasters - Nature Induced Disasters and Human Induced Disasters

UNIT 2: Disaster Management Cycle: Mitigation and prevention, Preparedness, Prediction and Early warning, Rescue and Relief, Impact assessment, Response, Recovery, Reconstruction; Disaster Risk Reduction; Community Based Disaster Management (CBDRM); Gate Keeping, Advocacy and Networking; Levels of Intervention – Individual, Community and Societal - National Disaster Profile

UNIT 3: Global issues and initiatives- World Conference on Disaster Reduction (2005), Hyogo Framework for Action (2005-15), Sphere Standards – 2012, Disaster Management Act 2005; National Disaster Management Policy 2009; Standard Operating Procedures (SOP's); National Disaster Management Framework 2005; Administrative and Institutional structures for disaster management

UNIT 4: UNFCCC, IPCC, UNDP, UNISDR, SAARC, ADPC, WORLD BANK, UNICEF, Role of the Central and the State Governments, Local bodies, Community, Media, International and National Non-Governmental Organisations, Charitable trusts, Educational Institutions, Voluntary Organisations, Community Based Organisations, Youth groups, Others

UNIT 5: Impact on the individual, family and society; Mental health consequences of disaster; Principles and techniques of psychosocial care in post disaster situations; Specific psychosocial needs of vulnerable groups like children, women, older persons, persons with disability, transgender, destitute and orphans; Post trauma care and counselling including

grief counselling with survivors, Integrated Disaster Management Approach, Institutional and Non-Institutional care for the survivors

REFERENCES

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SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	MSW 512	Human Resource Management And Occupational Social Work	4

HUMAN RESOURCE MANAGEMENT AND OCCUPATIONAL SOCIAL WORK

OBJECTIVES:

- To understand the concept of human resource management and occupational social work
- To gain knowledge on social work orientation on corporate culture, particularly as it relates to social issues in the workplace.
- To acquire the skills of comprehending a multi-stakeholder perspective in viewing workplace issues

COURSE CONTENT

UNIT 1: Value of work – Meaning, Definition, Nature, Principles of management – Henry Fayol, Principles of Scientific Management, F. W. Tylor, Management vs. Administration, Human Resource approach, System approach – various sectors in the workplace

UNIT 2: Concept of Personnel Management, Human Resource Management (HRM) – Strategic Human Resource Management (SHRM): meaning, definition and scope – difference between HRM and SHRM – Business strategy and organizational capability – aligning HR with Corporate strategy – Strategic HR planning and Development – Corporate Ethics, Values and SHRM – Competencies of HR professional in a SHRM scenario – international human resource management (IHRM)

UNIT 3: Human resource planning – Talent acquisition – compensation management – Human resource information system (HRIS)

UNIT 4: Recent trends in HR – changing nature of the Indian workplace – needs and problems of special groups in the workplace – workplace violence: meaning and forms - gender sensitivity, disability management, diversity management, spirituality in the workplace

UNIT 5: Human Capital Management: meaning and scope – Occupational social work: Meaning, scope and nature – Employee Assistance Programmes: evolution, nature, scope, philosophy, models, services, current trends and scope in India – role of social workers in the workplace

REFERENCES

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

LABOUR LEGISLATIONS AND LABOUR WELFARE

OBJECTIVES

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

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

UNIT 2: Labour Legislations: Concept, need and historical development of Labour Legislation in India Factories Act, 1948 – Occupational safety and health-The Contract Labour (Regulations and Abolition) Act, 1970 – Tamil Nadu Payment of Subsistence Allowance Act 1981 - Tamil Nadu Industrial Establishments (Conferment of Permanent Status to Workmen) Act, 1981.

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

UNIT 4: Concept of Social security-Legislations relating to social security: The ESI Act, 1948, The Employees Provident Fund and Miscellaneous Provisions Act, 1952- The Payment of Gratuity Act, 1972- The Maternity Benefit Act, 1961, Employees Compensation Act, 1923. National festival and Holidays act

UNIT 5: Legislations for labour welfare in different types of industries: The Plantation Labour Act, 1951 – The Mines Act, 1952 – The Motor Transport Workers Act, 1961 – Tamil Nadu Shops and establishment Act - The Pondicherry Shops and Establishment Act 1964.

REFERENCES

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9. Bare acts.

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	MSW 514	Industrial Relations	4

INDUSTRIAL RELATIONS

OBJECTIVES

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

COURSE CONTENT

UNIT 1: Industrial Relations – Meaning, Scope and Need. Factors influencing IR - Actors of IR-Employees and their organization, employers and the government - Approaches to IR-Marxian, Giri, Webbs and Dunlop - Bipartite and Tripartite Machineries for IR.

UNIT 2: Discipline – Definition-causes for indiscipline and misconducts - Hot Stove Rule and Principles of Natural Justice - Code of Discipline in Industry - Procedure for Disciplinary Action – domestic enquiry- The Industrial Employment Standing orders Act, 1946.

UNIT 3: Industrial Dispute – Meaning, Causes, and forms of disputes: Industrial Disputes Act, 1947 - Grievances: Meaning, Causes and Redressal Procedure – Case studies on Industrial violence.

UNIT 4: Trade Unions – Definition, objectives, functions and structure - Growth of Trade Union Movement in India - Major Trade Unions in India-Social responsibilities of TUs - Need for one union for one industry - The Trade Unions Act, 1926.

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

REFERENCES

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

MEDICAL SOCIAL WORK

OBJECTIVES

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

COURSE CONTENT

UNIT 1: Historical antecedents and development of Medical Social Work; Concepts of health, well-being, health care and development: correlation with development and multi dimensionality, dimensions like mental health, physical health, occupational health, environmental health; gender and health; reproductive health and sexuality etc.; Relationship between health, mental health and development; Social and environmental production of illness; Health in the context of social change; Mental Health and Development, urban mental health, effect of globalization on mental health (displacement and issues related to pharmaceutical agenda).

UNIT 2: Health and the dominant bio-medical view – philosophical foundations, limitations of the bio-medical view, health rights. Political economy of Health: theoretical perspectives. Health and Poverty; Health inequities: gender, under-privileged in the area of health and the specific health care problems; Migration, marginalization and health; Violence, conflict, health and development.

UNIT 3: Clinical illnesses (and their manifestation, role of social worker in such illnesses; psychosocial aspects related to various illnesses. Team work, application of social work methods in a clinical setting; user movements in health.

UNIT 4: Social Work Interventions in a clinical and non-clinical setting; working with individuals, groups, families and communities; social action and advocacy; health research; administration and role of a social work department in a hospital setting; fund raising and resource mobilization.

UNIT 5: Welfare and benefits accrued to persons with an illness, health insurance, Social Work practice in different settings, Medical emergencies, bio-medical ethics, medico-legal cases and role of social worker.

REFERENCES

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

DISABILITY SOCIAL WORK

OBJECTIVES

- To gain knowledge about the concept of and different types of disabilities
- To understand the theoretical underpinnings of models and approaches to understanding disability
- To develop an attitude of respect and dignity towards persons with disability
- To become skilled at undertaking social work interventions with and through all stakeholders in the field of disability

COURSE CONTENT

UNIT 1: Concept of disability and impairment – ICIDH & WHO, definitions, causes, types and magnitude of various disabilities and their impact on persons with disability and their families; discourses and models of disability; anti-oppressive and exclusion/inclusion lens to understanding disability.

UNIT 2: Types of disability – physical, sensory, intellectual, multiple disabilities, learning developmental disabilities, psychosocial disability – causes, types and care for persons with disabilities (medical and other interventions including aids and appliances); process of rehabilitation early identification, education, vocational rehabilitation and social inclusion and empowerment within the family and community. Understanding the experience of disability, limitations, strengths and potentials of persons with disabilities

UNIT 3: Impact of disability on individuals and their families: reactions of parents/family members and ways of coping. Needs and problems of persons with disability and their families across the life span and at critical stages in their lives and social work intervention at each stage

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

UNIT 5: Disability intervention strategies at community and policy levels – awareness, community education, community based rehabilitation, advocacy and lobbying, formation of

advocacy groups, using international instruments (Salamanca Declaration, Standard Rules, UNCRPD) and legislations governing disability (Persons with Disability Act, 1995, RPD Bill, MHC Bill, RCI Act, National Trust Act, 1999) for advocacy; State's role in implementation of legislations.

REFERENCES

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

MENTAL HEALTH

OBJECTIVES:

- To be inspired and use inner wisdom to work in the field of mental health
- To learn about the concepts related to mental health and mental illness and theoretical underpinnings related to it
- To understand concepts related to psychopathology, diagnosis and treatment
- To plan psycho-social interventions in preventive, promotive and curative services that work towards enhancing the dignity of persons living with mental illness and for social justice.

COURSE CONTENT

UNIT 1: Concepts related to mental health, well-being and mental illness, notions of mental health, models of mental health – bio-psycho-social model, structural model and social determinants model, strengths perspective, recovery models. Activating inner wisdom to understand and intervene in the area of mental health

UNIT 2: Introduction to psychopathology (signs and symptoms), classification and diagnostic systems in mental health, differential diagnosis, history taking

UNIT 3: Information on mental disorders of adults (severe - Schizophrenia, Bipolar Affective Disorder, Acute Psychosis, Obsessive Compulsive Disorder; Common mental illnesses – Anxiety disorders, depression, somatoform disorders), etiology, prevalence, psychosocial factors, prognosis and management of mental illness, pharmacology and psychosocial interventions; suicide, substance abuse, dementia and sexual disorders; Emotional, behavioural and developmental problems of children and adolescents as mentioned in the DSM and ICD

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

UNIT 5: Social work interventions, role of the multi-disciplinary team with emphasis on the psychiatric social worker in providing psychosocial care to prevent mental ill health and promote mental health and well-being

REFERENCES

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SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	MSW 518	Rural Community Development	4

RURAL COMMUNITY DEVELOPMENT

OBJECTIVES

- To gain knowledge about rural realities and problems in rural communities
- To gain knowledge about theories and approaches of community development and experiments about rural community development
- To understand the local self administration of rural development and various development agencies working for rural development
- To learn about community development programmes in India and polices
- To acquire skills of social work intervention with rural communities

COURSE CONTENT

UNIT 1: Rural Community Meaning, Characteristics: Types of Villages: Scope of studying the rural community and its relation to social work: Rural community Problems: Poverty, Illiteracy, financial exclusions, Unemployment, Problems related to agriculture, health and problems related to energy and water.

UNIT 2: Community Development Concepts, Definition, Objectives, Principles, Theories of Community Development: System theory, Micro-Macro community development theory - Methods and approaches of community development- Role of community development worker: Application of social work methods in rural development - Early experiments of rural development-sriniketan, Morthandam, Gurgaon, rural reconstruction, Firka development, Nilokheri and Etawah pilot project and Gandhian approaches to rural development.

UNIT 3: Community development programmes across various sector in India: ICDS, MGNREGS, Accelerated Rural Water Supply Programme (ARWSP) National Livelihood Mission, IRDP, Pradhan Mantri Gramodaya Yojana, PMGSY, NSAP, DIKSHA, NRHM, Indra Awas Yojana (IAY) and PURA - Role of Voluntary agencies in Rural Development and others

UNIT 4: Rural community Administration Administrative structure and functions for Rural Development – Central and State level, Planning Commission, Rural development in five year plans and other welfare Ministries and Departments. Rural local bodies and power structure - Administrative pattern of community development and Panchayat raj system at local, block and district level, Functions of Panchayat Raj: Civic amenities, social welfare activities and Development work. National and state level agencies supporting Rural Development: Council for Advancement of Peoples Action and Rural Technology

(CAPART), National Institute for Rural Development (NIRD), National Bank for Agriculture and Rural Development (NABARD) Regional Rural Bank (RRB), Rural Co-operatives

UNIT 5: Contemporary Approaches/Strategies in Community development: Livelihood Approach: Indigenous community development approach – Bottom-up approach and grassroots approach - Community participation and Stakeholder analysis – Gender and Vulnerable groups – power analysis - participation Matrix.

REFERENCES

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SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	MSW 519	Urban Community Development	4

URBAN COMMUNITY DEVELOPMENT

OBJECTIVES

- To understand urban social systems and their problems and the change processes in these communities
- To gain knowledge on the issues and their implications in urban communities
- To acquire skills of interventions by the community workers

COURSE CONTENT

UNIT 1: Urban Community: Meaning, Characteristics, classification of City, Sub-Urbs, Satellite Towns, hinterlands and Rural Urban contrast. Urban Problems: Drug addiction, Sex workers, Juvenile Delinquency, Urban Poverty, Urban Employment, Urban Settlement & Housing, Urban pollution, street living, pavement dwelling and street vendors, problems with unorganized sector, waste management and transport

UNIT 2: Basic Concepts: History and Theories of Urbanization, Process of Urbanization, Patterns of Urbanization, Urbanization Policy, Voluntary Sector & People s Participation. Compulsory land accusation Act, SEZ and urban habitat and policy

UNIT 3: Urban Slums: Issues and Services: Socio-Psychological Issues of Slum Dwellers, Effect of Industrialization and Globalization on Slum, Origin and development of slum clearance board: Functions & Administration structure, Policy, Programme & Laws Relating to Slum

UNIT 4: Urban Community Development: Urban Community Development - Definition, Objectives and Historical Development, Principles, Process and methods - Urban Development indicators. Administration: National, state and local levels; Structure and functions of urban local bodies and its administration – Agencies; Metropolitans, Corporations, Municipality, Town Panchayats; Townships and Cantonments board

UNIT 5: Urban Community Development policies and Programmes: Ministry of urban affairs, five year Plans, Origin, structures, Acts, policies and programmes of Housing Board-Housing and Urban Development Corporation (HUDCO) and JNNURM. Problems in Implementation of Urban Community Development Programmes – Role of Community Development Worker: Application of Social Work method in Urban Development

REFERENCES

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2. Singh, Shamsheer, Urban Planning Development, New Delhi, 1991.
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SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	MSW 520	Livelihood Promotion	4

LIVELIHOOD PROMOTION

OBJECTIVES

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

COURSE CONTENT

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

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

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

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

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

REFERENCES

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http://www.forestry.umn.edu/prod/groups/cfans/@pub/@cfans/@forestry/documents/asset/cfans_asset_202603.pdf
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SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	MSW 521	Understanding Families And Children	4

UNDERSTANDING FAMILIES AND CHILDREN

OBJECTIVES

- To understand the family structures and family dynamics
- To develop a theoretical understanding of families and children
- To apply the skills of theory in practice with families and children

COURSE CONTENT

UNIT 1: Defining Families, Common characteristics, Family Rituals, Family Traditions, Family Routines, Family Functions, Family Structures and Family Dynamics, Family Conflicts, Family Violence; Diversity of families: Nuclear family, Joint family, Extended family, Working Parents, Single parents, Younger parents, Foster families

UNIT 2: Premise and Origins - Psychosocial Theories, Role Theory, Structural Theories, Social Exchange Theories, Communication Theories, Family Systems Theory, Family Development Theory and the Life Course Perspective

UNIT 3: Definition, Types of Marriage, Working parents, Division of labor in Families, Factors that influence Family Dynamics, Marital Dynamics, Socialization of Children, Feminist and Gender Perspective on Families, Impact of Urbanization / Modernization on marriage stability and Parenting

UNIT 4: Concept and Meaning; Psychoanalytic child development theories: Sigmund Freud, Erik Erikson; Cognitive child development theories: Piaget; Behavioural Child Development theories: John B. Watson, Ivan Pavlov and B. F. Skinner; Social Development theories: Attachment theory - John Bowlby, Social Learning theory - Albert Bandura, Sociocultural theory - Lev Vygotsky, Ecological Systems Theory – Dynamics Systems Perspectives. Stages and Dimensions of Child development: Stages: *Physical, Motor, Cognitive, Language and Social and Emotional Development; Child's identity*

UNIT 5: *Parent Child Relationship, Family Stress, Sibling Rivalry, Child Rearing Practices, Issues and Concerns of Children and Families in Rural and Urban Areas, Children in families experiencing domestic violence*

REFERENCES

1. Rao, Shankar C.N. (2007). Indian Society, New Delhi: S S Chand & Company Ltd
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SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	MSW 522	Family Centered Interventions	4

FAMILY CENTERED INTERVENTIONS

OBJECTIVES

- To develop an understanding of the concepts and contexts of families
- To apply methods and models of social work intervention to promote change in families
- To develop knowledge about the institutions working for families

COURSE CONTENT

UNIT 1: Family Life Cycle and Development Stages: Eight development Stages in Family life cycle- Stage 1: Married couple—Stage 2: Child bearing families—Stage 3: Families with pre-school children—Stage 4: Families with school aged children--Stage 5: Families with Teenagers—Stage 6: Families with young adults—Stage 7: Middle-aged parents in the empty nest--Stage 8: Ageing family members; Family developmental tasks: Characteristics & Importance; Concept of Family health, Family Well being and Family Enrichment.

UNIT 2: Social Work interventions for Families: Families living in Poverty, Families of prisoners, Families with persons living with disability, Migrant families, Families of victims of Domestic violence, Transgender families, Families of Debtors, Families affected by disasters, Homeless families, Families with chronic illness, Families with degenerative disorders, Families from diverse cultural and linguistic backgrounds, Elderly living in families.

UNIT 3: Methods and Models of Social Work Interventions: Genogram of the family, the Flow Chart, Eco Map, Pathways plans, Diary Sheet, Home Visits. Psychosocial Life model, Problem Solving approaches, Crisis intervention and the Cognitive Behavioural model, Integrative models

UNIT 4: Interventions with Families: Structural family therapy, *Problem solving therapy*, *Milan systems therapy*, Solution Focused Therapy, Psychodynamic Family Therapy, Cognitive Behavioural Family Therapy, Narrative therapy, Experiential Family Therapy, Advocacy, Crisis intervention, Self-help, Social support and Networking.

UNIT 5: Institutions for Family Welfare: Ministry of Health and Family Welfare, National Institute of Health and Family Welfare, National Rural Health Mission, Planning Commission, Family Courts, Legal Service Authority, INGOS' and NGOS' role in empowering families.

REFERENCES

1. Chakrabarthy K. K (ed) (1994). The Indian Family, New Delhi: Manav Sangrahalaya
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SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
III	MSW 523	Child Centered Interventions	4

CHILD-CENTERED INTERVENTIONS

OBJECTIVES

- To develop an understanding of the changing contexts of Children
- To apply the skills in practice with children in various settings
- To develop knowledge about the institutions working for Children

COURSE CONTENT

UNIT 1: Changing Context of Children: Bio-psychosocial needs of children- Child Development, Stages of Development: Pre-natal Period, Infancy, Toddler, Early Childhood, Middle Childhood, Late Childhood, Early Adolescent; Demographic characteristics, Status of Children some Facts

UNIT 2: Children in difficult circumstances, vulnerable children, Children in conflict with laws and contact with laws. Children in need of care and protection: Infanticide; Female Feticide; Street child; Destitute; Abandoned; Orphaned; Sexually abused; Neglected; Violence; Armed conflict; Refugee; Child Marriage; Child Labour; Socially Excluded; Delinquent; Child trafficking; Missing children; Natural calamity affected children; HIV-AIDS affected and infected children; Tribal children; Beggary; Child prostitution; Pornography; Gender discrimination; War victims; Migrant; Alcoholism; Drug abuse; Adolescent pregnancy; Run way children; Others

UNIT 3: Well-Being of Children: Physical: Health, Nutrition and Exercise, Social Inclusion, Environment, Security and Protection, Shelter, Water and Sanitation, Planning Spaces and identifying materials for play and joyful learning; Mental: Leisure and Recreation, Love, Care and affection, Parenting, Family and Neighbourhood, Peer Group, Social Networking, Sleep and Rest, Relaxation, Outings

UNIT 4: Social Work Interventions with children: Children as clients; Counselling children, Art therapy, Play Therapy, Behavioural interventions, Cognitive interventions, Social interventions, Community based interventions. Institutional Intervention: Child Line, ICDS, ICPS, Child Welfare Committee, Juvenile Justice Board, Special Juvenile Police Units, State Commissions on the Protection of Child Rights, NGOs – CRY, Butterflies, Smile Foundation, HAQ, Asha for Education and INGO's – Plan, Save the Children, Action Aid, UNICEF, UNDP

UNIT 5: Awareness and advocacy on Services for children: Statutory and Non-statutory services: Central Adoption Resource Agency Reproductive and Child Health Programme, Operation Blackboard; Supportive services: Nutrition Programme for Adolescent Girls (NPAG); Developmental services (for example, non-formal education); Remedial services (for example, residential care, child guidance clinic); Monitoring and Evaluation of children's Programmes, Skills in advocacy and campaigning for children

REFERENCES

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2. Bajpai, Asha .(2006). *Child Rights in India, Law, Policy, Practice*, Delhi: Oxford University Press
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SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
IV	MSW 611	Corporate Social Responsibility	3

CORPORATE SOCIAL RESPONSIBILITY

OBJECTIVES

- To understand the scope and complexity of corporate social responsibility (CSR).
- To gain knowledge on the impact of CSR implementation on corporate culture, particularly as it relates to social issues
- To acquire skills to frame CSR policies and practices appropriate to the Indian workplace

COURSE CONTENT

UNIT 1: Social Responsibility – Corporate Social Responsibility – Meaning, definition and scope of CSR – Evolution of CSR – a moral argument for CSR – a rational argument for CSR – an economic argument for CSR - strategic context of CSR – Carroll’s Model of CSR (Pyramid of CSR) – Globalization and CSR

UNIT 2: Stakeholders and perspectives - interest Groups Related to CSR – Tools of CSR – Business Benefits of CSR

UNIT 3: Designing a CSR policy – Factors influencing CSR policy – Managing CSR in an organization – Role of HR Professionals in CSR – Global Recognitions of CSR- ISO 14000 - SA 8000 - AA 1000 - Codes formulated by UN Global Compact – UNDP, Global Reporting Initiative.

UNIT 4: Implementing CSR – CSR in the marketplace – CSR in the workplace – CSR in the community – CSR in the ecological environment – Case Studies: Lifebuoy Soaps’ *Swasthya Chetna*, ITC’s *e-Choupal* venture, Titan Industries Limited, Tata Power

UNIT 5: CSR in India: Legal provisions and specifications on CSR – TCCI (Tata Council for Community Initiatives), Tata Model on CSR – National CSR HUB, TISS Mumbai – Success and failure with CSR initiatives – CSR Awards in India – role of social workers in CSR

REFERENCES

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3. Brummer, J.J. (1991). *Corporate Responsibility and Legitimacy: An interdisciplinary analysis*. Westport, CT: Greenwood Press.
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11. <http://www.tatapower.com/sustainability/environmental.aspx>

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
IV	MSW 612	Organisational Behaviour	4

ORGANISATIONAL BEHAVIOUR

OBJECTIVES

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

COURSE CONTENT

UNIT 1: Organizational Behaviour – Meaning, importance, challenges, opportunities, models and contributory behavioural science disciplines. Contributions of Hawthorne studies

UNIT 2: Foundations of Individual behaviour – Physical and intellectual ability, emotional intelligence – Attitudes-job satisfaction, job involvement and organizational commitment – Personality, Perception and decision making. Motivation – Definition and theories- Transactional analysis – Johari window

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

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

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

REFERENCES

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4. Luthans Fred. 2000. *Organisational behaviour*. McGraw Hill Ltd. Singapore.
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11. Uma Sekaran. *Organisational behaviour: Text and Cases*. (Tata McGraw Hill, New Delhi)
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SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
IV	MSW 613	Human Resource Development	4

HUMAN RESOURCE DEVELOPMENT

OBJECTIVES

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

COURSE CONTENT

UNIT 1: Human Resource Development – Definition, Scope and Importance – Difference between traditional personnel management and HRD – HRD processes and outcomes – Role analysis and HRD – Key Performance Areas, Critical Attributes and Role Effectiveness.

UNIT 2: Performance appraisal and performance management – Objectives of performance appraisal – Traditional and modern methods of appraisal – Basic considerations in performance appraisal – Development oriented appraisal system and performance counselling.

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

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

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

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SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
IV	MSW 614	Psychiatric Social Work Practice	4

PSYCHIATRIC SOCIAL WORK PRACTICE

OBJECTIVES

- To understand the history of psychiatric social work practice
- To learn about major therapeutic approaches of intervention and rehabilitation
- To acquire skills of working with different populations across a variety of settings
- To understand the relevance and applicability of different approaches, vis-à-vis emotional and interpersonal issues

COURSE CONTENT

UNIT 1: History of psychiatric social work, practice across settings; stakeholders in psychiatric social work practice; legislations that inform psychiatric social work practice

UNIT 2: Introduction to counseling, basics of counseling process and skills; Overview of therapeutic models; Key concepts, principles and techniques of various therapeutic approaches: Psychoanalytic, Behaviour Therapy, Cognitive therapy and REBT

UNIT 3: Family Therapy, Crisis Counselling, Solution Focused Brief Therapy, Feminist Therapy, Narrative Therapy, Working with children – use of non-directive and play methods, Transactional Analysis, client centred counseling, grief counseling, group counseling

UNIT 4: Personal issues, biases, attitude impacting counseling process and practice, ‘self’ of the counselor, addressing burn out, role of supervision and personal therapy for counselors

UNIT 5: Rehabilitation – components, psychosocial rehabilitation, psychoeducation, case management, discharge planning, rehabilitation settings- therapeutic community, Day care Centres, half way homes, Quarter-way homes, shelter homes, hostels, foster care; community based rehabilitation matrix of WHO.

REFERENCES

1. Chandrashekhar, Suresh Math, Bhugra, D. (2007). Psychiatric epidemiology in India. *Indian Journal of Medical Research* 126, pp 183-192.
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SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
IV	MSW 615	Public Health for Social Workers	4

PUBLIC HEALTH FOR SOCIAL WORKERS

OBJECTIVES

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

COURSE CONTENT

UNIT 1: Concept of health and disease; Concept of public health and related terminologies like community health, Preventive and Social Medicine (PSM), Health management etc; Historical development of public health: Chadwick era, Scientific era (germ theory era), Internationalization; Basics of Epidemiology - Distribution, determinants and basic measures of health; Health Indicators; Health in developed and developing countries

UNIT 2: Diseases of public health importance; Concept of prevention; Levels of prevention; Primary Health Care – philosophy and approach, experience of voluntary sector organizations in the implementation of primary health care; History, structure, function and organization of health services in India; Job descriptions of various functionaries; Overview of the various national health programmes

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

UNIT 4: Health Policies - National Health Policy, National Rural Health Mission, health policy analysis. Health programs (National Leprosy Eradication Program, National Malaria & Filariasis Control Programs, Pulse Polio, Revised National Tuberculosis Control Program, National Mental Health Program., Universal Immunization Program, National Tobacco Control Program, National Program for Prevention and Control of Deafness, National Aids Control Program, National Program for Control of Blindness, School Health Program, National Vector Borne Diseases Control Program, Prevention and Control of Non-

Communicable Diseases Program National Cancer Control Program), their implementation; advocacy and lobbying

UNIT 5: Strategies and approaches in social work in public health; Health education and communication, counseling and referral, Community mobilization and organization, Health system restructuring and reform, Capacity building and training, Resource mobilization and application

REFERENCES

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SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
IV	MSW 616	Participatory Approaches in Rural and Urban Development	4

PARTICIPATORY APPROACHES IN RURAL AND URBAN DEVELOPMENT

OBJECTIVES

- To understand the overview of approaches, methods and techniques in PRA in rural and urban areas
- To gain a deeper insight into the components of project planning
- To acquire skills in undertaking participatory project planning

COURSE CONTENT

UNIT 1: Introduction to Participatory Approaches: Concept, Meaning and Definition, Principles, Methods & Tools of PRA - Barriers & Limitations of Participatory Rural Appraisal (PRA). Poverty Reduction Strategies: Decentralization and Participation, Participatory Research

UNIT 2: Poverty and Gender Analysis: Participatory Poverty Assessment, Tools of Gender Analysis: Harvard Analytical Framework, Moser Framework, PRA and Project Cycle: PRA-Log Frame Analysis-Result Based Project Planning, Proposal and Project Planning Matrix - Project cycle and Project management - Characteristics of a project - Types of project.

UNIT 3: Monitoring, Evaluation and Sustainability Analysis: Participatory Monitoring and Evaluation: Tools of self-monitoring, Participatory Impact Monitoring, MIS: Concept and Technique, Sustainability Analysis: Concepts, Institutional and Project Sustainability

UNIT 4: New Approaches of Participatory Approaches: New Approaches to Participation: Participatory Learning and Action (PLA), SARAR, Appreciative Inquiry etc.

UNIT 5: Participatory Action Research: Origins, Essential of Participatory Action Research (PAR), Understanding Action Research and Recent Developments

REFERENCES

1. Altarelli, V., & Ashford, G. (2001). *Enhancing ownership and sustainability: a resource book on participation*: International Institute of Rural Reconstruction.
2. Chambers, R. (1992). *Rural Appraisal: Rapid, Relaxed and Participation*. Sussex: Institute of Development Studies.
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SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
IV	MSW 617	Social Entrepreneurship	4

SOCIAL ENTREPRENEURSHIP

OBJECTIVES

- To develop understanding about social entrepreneurship.
- To get exposure to the social enterprises.
- To strengthen the competence in social entrepreneurship.

COURSE CONTENT

UNIT 1: Need and importance of Third Sector in development. Typologies of third sector – Voluntary, NGO, NPO, CBO, CSO, Growth of third sector in India – Performance and environment of third sector. Third sector relationship to state and civil society

UNIT 2: Concept, Definition, Importance of social entrepreneurship – Social entrepreneurship Vs business entrepreneurship – social entrepreneurs and social change – qualities and traits of social entrepreneurs. Select case studies of Indian Magsasay Award winners as social entrepreneurs – Ela Bhatt, M.S. Swaminathan, Varghese Kurien, Jockin Arputham, Aruna Roy, Rajender Singh and Santha Sinha

UNIT 3: Concept, Definition, Importance of social enterprises – similarities and differences between social enterprises and non profits – types of social enterprises – concept of Triple Bottom Line, Bottom of the Pyramid, Sustainopreneurship – Corporate Social Responsibility – Select case studies of Indian Social Enterprises.

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

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

REFERENCES

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

SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
IV	MSW 618	Policies and Programmes for Children	4

POLICIES AND PROGRAMMES FOR CHILDREN

OBJECTIVES

- To develop an understanding on the concept of Child Welfare
- To gain knowledge on the Policies and Programmes for Children
- To study the organizational and institutional mechanisms working for children

COURSE CONTENT

UNIT 1: Child Welfare: An Overview, Concept of Child Welfare, Social scenario of Indian children, Major problems faced by children- Biopsychosocial problems of children, Need for Programmes and Policies for Children; Challenges and Strengths in programme implementation.

UNIT 2: Constitutional Provisions and Legislations governing Children: Fundamental Rights, Directive Principles of State Policy. The Guardian and Wards Act, 1890, The Child Marriage Restraint Act, 1929, The Children (Pledging of Labour) Act, 1933, The Hindu Adoption and Maintenance Act, 1956, The Immoral Traffic (Prevention) Act, 1956, The Young Persons (Harmful Publications) Act, 1956, The Dowry Prohibition Act, 1961, The Maternity Benefits Act, 1961, The Child Labour (Prohibition and Regulation) Act, 1986, The Infant Milk Substitutes, Feeding Bottles and Infant Foods (Regulation of Production, Supply and Distribution) Act, 1992, The Pre-Conception and Pre-natal Diagnostic Technique (Prohibition of Sex Selection) Act, 1994, The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, The Juvenile Justice (Care and Protection of Children) Act, 2000, The Commissions for Protection of Child Rights Act, 2005, Protection of Women from Domestic Violence Act, 2005, Prohibition of Child Marriage Act 2006, The Right of Children to Free and Compulsory Education Act, 2009, The Protection of Children from Sexual Offences Act, 2012.

UNIT 3: Policies for Children: Child Development Programmes under Five Year plans, National Policy on Education – 1986, National Child Labour Policy – 1987; National Nutrition Policy – 1993; National Health Policy – 2002; National Charter for Children – 2004; National Plan of Action for Children – 2005; National Vaccine Policy – 2011; National Policy for Children – 2013.

UNIT 4: Programmes and Services for Children: Integrated Child Development Services (ICDS) Scheme, Integrated Child Protection Scheme, Rajiv Gandhi National Creche Scheme for the children of working mothers, School health programmes, Pulse Polio Immunization Programme, Sarva Shiksha Abhiyan, School mental health programmes, Sponsorship programme, Foster - Care, Adoption, Maternal and Child health Services, Children with Disabilities, Services for children in need of Special Care, Child Guidance Clinics

UNIT 5: Organizations and Institutional mechanisms for children: Role of Governmental, Nongovernmental, voluntary and community based organizations in Child Care and Protection, International initiatives in Child protection and Child rights, UNICEF, UNESCO, ILO, WHO, NIPCCD, ICCW, CSWB, CRY, SAARC Policy on the female child, United

Nations Convention on Rights of Children (UNCRC), National Commission for Protection of child rights; International, National, Regional and State mechanisms

REFERENCES

1. Baroocha, Pramila Pandit. (1999). Hand book on Child, New Delhi: Concept Publishing Company.
2. Bhalla, M. M. (1985). Studies in Child Care, Delhi: NIPCCD
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SEMESTER	COURSE CODE	COURSE TITLE	CREDITS
IV	MSW 619	Social Work Practice With Families And Children	4

SOCIAL WORK PRACTICE WITH FAMILIES AND CHILDREN

OBJECTIVES

- To strengthen the professional competence of Social work Practice with families and children
- To gain understanding of type of practice settings working with families and children
- To understand the role of the profession and the stakeholders in the welfare of families and children.

COURSE CONTENT

UNIT 1: Social Work with Families and Children: Working effectively with children and families, Values and Ethics in social work with children and families, Family as a Client System, Strengthening Family structure and Communication.

UNIT 2: Process of Intervention: Social Worker-client relationship, Social Study, Assessment, Goal Setting, Contracting, Intervention; Development of practice skills: Conceptual skills, Interviewing skills – Informational interview, Diagnostic/Assessment interview, Therapeutic Interview, Recording skills, Evaluation.

UNIT 3: Social Work Practice in different settings: Social Work interventions for children in different settings: school settings, correctional settings, institutionalized children, community based interventions, children in care and protection, adoption centres, street children, children abusing substances, children in clinical settings, Social work interventions for families in different settings: Family Counselling centres, short stay, Respite care, Destitute homes, Clinical settings.

UNIT 4: Role of the Social Worker while working with children and families: Case worker, Group Facilitator, Community Organizer, Case Manager, Enabler, Reformer, Project Manager, Researcher, Activist, Advocacy and Lobbying, Sensitisation, Campaigning, Social Audits, Trainer, Monitoring and Evaluation, Documentation, Fund Raising, Resource Mobilisation, Policy Planning, Catalyst, Change maker, Role Model, Community Organiser, Coordinator, Enabler, Reformer, Facilitator, Volunteer.

UNIT 5: Stakeholder's Participation: State, Global Community, NGO's, Institutions of National Importance, Judiciary, Bureaucrats, Policy Makers, Social Activist, Educational Institutions, PRI's, Self Help Groups, Community Leaders, Religious Institutions, Gram Panchayats, Police, Health Workers, Grassroot Level workers, Anganwadi Workers, ASHA's, Donors, Volunteers, Youth, Civil Society Organisation, Community Based Organisations.

REFERENCES

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2. Pat, Starkey. (2000). *Families and Social Workers: the work of Family Service Units*, Great Britain: Liverpool University Press
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FIELD INSTRUCTION IN SOCIAL WORK

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

General Objectives of fieldwork

1. To gain an understanding of social realities and problems as they play out in society and the civil society's response to it.
2. To understand, appreciate and develop ability to critically evaluate the programmes and policies in the developing context.
3. To acquire skills of systematic observation, critical analysis and develop a spirit of inquiry
4. To learn and implement social work interventions
5. To develop skills of recording
6. To imbue values and ethics of social work profession through field practicum.
7. To develop an appreciation of social work intervention in these programmes by recording:
 - a) Relevant and factual information about the client system and the problem/concern
 - b) The selection of programmes/strategies for solving the problems, and their relevance to the client system and the problem concern or the issue.
 - c) The role of the social worker and the relevance of social work intervention for the client, needs and the problem.
 - d) The relationship between the micro problems observed and the macro situation, the appropriateness of the organization's resources and nature of intervention
 - e) To integrate theory and practice while recording
 - f) To develop 'self' as an agent effecting change and transformation in the society.

Field work comprises of the following:

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

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

Semester I

Fieldwork in Semester I shall comprise of:

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

Mandatory Field Orientation

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

Observation Visits

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

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

Orientation to Social Work theory:

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

Orientation to social work setting/agency of placement on:

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

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

Skill Labs/Workshops

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

Rural Camp

In the beginning of the semester students should attend 10 days rural camp. Expected learning during rural camp should be with the following aspects:

- Rural camp for 8 to 10 days is compulsory for the I M.S.W. in a village or tribal area
- Micro-planning activity and Participatory Rural Appraisal (PRA) activity shall be the part of social work camp.
- Students should prepare a social work camp report and submit it to their respective faculty supervisor.

Objectives of the Rural Camp:

- a) Understand the social system with the dynamics within.
- b) Analysis of the regional social system, the approaches, and the strategies of intervention used by the government and non-government organisations.
- c) Understand the nature of government intervention in relation to various groups (caste, tribe etc.) in the region, and the related structures of decision-making and intervention.
- d) Develop the capacity to critique the interventions of both the voluntary organisations and the government agencies in relation to the specific group.
- e) Through experience in group-living the student should learn to appreciate its value in terms of self-development, interpersonal relationships, sense of organisation, management and taking on responsibility.
- f) Acquire skills in planning, organising, implementing through the camp for example: conscious use of time, communication skills, team spirit, handling relationships, conflicts and differences of opinion, decision making, evaluation, appreciation, sharing of resources, tasks, coping skills in problem situations, cooperation and coordination.
- g) Learners are fully involved in planning, implementing the plans and presenting their experience in a workshop on return from the camp.

- h) The learners should be encouraged to take on concrete tasks towards meeting basic/civic needs of the people.
- i) Learners should integrate classroom learning with their interventions in the rural camp.

Preliminary Pre-Camp Visit

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

Semester II

Fieldwork curriculum in Semester II shall consist of:

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

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

OBJECTIVES	TASKS
<p>To understand the agency, its philosophy and goals.</p> <p>To analyze the agency’s structure, functioning and its networking strategies at the international and national level.</p>	<p>To prepare a complete document on the agency, covering specific details on</p> <ul style="list-style-type: none"> - The agency profile - Its objectives - Area of work - Administrative hierarchy - Staffing pattern - Funding pattern - National / International networking pattern - Activities implementation strategy - Monitoring / Evaluation pattern
<p>To identify the agency’s geographical areas of intervention.</p> <p>To draw up a community profile</p> <p>To analyse the problems of communities through “Need Based Assessment Strategies”</p>	<p>To develop a community profile with specific details on</p> <ul style="list-style-type: none"> - Socio-Demographic characteristics - Power structure - Community Resources - Leadership pattern

	<ul style="list-style-type: none"> - Groups in existence (Women's Group, Children's Group etc.) - Health status - Problems of Communities etc.
To study the families and their problems.	<ul style="list-style-type: none"> - Family study report needs to be submitted. - Visiting ten families and identifying at least two families for detailed family analysis
To study the groups in existence and initiate steps to identify and form one or two groups.	To form at least one group (Youth Group, Women Group, Children Group, Men Group etc.)
To understand and apply different models of working with individuals in different settings and develop an eclectic approach to working with individuals. To integrate theory into practice.	To handle Social Work Practice with at least five clients.
To understand the significance of the group on individuals. To understand the integration of Group Work with other methods of Social Work	To work with two Treatment and Task groups using adequate Group Intervention strategies.
To develop necessary skills to apply Group Work as a method of intervention. To gain knowledge and understand of the scope of this method in various settings.	<p>Nature of Groups:</p> <ul style="list-style-type: none"> - Educational Group - Growth Group - Remedial Group - Socialisation Group - Committees <p>Focus Group</p> <ul style="list-style-type: none"> - Women, Youth, Adolescent Girls, Children, Men, Potential Leaders, Youth Leaders etc.
To expose students to problem situations and to enable them to identify solutions. To equip the students skills in problem identification. To enable them network with and mobilize community resources. To implement change processes with the community's participation.	<p>Identifying a community problem / problems.</p> <p>Identifying resources and methods to solve the problems.</p> <p>Consciously implementing professional approaches and skills in community problem solving.</p> <p>Identifying major diseases and health needs in the community.</p>

SEMESTER III

The second year MSW field work is related to the chosen fields of specialization of the students. The field work will fulfill the following objectives:

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

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

FIELD WORK GUIDELINES ACCORDING TO SPECIALIZATIONS

SPECIALIZATION I – HUMAN RESOURCE MANAGEMENT

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

18. Human resource planning, recruitment and selection process, induction and orientation
19. Training and development programmes of the organization
20. Promotion and transfer, VRS option, separations
21. Performance management, career planning and development
22. Compensation management (wage and salary administration)
23. Organizational intervention programmes
24. TQM and ISO certification
25. HR policies and corporate social responsibility
26. Role of HR managers
27. Employee counseling
28. Presence and development of special groups in the organization – women, disabled etc
29. Documenting good practices of the agency
30. HR audit – types and process
31. Role of social worker in the workplace

SPECIALIZATION II – MEDICAL AND PSYCHIATRIC SOCIAL WORK

1. Understand the agency- its functions, activities, services rendered.
2. Gain knowledge in subjects pertaining to physical and mental illnesses.
3. Applying social work theories, knowledge and skills/techniques in the field placement.
4. Get acquainted with the intervention strategies available to cater the needs of the clients.
5. Gain an understanding of the allied services offered to the clients and their families.
6. Understand and work in multi-disciplinary teams
7. Work in community health settings
8. Get oriented to the legislations pertaining to the field of Practice of Case Work (minimum of five cases) - actively involved in history taking, home visits, assessment, intervention, referrals and follow up activities.

9. Practice of Group Work
10. Practice of community organization.
11. Practice of Social Welfare Administration.-gain knowledge about the administrative responsibilities of social work professionals in your organization.
12. Practice of Social Work Research- undertake a mini project pertaining to your area of work
13. Practice of Social Action whenever required.
14. Collaborate with the agency personnel in building public relations.

SPECIALIZATION III – COMMUNITY DEVELOPMENT

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

20. Role of Community Social Workers

SPECIALIZATION IV – FAMILY AND CHILD WELFARE

1. To develop an understanding of the structure, functions, living conditions and the problems of families catered to the agency setting
- 2.
3. To have learning opportunities to develop capacities for working with children and their families in a variety of structures including: family subsystems, individuals within the family system, planned small groups, and families in agency and community contexts.
4. To learn to apply classroom learning to client and family situation in the field
5. Coordinate care and services for families and children
6. To be able to integrate theory and practice
7. To be able to help the families in problem solving
8. Working through conflicts and managing crises
9. Learn to identify gaps in social policies affecting service to families and children
10. Leading support groups for family caregivers
11. Creating awareness on family and child related issues in community settings
12. Counseling to help families cope with the stresses of caregiving, burnout
13. To develop skills in assessment and diagnosis of client
14. To learn skills in collaboration, assessment, child and family therapy, and multi-system interventions
15. To develop knowledge and skills to work with different family types
16. To strengthen skills to help clients towards crisis intervention
17. To learn to document case studies, reports and resources
18. To be able to practice methods of social work
19. To develop knowledge and skills by creating sensitivity to issues related to caste, class, culture and sexual orientation
20. To learn to practice ethics and values of Social Work in field settings
21. To develop skills in liasoning with other stakeholders and seek their participation towards family and child well-being

BLOCK PLACEMENT TRAINING (BPT)

BPT is arranged at the end of third semester. This is of twenty five days duration including travelling. The block placement gives an opportunity for the students to develop professional preparedness for job situations. It is also an opportunity for them to build their career. Professional behavior and skills are developed during the block placement. Industries, hospitals, agencies and movement settings have to be given priority in block placement. The purpose of the block placement is to give the students professional internship cum pre-employment experience.

Objectives:

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

Rules and Regulations:

On joining the placement agency, the students are expected to work out details of assignments in consultation with the agency supervisor and should forward the same to the Department within seven days of reporting to the agency.

During the block placement, the students are required to submit fortnightly reports date-wise and also in detail of the work done. The first fortnightly report should be sent to the faculty supervisor and second fortnightly report should be brought by the students at the time of joining date, and submit it on the same date to the college. The reports should be signed by the student and countersigned by the agency supervisor.

A student has to join the block placement agency on the specified date and time decided by the Department.

All the expenses in connection with block placement shall be entirely borne by the student.

On the conclusion of the block placement, the agency supervisor will send an evaluation report about the learning and performance of the student to the Department in the prescribed form which is sent to the agency by the Department.

ROLE OF FIELDWORK SUPERVISORS (FACULTY MEMBERS):

Role of fieldwork supervisors include the following: (this is as per NAAC Manual for Self-Study of Social Work Institutions, October 2005)

- ❖ Hold individual conferences of at least 30 minutes' duration per student, per week.

- ❖ Check students' recordings on a weekly basis, make written comments on them and discuss the same in the individual conferences.
- ❖ Hold at least one group conference in a month wherein each student is given the opportunity to make at least one presentation in a year.
- ❖ Make regular visits to the fieldwork settings for discussion of the students' plans and progress.
- ❖ Faculty fieldwork supervisors are actively involved in the fieldwork setting.
- ❖ Field supervisors are reimbursed commuting expenses to fieldwork agencies
- ❖ Written/audio/video recordings of students' fieldwork are used for classroom teaching.

Semester IV:

Activities need to be carried out during semester IV should be in accordance with semester III. The students' professional development has to be sharpened during this semester.

STUDY TOUR

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

- Duration is 8 to 10 days and is compulsory for the II M.S.W. (semester III/IV)
- The study tour shall be planned in urban areas
- Visits to organizations appropriate to specializations offered by the Department in the academic year

EVALUATION:

External examiners (both from the academia as well as practitioners from the field) should be the members of the viva-voce board along with the internal examiners. Agency supervisor's suggestions need to be used for fieldwork evaluation process.

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

CRITERIA FOR FIELD WORK EVALUATION

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

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

Each student shall take up a mini project or organize a programme or prepare a concept paper based on his fieldwork placement and interest

FIELDWORK RULES AND REGULATIONS

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

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

Work Hours: Total work hours of concurrent fieldwork $15 \times 15 = 225$ hours in a semester. These work hours should be completed in about 28 to 32 visits. Work hours of 225 are mandatory for the assessment. In calculating the fieldwork hours the time spent by students in

writing the fieldwork reports may also be taken into consideration. However time spent on travelling will not be included in the total time spent in the field.

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

During I M.S.W. (Semester II) 100% work hours should be completed in the community setting (rural & urban). In case agency work is in community setting 100% work hours may be completed in the agency itself. Ultimately institutional/agency and community setting experiences are mandatory for students.

Fieldwork records: Students should document their fieldwork recording in fieldwork diary and fieldwork journal separately. Time, tasks and work hours should be maintained in the diary. Detailed work record should be given in journal. Separate special reports based on fieldwork experiences and activities of students may be generated.

Fieldwork conference: Fieldwork conference should be the part of time-table. Faculty needs to conduct fieldwork conference every week for all the students (Individual conferences – half an hour per week, group conferences once a month). Faculty needs to maintain fieldwork conference report and concurrent fieldwork attendance report of each trainee student separately.

Code of Conduct:

A student should be regular and punctual in fieldwork, attendance in fieldwork is compulsory.

No student should use alcohol, drugs, tobacco etc. in the fieldwork agency.

Students should behave in the agency in a way that will bring honour, dignity and credit to the Department.

The students should wear formal dresses in the agency.

No courtesy visits to other agencies are permitted.

Students should be punctual in submitting their fieldwork journal to their respective fieldwork supervisor.

Students shall be punctual and regular for individual and group fieldwork conferences.

Rules, Regulations and syllabi of Fieldwork curriculum for all specializations:

Three orientation visits to be arranged according to the specializations offered to the students.

Group of students should not exceed two, maximum three per agency.

Care should be taken that students are placed in an agency throughout the semester and the placement considers interest of the students.

Students shall make a thorough study on issue which they are dealing in the field. All the documents related to issue should be compiled and documented.

Students are expected to learn primary social work intervention method, during the placement, irrespective of their specialization.