

Minutes of the BOS Meeting held on 25th September, 2021

6 messages

Dr. Mohan A K <mohanak@cukerala.ac.in>

Tue, Sep 28, 2021 at 11:59 AM

To: "Dr.Dilip Diwakar" <dilip@cukerala.ac.in>, asha lekshmi <ashalekshmi@gmail.com>, "A. Shahin Sultana" <shahin.samroh@gmail.com>, "A. Shahin Sultana" <dr.shahinsultana@gmail.com>, Lovelina Messiah <fxlovely@gmail.com>, Basappa Gunjal <bsgunjal@gmail.com>

Agenda

1. Incorporating Programme outcome and Programme specific outcome in the syllabus
2. Adding content for Curriculum of Field Practicum and dissertation
3. Adding Course outcome for all the papers

Decision Taken

1. The programme outcome and the programme specific outcome was prepared to meet the NAAC requirements and to give direction to the syllabus. It was circulated to all the members and it was further discussed in the BOS Meeting. The members have provided suggestions and the same was incorporated.
2. The curriculum for the field practicum and dissertation was prepared to meet the requirement for NAAC as well as for the students going for higher studies abroad, as it is a mandatory component there. It was circulated to the BOS members and further discussed in the meeting, the members also realised its importance and gave their consent to incorporate it in the syllabus.
3. When it comes to block placement the BOS members have suggested looking into the possibility to complete it before the end exam. As there were few technical issues involved, it was decided it will be discussed further in the next BOS.
4. For all the courses the outcome is included and it was taken to prepare the programme specific outcome. The BOS members welcomed the initiative and gave their consent to proceed with it.

BOS Members present in the meeting

1. Prof. Lovelina Little Flower, Member BOS (external expert)
2. Prof. Shahin Sultana, Member BOS (external expert)
3. Dr. Ashalekshmi B.S Member BOS (within school)
4. Dr. Dilip Diwakar G, Member BOS
5. Dr. Mohan A.K, Chairperson BOS

I request you all go through the minutes of the meeting and kindly give your approval to adopt.

Regards

Mohan A K Ph.D
Dean, School of Social Sciences,
Head, Department of Social Work
Director, APJ Abdul Kalam Center for extension services
 കേരള കേന്ദ്രീയ विश्वविद्यालय | Central University of Kerala
 तेजस्विनी हिल्स, पेरिया डाकघर | Tejaswini Hills, Periyar PO
 कासरगोड - ६७१३१६ | Kasaragod - 671 316
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अध्यक्ष/Chairperson
 समाज कार्य अध्ययन बोर्ड/Board of Studies in Social Work
 समाजकार्य विभाग / Department of Social Work
 केरल केन्द्रीय विश्वविद्यालय/Central University of Kerala
 तेजस्विनी हिल्स, पेरिया/ Tejaswini Hills, Periyar
 कासरगोड/Kasaragod पिन/Pin 671320

Lovelina <fxlovely@gmail.com>

Tue, Sep 28, 2021 at 1:14 PM

To: "Dr. Mohan A K" <mohanak@cukerala.ac.in>

Cc: "Dr.Dilip Diwakar" <dilip@cukerala.ac.in>, asha lekshmi <ashalekshmi@gmail.com>, "A. Shahin Sultana" <shahin.samroh@gmail.com>, "A. Shahin Sultana" <dr.shahinsultana@gmail.com>, Basappa Gunjal <bsgunjal@gmail.com>

Dear Sir,

Thank you for the mail and the minutes you have sent are all approved to adopt.

[Quoted text hidden]

--

Warm Regards.

Dr. F. X. Lovelina Little Flower,
Dean i/c, College Development Council,
Professor and Head
Department of Social Work,
Bharathiar University,
Coimbatore 641 046
Tamil Nadu. India.
Mail.ids: lovelinabu@gmail.com
 fxlovely@gmail.com
Mobile No. 91-94433 46668

A. Shahin Sultana <shahin.samroh@gmail.com>

Tue, Sep 28, 2021 at 3:14 PM

To: "Dr. Mohan A K" <mohanak@cukerala.ac.in>

Cc: "Dr.Dilip Diwakar" <dilip@cukerala.ac.in>, asha lekshmi <ashalekshmi@gmail.com>, "A. Shahin Sultana" <dr.shahinsultana@gmail.com>, Lovelina Messiah <fxlovely@gmail.com>, Basappa Gunjal <bsgunjal@gmail.com>

Sir,

I hereby approve the minutes enclosed.

Best wishes.

[Quoted text hidden]

Ashalekshmi <ashalekshmi@gmail.com>

Tue, Sep 28, 2021 at 4:29 PM

To: "A. Shahin Sultana" <shahin.samroh@gmail.com>

Cc: "Dr. Mohan A K" <mohanak@cukerala.ac.in>, "Dr.Dilip Diwakar" <dilip@cukerala.ac.in>, "A. Shahin Sultana" <dr.shahinsultana@gmail.com>, Lovelina Messiah <fxlovely@gmail.com>, Basappa Gunjal <bsgunjal@gmail.com>

Thank you sir for sending the minutes. I hereby approve the minutes.

Sincerely,

Dr.Ashalekshmi.B.S
 Assistant Professor
 Department of Public Administration and Policy Studies.
 Central University of Kerala,
 Kasargod.

On Tue, 28 Sept 2021 at 15:22, A. Shahin Sultana

[Quoted text hidden]

Dr.Dilip Diwakar <dilip@cukerala.ac.in>

Tue, Sep 28, 2021 at 5:18 PM

Ashalekshmi <ashalekshmi@gmail.com>
"A. Shahin Sultana" <shahin.samroh@gmail.com>, "Dr. Mohan A K" <mohanak@cukerala.ac.in>, "A. Shahin Sultana" <dr.shahinsultana@gmail.com>, Lovelina Messiah <fxlovely@gmail.com>, Basappa Gunjal <bsgunjal@gmail.com>

Dear Sir, I approve the minutes.

Warm Regards

Dr. Dilip Diwakar G (डॉ. दिलीप दिवाकर)

Assistant Professor (सहायक आचार्य)

Department of Social Work

समाज कार्य विभाग

Central University of Kerala

केरल केन्द्रीय विश्वविद्यालय

Periye, Kasaragod- 671320

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Book: <http://www.sagepub.in/books/Book246166>

[Quoted text hidden]

Dr. Mohan A K <mohanak@cukerala.ac.in>

To: "Dr. Dilip Diwakar" <dilip@cukerala.ac.in>

Cc: Ashalekshmi <ashalekshmi@gmail.com>, "A. Shahin Sultana" <shahin.samroh@gmail.com>, "A. Shahin Sultana" <dr.shahinsultana@gmail.com>, Lovelina Messiah <fxlovely@gmail.com>, Basappa Gunjal <bsgunjal@gmail.com>

Tue, Sep 28, 2021 at 9:15 PM

Dear BOS MEMBERS

Thank you for your approval. I will submit the same for further process.

Regards

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अध्यक्ष/Chairperson
समाज कार्य अध्ययन बोर्ड/Board of Studies in Social Work
समाजकार्य विभाग / Department of Social Work
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कासरगोड/Kasaragod पिन/Pin 671320

MASTER OF SOCIAL WORK (MSW)

SYLLABUS (2020-21 ONWARDS) DEPARTMENT OF SOCIAL WORK (AC approved)






केरल केन्द्रीय विश्वविद्यालय CENTRAL UNIVERSITY OF KERALA

Established by the Parliament of India vide the Central University Act, 2009 (No.25 of 2009)

**Tejaswini Hills, Periyar P.O., Kasaragod District,
Kerala, INDIA – 671 320**

E-mail: cuksocialwork@gmail.com, Website: www.cukerala.ac.in

CENTRAL UNIVERSITY OF KERALA DEPARTMENT OF SOCIAL WORK

Prof. H. Venkateshwarlu Vice Chancellor	
Dean, School of Social Sciences	
Dr. Mohan A K	
Faculties of Department of Social Work	
Professor	Vacant
Dr. Mohan A K, Associate Professor and Head	
Associate Professor	Vacant

Asst. Professors

**Dr. Jilly John,
Asst. Professor**



**Dr. Dilip Diwakar G
Asst. Professor**



**Dr. Laxmi
Asst. Professor**



**Mr. Ramanad K
Guest Faculty**



**Dr. Samseer R H
Guest Faculty**



Office Staff

Mr. Harikrishnan T



GENERAL INFORMATION FOR THE STUDENTS

1. DEPARTMENT OF SOCIAL WORK

The Department of Social Work was started with a Master Programme in 2012. It was started as one among the department initiated at the university during its inception. The department hopes to become a centre of excellence in developing social work professionals for promoting justice and empowerment. With a judicious mix of theory and practice, the department has geared itself to be strong in teaching, research and learning. In the year 2016 the Ph. D programme is initiated at the department. In 2018 department has established Center for Gerontology.

1.1 VISION

To become a center of excellence of learning, experience, research, training and services

1.2 MISSION

To provide a conducive environment for participatory learning

To promote a just and equitable society through research and provisioning of professional services

1.3 PROGRAMME OUTCOME

The learners completing the Masters Programme in Social Work of the Central University of Kerala will be able to obtain knowledge and skills both in the theory and practicum. The programme gives equal weightage to theory and practice. The students will have the opportunities to avail theoretical learning, field experience, research, training and services. They will be equipped to practice the primary and secondary methods, values and principles of social work and to perform various roles in different settings. They will be able to apply social work knowledge and skills with individuals, groups and communities belonging to the marginalised and vulnerable communities. They will be capacitated to undertake research, engage in community extension activities, critical thinking, informed choices, decision making and optimum use of resources.

1.4 OBJECTIVES OF THE PROGRAMME

The syllabus of Master in Social Work is developed in consultation with national and international experts in the subject and with the feedback from the stakeholders of the university which includes, parents, alumni and students as well as academicians from other universities across India. The objectives of the programme are

1. It aims to conscientize students with the social, economic, political, psychological and cultural factors affecting the society.
2. Aims to equip the students to ensure social justice, community empowerment and development.
3. To prepare students for inclusive practice with diverse & vulnerable groups in society throughout a variety of local, regional & international human service settings, particularly practice with children, elderly

persons, women, tribal groups, dalits minorities and sexual minorities & persons with disabilities.

4. To prepare students for ethical decision-making guided by the values, principles & standards of the social work profession.

5. To support on-campus, local, regional & international collaborations with research, education, consultation and assistance; to promote social cohesion, justice and social development.

1.5. PROGRAMME-SPECIFIC OUTCOMES

On completion of the programme, students should be able to achieve the following programme specific outcomes:

1. Able to practice the social work values and principles
2. Competent enough to address the problems and analyse critically the needs of the individual, groups and communities;
3. Capable of understanding the situation and apply required knowledge and skills for the practice
4. Able to Perform roles in various settings of social work practice
5. Proficient to examine the policy and programmes implemented for the benefit of the marginalised and vulnerable sections
6. Capable to conduct research to identify the social problems and its solutions
7. Able to inculcate skills to conceptualize, undertake evidence based research with policy implication following the ethical standards.
8. Capable to build rapport with the community and establish a working relationship with individual, groups and communities
9. Able to practice evidence based intervention at individual, groups and community level.
10. Capable to collaborate and co-operate with public, voluntary agencies, para-professionals for their capacity building and service rendering
11. Capacitated with critical thinking, informed choices and decision making
12. Able to mobilise fund and optimum use of resources.
13. Able to develop the skill of documentation
14. Ability to express thoughts and ideas effectively, demonstrate the ability to listen with concern, read and write analytically and to present complex information in the clear and concise manner to different target groups.
15. Ability to use ICT in a variety of learning situations and to demonstrate their effectiveness.
16. Ability to work effectively with diverse teams and facilitate coordinated effort on the part of groups with the interests of a common cause and work efficiently as a player.
17. Ability to recognize problematic situations and to find workable means to resolve them.
18. Ability to understand information rationally and to make appropriate choices.
19. Ability to develop insight into one's own capacity to understand the professional skills and behavioral competencies to address the challenges of contemporary society.
20. Capable of self-directed continuous learning aimed at personal/professional development for improving knowledge, attitude and skills as also reskilling in diverse area.
21. Adopting multidimensional approach in assessment and treatment of psychiatric illness.

22. Capable of providing psychosocial care and management for the individuals, groups and communities.

2. SELECTION PROCESS

Students who have obtained any Bachelor's Degree from a recognized university under a minimum of 10+2+3 system are eligible to apply to the MSW programme provided they have secured the minimum marks/grades prescribed in the respective Programme Structure. The upper age limit is 24 years.

Admission to MSW course shall be based on a written entrance test conducted by UCET. Process of Admission, programme structure, registration, evaluation, declaration of results, award of degree and other particulars mentioned in the "REGULATIONS FOR POST-GRADUATE PROGRAMMES UNDER CHOICE BASED CREDIT AND SEMESTER SYSTEM", Central University of Kerala shall be applicable to the students securing admission for MSW course at the Department of Social Work.

Any modifications on the above mentioned regulations at any period during the course shall also be valid on the students.

3. SOCIAL WORK – A GLIMPSE

There are four theory papers along with concurrent field work cum rural camp in the first semester. In the second semester, along with the concurrent field work cum summer internship there are four theory papers that the students have to learn.

Specializations are offered in four areas namely community development, family and child welfare, human resource Development and medical and psychiatric social work. In the third semester there are two common paper and fourth semester, there is one common paper to study. Apart from the same, students have to opt two elective papers each in both these semesters respectively. Concurrent field work has to be completed in the third semester. In the fourth semester, a dissertation, concurrent field work and block placement has to be completed.

4. SOCIAL WORK – PRACTICALS¹

The components of the practical's in the Social Work course include the following:

4.1 Social Work Skill Lab

One-week skill training programme will be organised by the department to equip, understand social work education and practice for first semester students. All students must take part in this event.

4.2 Orientation Visits

Governmental, voluntary and corporate organizations in the field of Social Work will be visited as per the schedule of the Department of Social Work during the course.

¹ *changes in the practicals is subject to the decisions of the faculty council and/or board of studies, Department of Social Work

4.3 Concurrent Fieldwork

It shall be for 16 hours a week (excluding individual/group conference), spread over two days in all the four semesters (minimum of 25 days field work in each semester). In first semester, excluding orientation visits and skill training programmes students are expected to complete 20 days of field work.

4.4 Rural Camp (During First Semester – Compulsory)

The students are engaged in various activities besides their core curriculum. They are encouraged to organize and carry out programmes, processions and events for social cause. The objective of such activities is to build the personal and professional skills of the students and to facilitate self-development.

An integral part of the curriculum for the first year students the “Rural Camp” conducted in the backward and neglected areas of the District. Attendance for this camp is compulsory and two credits will be assigned for it as core practicals.

4.5 Internship

Internship shall be undertaken by the student during the summer break after the second semester end semester examination to an agency in outside the state of Kerala.

4.6 Block Placement

Block Placement shall be undertaken by the student after the fourth semester end semester examination, to the respective specialization agency opted by the student during the course. Students are encouraged to do the placement within the state of domicile.

A student who does not fulfill the fieldwork requirements during the given semester will not be eligible to continue with the course until he/she repeats the Field Work Training programme for that semester to the satisfaction of the Department. Field work requirements includes

- 100% field work attendance
- Appropriate code of conduct
- Fulfilling the work load norms as prescribed by the Department.
- Regular and timely submission of Field Work reports
- Regular attendance of the field work conference (IC/GC)

The decision of department regarding the satisfactory completion of the Field Work and Block Placement Training will be final and binding on the student.

The duration of both internship/block placements shall be for a period of 4 weeks/30 days/200 hours

4.7 Field Work Records

Students shall submit the field work record on every Friday before 9.45am on submission of field work records is mandatory.

5. IMPORTANCE OF CONCURRENT FIELD WORK & FIELD INSTRUCTIONS IN SOCIAL WORK

Concurrent Field work training is a distinct feature and an integral part of social work education. The specific requirements of the fieldwork training will be made available to the trainee social workers. This practical training is given to the students during the two years of study through various programs such as orientation visits, concurrent fieldwork, study tour and rural camp, internship & block placement training. Students have to strictly follow the field work instructions given by their concerned faculty supervisor as well as agency supervisor.

5.1 Objectives:

- To get orientation to different Settings/Agencies and Social issues.
- To expose students to working with individuals and communities.
- To get acquainted with structure, functioning and staffing pattern and activities of the organization.
- To observe and develop a spirit of enquiry

5.2 MAJOR OBJECTIVES OF SOCIAL WORK PRACTICUM

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

- j. To carry out the learning task(s) assigned by respective agency faculty supervisor - in the fieldwork

NOTE:

Students may voluntarily involve in intervention during emergency situations like riots, flood or earthquake or any other natural or man-made disasters and specific time-bound, issue- based campaigns with prior approval from their concerned faculty supervisor and or FW Coordinator.

5.3 FIELDWORK IMPORTANT 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 with the approval of faculty supervisor.

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.

5.4 Working days: A student has to work on two days a week for concurrent fieldwork. The students shall be in their respective agencies every Tuesday and Wednesday for minimum of 8 hours per fieldwork day including lunch break. However, time spent on travelling will not be included in the total time spent in the field. Every week 16 hours of concurrent fieldwork (8 hours + 8 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 faculty supervisor or in special cases, by the members of the faculty in a department meeting.

5.5 Minimum Work Hours: Minimum total work hours required for concurrent fieldwork shall be 200 hours in every semester. These work hours should be completed in about 25 to 32 visits. Work hours of 200 are mandatory for the assessment.

5.6 Fieldwork records: Students should document their fieldwork recording in fieldwork diary and fieldwork journal separately. Time, tasks, contacts made 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.

5.7 Fieldwork conference: Fieldwork conference is the part of time-table and compulsory. Faculty conducts fieldwork conference every week for all the students (Individual conferences — half an hour per week, group conferences once a month).

6. CODE OF CONDUCT

- 6.1 A student should be regular and punctual in fieldwork, attendance in fieldwork is compulsory.
- 6.2 The students should wear uniform dresses to the agency if agency/faculty supervisor insists.
- 6.3 Students should behave in the agency in a way that will bring honor, dignity and credit to the Department.

- 6.4 No student should use intoxicating substances in the fieldwork agency same as in the classrooms.
- 6.5 Students should be punctual in submitting their fieldwork diary to their respective field work supervisor.
- 6.6 Students shall be punctual and regular for individual and group fieldwork conferences.

*changes in the practical's is subject to the decisions of the faculty council and/or board of studies, Department of Social Work



CENTRAL UNIVERSITY OF KERALA
COURSE STRUCTURE OF MASTERS IN SOCIAL WORK PROGRAMME
(2020-21 ONWARDS)

Course code	COURSE TITLE	Contact Hours/Week				Credit
		L	P	T	Total	
SEMESTER I						
SSW 5101	Social Work Profession History And Ideologies	3		1	4	4
SSW 5102	Dynamics of Human Behaviour	3		1	4	4
SSW 5103	Social Case Work	3		1	4	4
SSW 5104	Social Group Work	3		1	4	4
SSW 5191	Practicum I : Concurrent Field Work		16		16	4
SSW 5192	Practicum II: Tribal/Rural/Urban Camp@	7 to 10 days				2
TOTAL CREDITS						22
SEMESTER II						
SSW 5201	Education for Social Transformation	3		1	4	4
SSW 5202	Community Organization & Social Action	3		1	4	4
SSW 5203	Social Work Research and Statistical Applications	3		1	4	4
SSW 5204	Social Welfare Administration	3		1	4	4
OPEN ELECTIVE*	One course form approved list (other department)	3		1	4	4*
SSW 5291	Practicum III : Concurrent Field Work		16#		16	4
SSW 5292	Practicum IV : Internship (One month)		200			4
TOTAL CREDITS						24
SEMESTER III						
SSW 5301	Theory and Practice of Counselling	3		1	4	4
SSW 5302	Life Skills Education	3		1	4	4
Elective 1	<i>Two courses from the approved list as per opted specialization</i>	2		1	3	3
Elective 2		2		1	3	3
Open Elective*	One course form approved list (other department)	3		1	4	4*
SSW 5392	Practicum V: Concurrent Field Work		16#			4
Total credits						18
SEMESTER IV						
SSW 5401	Social Policy and Legislations	3		1	4	4
Elective 3	<i>Two courses from the approved list as per opted specialization</i>	2		1	3	3
Elective 4		2		1	3	3
SSW 5490	Dissertation				4	4
SSW 5491	Practicum VI: Concurrent Field Work		16#			4
SSW 5492	Practicum VII : Block Placement	One month \$				4
Total credits						22
Total for Core Courses (all 4 semesters)						74
Total for Elective Courses (all 4 semesters)						12
Total Credits for Core and Elective Courses (all semesters)						86
Open elective						8

- Note:** (a) L : Lecture, P : Practical, T : Tutorial
 (b) #: Total hours of field work including individual conference per week
 (c) * : Maximum of 7 to10 day duration, \$: one month duration,

**ELECTIVE COURSES (SPECIALISATION-01)
COMMUNITY ORGANIZATION AND DEVELOPMENT PRACTICE**

Course Code	Course title	Contact hours/week				CREDIT
		L	P	T	TOTAL	
SEMESTER III						
SSW 5001	Tribal and Rural Community Development	2		1	3	3
SSW 5002	Urbanisation and Urban Governance	2		1	3	3
SEMESTER IV						
SSW 5003	Environmental Conservation and Sustainable Development	2		1	3	3
SSW 5004	Social Planning and Development for Marginalised	2		1	3	3

**ELECTIVE COURSES (SPECIALISATION-02)
FAMILY AND CHILD WELFARE**

Course Code	Course title	Contact hours/week				CREDIT
		L	P	T	TOTAL	
SEMESTER III						
SSW 5005	Social Work Practice with Families	2		1	3	3
SSW 5006	Social Work Practice with Children and Youth	2		1	3	3
SEMESTER IV						
SSW 5007	Child Rights and Protection	2		1	3	3
SSW 5008	Rights of Women and Gender Justice	2		1	3	3

**ELECTIVE COURSES (SPECIALISATION-03)
HUMAN RESOURCE MANAGEMENT**

Course Code	Course title	Contact hours/week				CREDIT
		L	P	T	TOTAL	
SEMESTER III						
SSW 5009	Introduction to Labour Legislation	2		1	3	3
SSW 5010	Employee Relations and Labour Welfare	2		1	3	3
SEMESTER IV						
SSW 5011	Human Resource Management	2		1	3	3
SSW 5012	Organizational Behaviour and Organizational Development	2		1	3	3

**ELECTIVE COURSES (SPECIALISATION -04)
MEDICAL AND PSYCHIATRY**

Course Code	Course title	Contact hours/week				CREDIT
		L	P	T	TOTAL	
SEMESTER III						
SSW 5013	Public Health	2		1	3	3
SSW 5014	Medical Social Work	2		1	3	3
SEMESTER IV						
SSW 5015	Introduction to Mental Health	2		1	3	3
SSW 5016	Psychiatric Social Work	2		1	3	3

OPEN ELECTIVE COURSE (OFFERED TO OTHER DEPARTMENT)

Course Code	Course title	Contact hours/week				CREDIT
		L	P	T	TOTAL	
SEMESTER II						
SSW 5051	Community Health and Hygiene	3		1	4	4
SSW 5052	Gender and Society	3		1	4	4
SEMESTER III						
SSW 5053	PRA for Planning and Management	3		1	4	4
SSW 5054	Gerontological Social Work	3		1	4	4

FIRST SEMESTER

SSW 5101: SOCIAL WORK PROFESSION HISTORY AND IDEOLOGIES

- Course Objectives**
- Understand the history and ideologies of social work profession, both in India and West.
 - To appreciate Social Work as a profession and to recognize the need and importance of Social Work Education, Training and Practice.
 - To identify the importance of Professional Values and Ethics in Social Work practice.
 - Understand the scope of Social Work applications in the modern context

Course Outline:**Unit I Concepts of Social Work**

Concepts, Definitions and Objectives of Social Work

Concepts of Social Work- Social Service, Social Welfare, Social Reform, Social Development, Social Security, Social Policy, and Social Justice
History of Social Work in UK, USA and India.

Unit II Sources of Social Work Philosophy

Moral & Religious Values in Social Work Philosophy-Christian, Hindu, Muslim, Jain and Buddhist Ideologies

Ideologies: Liberalism, Humanism, Socialism and Democracy

Social Reformers: Jyothibha Pule, Rajaram Mohan Roy, Vivekananda, Gandhi, Ambedkar, Mother Theresa and Medha Patkar

Unit III Development of social work education as profession in India

Social Work as a Profession, evaluation of social work education, levels of training in social work education, Domains of social work education (core domain, supportive domain, elective and interdisciplinary domains): Focus, nature and content of social work education.

Field work and importance of field work supervision.

Roles of Professional Social Worker

Social Work Profession and Human Rights

Skill sets required for Professional Social Workers

Unit IV Areas of Social Work

Brief of Social Work Methods

Social Work in different settings/areas

Models of Social Work- Relief, Welfare, Development, Rights

Unit V Values, Ethics and Professional Social Work Associations

Goals, Values, principles and functions of Professional Social work, International code of ethics, national code of ethics (1979) declaration of ethics of social worker (1997)

Indianisation of Social Work Education and Practice, Collaboration and Networking of organizations, Voluntarism Vs Professionalism,

Challenges of Professional Social Work

Role and status of Professional social work Associations-ISPSW, NAPSWI, NASW, IFSW, IFSSW.

- Course Outcome:**
- The Course will enable the students to apply the various social work concepts and philosophies into practice.
 - Critically analyse the history of social work development in India and West and Construct the means to incorporate Social Work Education, Training and Practice.
 - Integrate the Professional Values and Ethics in Social Work into practice.
 - Employ the scope of Social Work applications in the various modern context and settings

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SSW 5102: DYNAMICS OF HUMAN BEHAVIOUR

- Course Objectives**
- Understand the basics in human behaviour, psychology and psychological functions
 - Recognize the significance of human growth and development and determinants of human behaviour
 - Understand the biological basis of behavior and fundamental tests in psychology
 - Recognize the relevance of understanding human behaviour in Social Work Practice and different psychotherapies

Course Outline:

Unit I Understanding Psychology and Human Behaviour

Introduction to Psychology - Definition of Psychology.

Approaches to understand human behaviour - Various schools of psychology: Structuralism, Functionalism, Psychoanalytical, Behaviorism, Gestalt psychology, Humanistic psychology. Relevance of Psychology in Social Work Practice.

Theories of psychological functions - a brief introduction of Freud, Maslow, Erickson, Pavlov, Skinner Concept of Human Behaviour, Social Work and Human Behaviour

Determinants of Human behaviour: Heredity & Environment

Life span perspective of Human Development-Importance of human growth and development. Stages of human growth and development

Unit II Biological basis of Behavior

Sensory systems: General and specific sensations, receptors and processes

Neurons, Neurotransmitters.

The Central and Peripheral Nervous Systems – Structure and functions.

Biological basis of Motivation: Hunger, Thirst, Sleep and Sex.

Biological basis of emotion: The Limbic system, Hormonal regulation of behavior. Genetics and behavior: Chromosomal anomalies.

Unit III Social Psychology and Human Behaviour

Mental health - meaning. Concept of Normality & Abnormality. Social biases of behaviour and adjustment. Social Psychology: Social Perception, Attitude formation, Change and Measurement, Communication and Theories of Collective Behavior

Unit IV Understanding Assessment & Intervention

Intelligence, personality and collective behaviour- Meaning, nature and classification; Tests in Psychology: classification and types- Intelligence tests, Projective tests, Behavioral assessment, Personality tests, Self-reporting tests
Positive Psychology

Unit V Specific Disorders and Intervention

Classification and Causes: ICD and DSM – Symptomatology
Childhood Disorders: Specific Learning Disability
Hyperkinetic Disorders, Conduct Disorder (Symptoms and Treatment)
Child Sexual Abuse-Impact and Intervention

- Course Outcome :**
- Recognize the significance of developing their perspectives in accordance with specific psychological theories.
 - Correlate the different human behavioural models with their corresponding empirical occurrences.
 - Critique the evolutionary and conditioning effects on the constitution of human behaviour.
 - Interpret human psychological manifestations as per established standards and measures.

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SSW 5103: SOCIAL CASE WORK

- Course Objectives**
- Understand the basic concepts of casework as a primary method of social work
 - To understand the values, principles, tools and techniques of case work
 - Cultivate the ability to critically analyze, understand and intervene in the problems of individuals
 - Develop **appropriate skills and attitudes** to work with individuals and to facilitate to apply case work theories in to practice and **get job in various settings**

Course Outline:

Unit I Introduction to Social Case work

Definitions, objectives, scope, philosophical assumptions and casework values. Historical developments of Case Work in West and India. Biestek's Principles of Social Casework
Components of Social Case Work: Person, Place, Problem and Process.

Unit II Process and skills in casework

Process in casework: Study, assessment, intervention (Treatment), evaluation, follow-up, and termination.
Case work Skills: communication skills, listening, Paraphrasing, Responding, Summarizing, Attending Questioning, Clarifying.

Unit III Tools and Techniques of helping in Social Case Work

Tools of Social Case Work: Listening, Interview, Observation, Relationship and Home visits
Techniques: Supportive Techniques, Counseling Techniques and Techniques of improving or enhancing the client's resources
Records: Nature, types and purpose of recording

Unit IV Theories and approaches to case work

Psycho-social approach, Problem solving approach, Rational Emotive Therapy, Crisis Theory, Behavioural modification, Transactional analysis and Eclectic approach.

Unit V Application of case work method

Primary and secondary settings
 Application in - family, women, and child welfare settings
 Marriage counselling centres, schools settings
 Medical and psychiatric settings, correctional institutions
 Industry

- Course Outcome**
- The learners will be able to enhance their knowledge on working with individuals.
 - The learners will be able to adopt **social case work skills** in their practice with individuals with problems.
 - The learners will be empathetic in understanding the problems of the individuals and record the case.
 - The learners will be able to handle the clients and their problems, get jobs in various settings.

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SSW 5104: SOCIAL GROUP WORK

- Course Objectives**
- To understand Social Group Work as a method of Social work and apply it as an intervention method
 - To develop skills to apply Social Group Work for developmental and therapeutic work
 - To develop an understanding of and ability to adopt a Multi-dimensional Approach in Assessment
 - To gain knowledge and the scope of Social Group Work to work in various settings and increase their employability.

Course Outline:

Unit I Introduction to Social Group Work

Definitions of Social Group Work- Philosophy, Assumptions, Objectives and Values Historical development, current trends, its relevance and scope, Principles of Group Work

Treatment groups: Socialization Groups, Therapeutic Groups, Educational, Growth, Remedial groups

Task Oriented Groups: Teams, Committees and social action groups
Developmental Groups: Self-help Groups and Support Groups, Role of Groups in development of the individual

Unit II Group Process

Stages of Group Development, Group Process: Bond, Acceptance, Isolation, Rejection, Conflict and Control Subgroups - Meaning and Types, Tools for assessing Group Interaction - Socio-gram and Sociometry

Unit III Group Dynamics

Group Formation, Group Norms and Group Cohesiveness

Group Culture, Control, Morale, Communication and Interaction
Pattern Decision Making, Goal Setting and Conflict Resolution, Group Leadership: Concept, Theories, Types, Roles and Qualities of Leadership
Participatory Leadership Training

Unit IV Group Work Process

Group Work Process- Intake, Study, Objectives and Goal Setting, Interventions, Evaluation and Follow up

Program as Tool: Principles of Program Planning, Program Media and Program Development Process.

Group Worker – Roles, Functions, Skills and Qualities

Unit V Group Work Practice in Different Settings

Group Work and Group Therapy

Group Work Models: Social goals model, Remedial and Reciprocal Models, Group Work Practice in Child Care, Family, Correctional, Community Development, Education and Healthcare, industrial Settings.

Recording and evaluation: Principles, Importance, Types and techniques

- Course Outcome**
- Learners will be able to enhance their knowledge on Social group work and its application in group settings by providing effective interventions to empower different categories of the society.
 - Learners will be able to gain skills for synthesizing and applying social group work for developmental and therapeutic purposes.
 - Learners will be able to develop access to multidimensional assessment ability.
 - Learners will be able to use group work principles and practices in the various spheres of social work practice and get employed.

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SSW 5191 Practicum I: Concurrent Field Work

- Course Objectives**
- To **train the students through social work skill lab**. To understand the functions, projects and programs of the organization of the organization
 - To practice the primary methods of social work with the beneficiaries of the agency
 - To interact with professional social workers, subject experts and staff members
 - To realize the need, scope and role of professional social workers in the setting/agency and to increase their employability.

SOCIAL WORK SKILL LAB

The **skill training programme** will be organized by the department to equip and understand social work curriculum for first semester students. **Duration of the program shall be five days**. Attendance in the skill training program will be compulsory. This program shall comprise of speakers and trainers drawn from practitioners, professional social workers from the field and from academia.

ORIENTATION VISITS

Soon after completion of skill lab training the students will be taken to orientation visits to various NGOs/Hospitals/Industries and Social welfare agencies in and around Kasaragod to gain exposure to the various agencies and their functioning. Ten Orientation visits for the I MSW students are mandatory. For the I MSW (semester I) agency visits related to all the fields of social work will be conducted. Soon after the completion of orientation visits, a student workshop on “Orientation to fields of social work” will be conducted for further understanding and to share the orientation visit experiences and learning. Student should submit observation visit report to the concerned faculty supervisor.

Details regarding the aspects to be observed in the agency

- a. Nature of setting/agency- its objectives, services, programs, structure, and general environment.
- b. Contact person in the setting/agency, management and ongoing activities.
- c. General introduction setting/agency its programs and beneficiaries.
Information of other similar services.

- d. Policies and programs supporting the service agency.

CONCURRENT FIELD WORK: Objectives

1. To understand the functioning of the organization
2. To practice the primary methods of social work with the beneficiaries of the agency
3. To understand various projects and programs of the organization
4. To interact with professional social worker, subject experts and staff members
5. To realize the need, scope and role of professional social worker in the setting/agency

Students have to undergo a minimum of 20 days of Concurrent Field work in first semester. Students are supposed to attend prescribed hours of Individual Conference (IC) and Group Conference (GC) with concerned Faculty Supervisors and submit IC/GC reports.

The student's performance in the field will be evaluated by means of Poster/oral/PPT presentation and External Viva –voce examination.

Course Outcome:	<ul style="list-style-type: none"> ● Learn the basic skill to work in the community. Appraise and evaluate the functioning of the various government and non-government organisation ● Build rapport with the people and establish professional relationship with the agency worker ● Assess, prioritize and address the individual, group and community needs and problems ● Apply the primary social work methods such as case work, group work and community organisation
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SSW 5192: TRIBAL/RURAL/URBAN CAMP - SOCIAL WORK FIELD PRACTICUM-II:(2 CREDIT CORE PAPER, 7 - 10 DAYS IN HOUSE PRACTICAL'S)

SOCIAL WORK CAMP OBJECTIVES:

1. Understand the Tribal/Rural social system with special reference to a specific group.
2. Understand the nature of government intervention in relation to groups in the region, and the related structures of decision making and intervention.
3. Develop the capacity to critique the interventions of both the voluntary organizations and the governmental agencies in relation to the specific group.
4. Through experience in group living, appreciate its value in terms of self-development, interpersonal relationship, sense of organization, management and taking on responsibility.
5. **Acquire skills in planning, organizing, implementing the camp** for example conscious **use of time, communication skills, team spirit and handling relationships, conflicts and differences of opinion, decision making, evaluation, appreciation, fund raising, sharing of resources raised, tasks, coping skills in problem situations, co-operation and co-ordination.** These skills will help to get **better employability.**

Process: The department has to identify a village to undertake a developmental initiatives keeping in view the methods of social work in general and working with

communities in particular. The department has to organize required number of visits to selected village to organize the seven to ten days Tribal/Rural camp. The village has to be identified well in advance so as to facilitate the faculty, in charge and the camp coordinator and the students to understand the community and its requirements of social work intervention, as a base for organizing the camp. As for organizing the camp the learners have to be fully involved in planning, organizing and implementing the programmes, while doing so the top most priority has to be given to attain the above objectives of the camp. The social work educator shall motivate the learners to undertake social analysis of the community through observation, survey and other participatory approaches. The learner should be encouraged to take concrete task towards meeting the basic/civic needs of the people, the tasks undertaken shall be based on people's participation. The learners shall submit a hand written individual report not less than a minimum of 60 pages (50page report and 10-page evidence) within 10 days after completion of the camp. The report shall consist the details from the initial stage to its termination.

ASSESSMENT:

1. Only those students who have participated themselves in all the activities from the initial stage to completion of the camp and complied with the guidelines provided are eligible to appear for the practicum assessment and viva –voce examination.
2. The assessment of the above field work practicum is based on the quality of participation of the learner in the process of the camp, contents of the reports and the performance of the trainee in the viva- voce.
3. The assessment of field practicum –II and viva-voce shall be jointly evaluated and conducted by one internal and one external examiner or by two internal examiners if there no external examiners available selected from the panel of examiners and as approved by the controller of examination.
4. A minimum of 50% of the marks shall be scored to pass in the field practicum-II excluding internals.
5. The failed candidate in field practicum-II will be promoted to the third semester as per the university rule. But, they have to redo the Tribal/Rural camp along with the fresh batch of first semester students, by fulfilling all other requirements stipulated in this regard.

- Course**
- The learners will be able to break their self-circle and self-centered thinking.
 - The learners will be able to understand the grass root realities and understand the indigenous culture and practices.
 - The learners will be capable to develop people skills and adjust with the existing resources.
 - The learners will be **skilled to plan, organize various programmes and mobilize the resources**. This will increase their employability opportunities.
- Out come**

SECOND SEMESTER

SSW 5201: Education for Social Transformation**Course Objectives**

- To develop understanding of the concept and types of education as a means to social change and social transformation
- To develop understanding of the philosophies, goals, principles, programmes as well as methods of education in relation to social transformation.
- To **acquire skills in designing and conducting educational programmes** for various stakeholders to address various forms of social discontent.
- To develop an understanding of social worker's role as a trainer and facilitator of transforming society through pedagogic practices in various settings.

Course Outline**Unit I Concept and Critique of Education**

Concept of education, Types of Education: Formal, Non Formal and Informal, and distinctions between types. Concept of Socialization and Literacy and their distinction from education. Concept of social change and social transformation. Education in India after Independence. Policies and programmes on education in India. Historical background of adult education in India and its significance.

Unit II Theoretical Perspectives on Education for Social Transformation

Historical development of educational thought. M.K. Gandhi, Gramsci's, Freire's, Ivan Illich's and Marx's Perspectives on education for liberation among the subalterns/oppressed. Indian perspectives: Savitribhai Phule, Tagore, Aurabindo, Vivekanada, Gandhi and Ambedkar's perspectives on education. Education and culture: Role of education in the construction and reinforcement of culture.

Unit III Communication in Education Process

Communication: Meaning, Characteristics and Elements. Process of Communication: Encoding, Sending of Message, Receiving of Message, Decoding of Message and Feedback. Types of Communication: Vertical and Horizontal Communication; verbal and non-verbal communication; interpersonal, group and mass communication. Barriers in Communication: Physical, Psychological and Language Barriers. Principles of Communication. Understanding Communication for designing educating programs. Communication and culture and its influence on Education

Unit IV Designing and Evaluation of Educational Programmes

Designing participatory alternative education programmes for different settings; Understanding the learners and their contexts; identifying and analyzing learning needs; Formulating objectives and contents; Determining appropriate pedagogical methodology (Inclusive of space and time of educating interactions); Selection of appropriate educative materials; and budgeting.

Unit V **Resource mobilization and Implementing Educational Programmes**

Resource mobilization: developing proposal for an educational project for competency enhancement of a marginalized group. Development of monitoring and evaluation tools for an educative programme. Conducting, monitoring and evaluating educational programmes. Role of social worker as an organizer/facilitator/trainer

Course outcome

- Learners will be able to understand basic concepts and theoretical perspectives on education for social transformation and will sensitize the role of communication and culture in education.
- The basic understanding on Designing and Evaluation of Educational Programmes will equip the learners to understand the learners and their context.
- Learners will be **enabled the skills for resource mobilization and Implementing Educational Programmes.**
- Learners will get chance to enrich learner friendly teaching methodologies

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SSW 5202: COMMUNITY ORGANIZATION AND SOCIAL ACTION

- Course Objectives**
- To understand community development and its history
 - To get an in depth knowledge about the Community Organization process and **skills in Problem analysis, organizing meetings, Resource mobilization** etc.
 - To understand the uses and practice of Community Organization in various fields of Social Work.
 - To learn the role of Social Worker in Social Action and Social Reform for Social Development

Course Outline

Unit I Community and community organization

Community: Concept, characteristics and types.

Understanding of community organization practices - Definition, objectives, values, principles and ethics of community organization.

Historical development of community organization practice.

Community organization and community development.

Community Development: Concepts, Values, ethics and principles of community development worker; Process of community development.

Unit II Process in community organization

Processes: Study, Identification of needs, Prioritization, problem analysis, Plan of Action, Execution, Monitoring and Evaluation

Building of CBO's and community level organization Training and federation of grass root organization

Unit III Skills of Community Organization Practitioner

Problem analysis, organizing meetings, Resource mobilization, Writing and documentation, Training, Networking, Conflict resolution

Unit IV Models and Strategies of Community Organization

Rothman's model of community development

Locality Development Model, Social Planning Model & Social Action Model Gandhian model of organizing - Satyagraha, civil disobedience and philosophy non violence

Strategies of community organization practice: collaboration, education, cooperation, conflict, competition, Unionization as a strategy & Advocacy in community organization

Unit V Social action

Concept of Social Action, Objectives, Principles, Methods and Strategies of Social Action. Social Action for Social Reform and Social Development Scope of Social Action in India, Social Problems and Social Action Social Legislation through Social Action, Role of Social Worker in Social Action, Social Action Groups

Course Outcome

- The learners will be able to comprehend the concepts, **skills and various processes and strategies involved** in community organization practice.
- The learners will be able to critically evaluate the application of theory in to practice
- The learner will be able to practice community organisation work in the community.
- Learner will be able to tap the community resources for the use of community members

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SSW 5203: SOCIAL WORK RESEARCH AND STATISTICAL APPLICATIONS

- Course Objectives**
- Develop an understanding of scientific approach to human inquiry
 - To **acquire required skills and knowledge to use appropriate statistical methods** in the Field.
 - Develop ability to conceptualize, formulate and conduct simple research projects/exercises
 - To understand the importance of Quantitative and Qualitative research in Social Work and application of Statistical Software Packages like SPSS in Social Work Research.

Course Outline**Unit I Introduction to Social Research**

Definitions and Objectives of Social Research and Social Work Research Nature and Scope of Scientific Enquiry
 Basic Elements of Scientific Method: Concepts, Conceptual and Operational Definitions, Variables, Assumptions, and Hypothesis
 Review of Literature, Identification and Formulation of Research Problem, and Objectives Reliability and Validity, Ethical considerations in Research

Unit II Research Process

Research Design: Definition and Importance, Types of Research: Explorative, Descriptive, Diagnostic, Experimental, Evaluation, Participatory, Intervention and Action Research, Sources and Types of Data: Primary and Secondary; Methods – Quantitative, Qualitative and Mixed Methods
 Sampling: Definition, Purpose and Types- Probability and Non-Probability Sampling Tools of Data Collection: Questionnaire and Interview schedule
 Steps and guidelines in the construction of Research Instruments
 Research Proposal: Major steps in the construction of a Research Proposal

Unit III Qualitative Research Methods for Social Work

Nature, Concept and Definition of Qualitative Research Advantages and disadvantages of Qualitative Research, Tools of Data Collection in Qualitative Research: Observation, Focus Group Discussion, In-depth Interview, Case Studies. Possible biases and measures to ensure objectivity- Triangulation

Unit IV Quantitative Analysis and Statistical Procedures

Purpose, Use and limitations of statistical methods Data processing, tabulation and presentation
 Descriptive Statistics: Measures of Central Tendency- Mean, Median, Mode Measures of Variability: Range and Standard Deviation; Normal distribution Inferential Statistics: Correlation-Meaning and Scope
 Significance Tests: Pearson's Chi-Square and 't' test, Use of Software Packages in Data Analysis – SPSS Interpretation and presentation of the statistical findings

Unit V Qualitative Data Analysis and Research Report

Qualitative Data Analysis and Interpretation of the Findings, Major Components of a Research Report, Formats for Presentation the Report, Need and Importance of referencing in research, Major referencing styles – APA, Harvard and MLA

- Course Outcome**
- Outline the ways to employ scientific approach to human inquiry
 - Critically ***use the statistics skills and knowledge to conduct field study.***

- Conceptualize, formulate and conduct simple research projects/exercises.
- Apply Quantitative and Qualitative research in Social Work and appropriately use the Statistical Software Packages like SPSS in Social Work Research.

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SSW 5204: SOCIAL WELFARE ADMINISTRATION

- Course Objectives**
- Understand the concept of social welfare and social welfare administration
 - Familiarize the process of establishing and maintaining social welfare organisation
 - **Attaining knowledge and skills** to participate in the management of social welfare organisation
 - Understand programme and project management

Course Outline

Unit I Social Welfare

Meaning, concept and importance of social welfare – policies and programs for scheduled castes, schedule tribes, other backward classes, displaced and disabled, Social welfare organization and its management – government and voluntary, Traditional forms of welfare: charity, mutual-aid, religious organizations, Community support network

Unit II Social Welfare Administration

Meaning of social welfare administration, Definition, principles and characteristics, Process of administration: Elements (POSDCORB) Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting.

Social welfare administration at national, state, and local levels: CSWB (Central Social Welfare Board), Directorate of Social Welfare - Welfare of Specially Challenged, Women and children, Aged-Grants for NGOs/government from Central and State

Unit III Procedure and registration

Registration - Relevant sections of Societies Registration Act -1860, Indian Trust Act -1882 and Companies Act – 1956, Cooperatives Societies Act 1912, FCRA-1976
Document of registration, Memorandum of association and bye-laws
Rules and procedures, Overall policy

Unit IV Organizational Structure, Scope and Public Relations

General body, executive committee, board of trustees, board of directors - duties and responsibilities,
Scope of voluntary organization and withdrawal of Government from social sectors Public relations – significance, tools of publicity

Unit V Nature and concept of Project Formulation and Management

Participatory Study, Assessment of Situation (Situation Analysis), Felt

Need identification, Cause and Effect Analysis, Problem Statement, Stakeholder Analysis.

General and Measurable Objectives, Analysis of alternative ways of achieving the objectives and choice of alternatives

Force Field Analysis, Programme Evaluation Review Technique (PERT Chart),

Project formulations, implementation, monitoring and evaluation
Recording, auditing and accountability

Course Outcome:	<ul style="list-style-type: none"> • Enables students to apply the concept of social welfare and social welfare administration in practice • Critically examine the process of establishing and maintaining social welfare organization • Applying knowledge and skills to participate, register and manage social welfare organization • Appraise the functioning of programmes and project management
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SSW 5291 Practicum III: Concurrent Field Work

- | | |
|-------------------|--|
| Course objectives | <ul style="list-style-type: none"> ● To understand the structure of the institution ● To Understand the functions of the institution ● To interact with subject experts and staff members ● To realize the need, scope and role of professional social worker in the organization which increase their employability. |
|-------------------|--|

Students have to undergo a minimum of 25 days of Concurrent Field work in second semester. Students are supposed to attend prescribed hours of Individual Conference (IC) and Group Conference (GC) with concerned Faculty Supervisors and submit IC/GC reports. The student's performance in the field will be evaluated by means of Poster/oral/PPT presentation and external Viva –voce examination.

Objectives of 2nd semester concurrent field work

1. To understand the functioning of the organization
2. To understand, involve and implementation of various schemes and Services.
3. To develop the skill of collaboration through liaising with government/ stakeholders
4. To learn the issues/ actual needs of the people and find ways to address them effectively
5. To practice the primary methods of social work with the beneficiaries of the agency
6. To understand about research activities (if any) of the organization
7. To interact with professional social worker, subject experts and staff members
8. To realize the need, scope and role of professional social worker in the setting/agency

- | | |
|------------------------|---|
| Course Outcome: | <ul style="list-style-type: none"> ● The learners will get proper understanding about the professional ethics. ● The learners will be able to explore the work culture of the organization. ● The learners will develop practical orientation to advocacy and methods of reaching policy makers. |
|------------------------|---|

SSW 5292: Practicum IV: Internship (one month)

- Course objectives**
- To learn about the organization structure and functions.
 - To explore various programs and schemes run by the organization.
 - To analyze the strategies of resource use and resource mobilization done by the organization.
 - To understand the various collaboration, networking, and advocacy efforts used by the organization.

Second semester students must undergo one-month Internship during the summer break, ie, within a week after the second semester end semester examination in a reputed agency related to the preferred specialization in the third and fourth semester of the course.

The major objectives of internship are:

1. Orientation to the organization and its functioning
2. Documentation process of the setting
3. Researches undertaken at the organization
4. Utilization of community resources, networking, collaboration & advocacy efforts.
5. Role of Media, if any in the specialized area.
6. Learn and understand the process and techniques of
 - identifying need based issues/problems,
 - prioritization of the problems,
 - exploring the appropriate methods to address the problems,
 - preparing a plan of action and;
 - providing intervention.

Second semester students have to submit consolidated final report of daily work and certificate after completion of their Internship. Reflection of internship in the grade sheet/certificate shall be subject to the production of the 'internship completion certificate' from the agency. The duration of internship shall be for a minimum period of 4-weeks (30 days) with minimum of 25 internship working days. The student's performance in the internship will be evaluated by means of external and internal Viva –voce examination.

- Course Outcome:**
- The learners will be better adapted to work in an institutional/community setting. This increases their **chances of employability.**
 - The learners will develop the **skill in dealing with varied community development issues** – Forming CBOs, community meetings, community programs.
 - The learners will develop practical orientation to advocacy and methods of reaching policy makers.

**OPEN ELECTIVE
COURSE
(SEMESTER II)**

SSW 5051: Community Health and Hygiene

- Course Objectives**
- Study the concept of community, community health and hygiene.
 - Understand the importance of community health and hygiene.
 - To understand the various communicable and non-communicable diseases
 - Understand the need of health and hygiene education.

Course Outline**Unit I Community**

Community: Concept, characteristics, types and functions; Understanding the community through various techniques: PRA techniques, focussed group discussion, interview, observation, clarification.

Unit II Community Health

Community health: Concept of community health, methods of prevention and factors affecting health; community health need assessment; community health programmes

Unit III Community Hygiene and promotion

Community hygiene: concept and areas of concern; hygiene promotion: definition and principles, key indicators for hygiene practice

Unit IV Communicable and non-communicable diseases

Communicable diseases: concept and types, Non – communicable diseases: concept and types

Unit V Health and Hygiene Education

Health and Hygiene Education: Concept, need for health and hygiene education, health and hygiene promotion methods (individual, group and mass level), setting for health and hygiene education

- Course Outcome**
- The learners will be able to impart Health and Hygiene Education to the society.
 - The learners will be able to enhance their knowledge and skills related promoting and healthy society.
 - The learner will be able to educate communicable health related information.
 - Lerner will be able to work with health related projects in communities

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SSW 5052: GENDER AND SOCIETY

- Course Objectives**
- Study the concept of gender, sex and sexuality.
 - To understand how gender is institutionalized
 - To know the various theories of gender
 - To examine the relationship between the gender and health

Course Outline**Unit I Understanding Gender**

Concepts: Sex, Sexuality and Gender, Femininity, Masculinity, Third gender, Sexuality, Patriarchy; Gender sensitivity and Gender sensitization

Unit II Gendered Institutions

Gender in the family, education, workplace, occupations, status and earnings – Case study: Vishakha Vs State of Rajasthan Case, Gender representations: Media and advertising.

Unit III Gender Socialization

Socialization, Schooling and Gender Practice. Sports and Gender Identity, Gender and Reproduction, Case study: Savadatti Yellamma festival- Devadasi system.

Unit IV Theorizing Gender

The Cognitive Approach, Gender Schema Theory, Queer theory, Social Movements

Unit V Gender and Health

Gender and Physical Health, Gender, Marital Status, and Mental Health. Gender, poverty and Social Mobility.

- Course Outcome**
- The learners will get integrated knowledge on sex and sexuality and about institutionalization of gender.
 - The learner can acquire knowledge on various theories of gender and can analyse the relationship between the gender and health.
 - Learners will be in a position to sensitize the communities related to gender issues.
 - Learners will be able to critically analyze various policies related to gender and empowerment of women.

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THIRD SEMESTER

SSW 5301: THEORY AND PRACTICE OF COUNSELLING

- Course Objectives**
- Have a holistic understanding of counselling as a helping method.
 - Attain advanced understanding of various approaches, process and techniques in counselling.
 - Familiarize counselling settings and application of counselling.
 - Inculcate appropriate **skills, attitudes and values for professional counselling practice.**

Course Outline**Unit I Counselling as a helping profession**

Definition, characteristics, goals of counselling and elements of counselling Scope and significance of counselling practice Client-counsellor relationship Qualities of a counsellor Characteristics of the client Skills in counselling, Values and professional ethics in counselling

Unit II Theories and approaches

Psychoanalytic approach, client-centered approach, Cognitive-behavioural approach, TA, REBT, Crisis intervention, eclectic approach, Couple and marital therapy

Unit III Techniques of counselling

Ventilation, empathy, listening, explanation, re-assurance Externalization of interest, recreation and relaxation Improving problem solving skill, change of attitude/life style, Encouraging healthy defence mechanisms - sublimation, altruism and humour Reinforcement, social support

Unit IV Stages of counselling

Getting started, Introductory talk, Identifying the issues, facilitating expression of feelings, Practical plan of action, Implementing the plan Evaluation and termination Transference and counter transference Do's and don'ts in counselling

Unit V Counselling settings

Child and adolescent guidance Clinic, schools/ colleges/universities Family court, de-addiction centres, HIV/AIDS counselling, Palliative care centres, industrial settings, etc. Lay counselling

- Course Outcome**
- The learner will be able to understand the issues of the client/s
 - The learner will be able to practice counselling session with different needy social groups
 - The learners will **develop the skill of counseling the persons in distress**
 - The learner will be able to utilize the theories, techniques and skills of counselling.

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SSW 5302: LIFE SKILLS EDUCATION

- Course Objectives:**
- Understanding the basic **concepts of life skills** and its application
 - To learn the strategies for enhancing personality and competency
 - To learn the practice of **life Skills for self enhancement and well-being**
 - **Application of Life Skills** in various spheres

Course Outline**UNIT 1 Introduction to Life Skills**

Skills, Livelihood Skills, Survival Skills and Life Skills; Definition and importance of Life Skills; Life Skills: Generic, Problem Specific and Area Specific Skills; Life Skills Approach in Education and Training

Evolution of the Concept of Life Skills: Report of the Education Commissions of UNESCO: Faure Report and Delors' Report; UN Inter-Agency Report; Hamburg Declaration; Dakar Framework: Quality Education and Life Skills; Development of Life Skills in a person: process

UNIT 2 Core Life Skills: Social & Negotiation Skills

Self-Awareness: Understanding Self, Self-Concept, Body Image, Self Esteem; Techniques for Self-Exploration: Jo-Hari Window, SWOT Analysis, Self-talk, self-motivation

Empathy: Sympathy, Perception, Empathy & Altruism, practicing empathy;

Effective Communication: Types and elements of communication, Assertiveness, Effective Listening, Negotiation Techniques & Process, Barriers of Communication, Presentation Skills, Questioning skills.

Interpersonal Relationship: Definition, Building, Sustaining and Ending Relationships, Factors Affecting Relationships.

UNIT 3 Core Life Skills: Thinking and Coping Skills

Critical Thinking: Analytical Thinking, Strategies to enhance Critical Thinking

Creative Thinking: Out-of-the box thinking, Stages of Creative Thinking, Factors hindering creative thinking, Characteristics of Creative thinkers

Problem Solving: Definition, Steps in Problem Solving

Decision Making: Definition, Informed Decision Making, Consequences of Decision Making, Ripple Effects of Decision Making, Models of Decision Making: 3C and P.O.W.E.R MODEL

Coping with Emotions: Basic Emotions, Expressing Emotions: Positive and Negative Emotions, ABC Model of Emotions

Coping with Stress: Definition, Types, Sources of Stress, GAS Model of Stress, Strategies to Manage Stress

Life skills work in combination- thinking skills, social skills, and coping skills

UNIT 4 **Life Skills for Personality Development**

Life Skills for Personal Effectiveness- Values: Punctuality, Honesty, Loyalty, Dependability, Reliability; Building Self-confidence and Self-Motivation; Goal Setting: Types, Steps, Personal vision and goal; Time Management; Effective Learning: Study Skills and Memory Techniques; Manners and etiquettes

UNIT 5 **Practicum- Skill Lab**

Topics prescribed for workshop/Skill lab- Group discussion, Team building and team work, Facing Interviews, Creativity, Leadership, Self-Expression, Self-branding, Exercising Thinking Skills through case study analysis/discussions/ debates, Exercising Life Skills in day to day life -Internalizing and experience sharing

- Course Outcome**
- The learners will **adopt the necessary Life Skills** in their day to day life.
 - The learners will be able to **impart life skills education** to the various sections of the society.
 - The learner will be able to practice learned life skills in to different section of society.
 - Learners will learn coping skills into practice

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SSW 5391 Practicum V: Concurrent Field Work**Course Objectives:**

- | | |
|------------------------|--|
| HR
specialization | <ul style="list-style-type: none"> • To understand the administration and management of the organization. This is an employability course. • To understand the employee welfare policies and programs of the organisation • To involve in and evaluate various employee welfare programs of the agency • To interact with subject experts and staff members to realize the need, scope and role of professional social worker in the organisation |
| CD
specialization | <ul style="list-style-type: none"> • To understand the functioning of LSG • To interact with people and people's representatives to learn, understand the needs of people within the jurisdiction of LSG • To understand, involve and evaluate the implementation of various development and welfare schemes for different sections of people in LSG • To realize the need, scope and role of professional social worker in the setting/agency. |
| MPSW
specialization | <ul style="list-style-type: none"> • To understand the services and functioning of the hospital setting. • To interact with staff, patients, caregivers, and other relevant stake holders in IP/OP sections. • To learn about various physical illnesses, its causes and preventive interventions. • To undertake psychosocial assessment, social diagnosis and psychosocial interventions. • To realize the need, scope and role of professional social worker in the setting. |

Students have to undergo a minimum of 25 days of Concurrent Field work in a reputed agency related to the specialization opted by the student during the course in third semester. Students are supposed to attend prescribed hours of Individual Conference (IC) and Group Conference (GC) with concerned Faculty Supervisors and submit IC/GC reports. The student's performance in the field will be evaluated by means of Poster/oral/PPT presentation and external Viva –voce examination.

Course Outcome:

- | | |
|--------------------------|--|
| Community
development | <ul style="list-style-type: none"> • The learners will be able to understand the grass root communities, their issues and resources. • The learners will develop the skill of planning, execution, monitoring, mobilize the resources and evaluation of developmental programmes • The learners will be skilled to use various community development processes and strategies in resolving the community issues and challenges. |
| MPSW | <ul style="list-style-type: none"> • The learners will be able to develop an understanding related to medical and psychiatry setting and the role of social |

workers.

- The learners will develop the skill of counseling the persons in distress.
- The learners will be able to prepare case management, case history taking and diagnose various mental illnesses.

Human
Resource
Development

- The learners will be able to understand the relation between policies and daily life experiences of the employees
- The learners will develop a critical sensibility regarding the crucial aspects to be addressed in the employee welfare policies
- The learners will have oriented of the ways to pragmatically identify and resolve the issues of the employees.

ELECTIVE COURSES

SEMESTER - III

SPECIALIZATION

COMMUNITY DEVELOPMENT

SSW 5001: TRIBAL AND RURAL COMMUNITY DEVELOPMENT

- Course Objectives**
- Know about tribal community and role of tribal institutions
 - Understand the tribal problems and Social Work Practice in Tribal Development
 - Understand the rural community and its features
 - Learn rural development administration

Course Outline**Unit I Tribal Community and their problems**

Tribe - Concept and characteristics - Tribes in India and ecological distribution Family and Kinship Systems, economic structure, political organizations of tribes Problems of tribes- Economic, Social, Political and Cultural
Forests and tribal economy

Unit II Programmes and Social Work Practice for Tribal Development

Post-Independence Government Programmes and its Impact
Programmes of Voluntary Agencies and its Impact
Social Work Practice in Tribal Development - Community organisation as a method of intervention
Participatory Rural Appraisal (PRA), Logical Framework Approach/Analysis (LFA), techniques of intervention and its scope in tribal community development.

Unit III Rural Community

Rural Society and Poverty – Concept and characteristics
Dynamics in the village society – Caste/class relationships - Control and Power, Conflict and Integration.
Poverty in the rural context – its nature and manifestations.
Analysis of Basic Problems - Issues faced by the rural poor such as indebtedness, Bonded labour, Low wages, Unemployment, Underemployment and other forms of exploitations

Unit IV Rural Development Programmes in India

Participatory Development
Cooperative Movement and Rural Development
Current Rural Development Programmes in India: Council for the Advancement of People's Action and Rural Technology (CAPART) and other Rural Development Statutory Bodies
Role of social worker in tribal and rural development programmes

Unit V Rural Development Administration

Three tier Panchayat Raj System – philosophy and history, Structure and functions of Panchayat Raj Institutions, Implementation of Schemes and Programmes, Role of Panchayat in Rural Development

- Course Outcome**
- The earners will be able to develop perception about tribal and rural communities.
 - The learners will be able to understand the various issues, challenges and indigenous resources in the tribal communities.
 - The learners will be able to utilize various developmental strategies for the empowerment of marginalized communities.
 - Learners will be able to practice the community work with tribal communities

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SSW 5002: Urban Community Development and Urban Governance

- Course Objectives**
- Develop students' understanding on values and principles of urban community development
 - Orient them on the growth and development of urban areas, the problems and the challenges related to that
 - Enhance students' knowledge on the available government policies and programmes.
 - Educate the students on the role of VOs and government in addressing the urban challenges

Course Outline

Unit I Urban Community: Concept and Theories

Urban Community, Urbanism and Urbanization-Concepts and Characteristics. History of urbanization in India. Theories/models of urban development, Urban problems- causes and effects associated with urbanization, urban industrial syndrome.

Unit II Urban Development and Urban Community Development

Delhi Pilot Project-Critical Analysis of a Planned Experiment, Urban Programmes in Five Year Plans, Historical Analysis of Government Programmes on Urban Community Development, NULM and recent urban infrastructure programme, Barriers to Urban Community Development.

Urban development Institutions- Roles and Functions, Urban Renewal Missions in India

Unit III Urban Governance and Policies

Urban local self-government: Urban Governance – 74th Constitutional Amendment – Scope and processes, Structure, functions and role of urban local bodies.

Policies for urban governance- Housing, sanitation, and transport

Unit IV Social Work Intervention and Urban Community Development

Role of social workers in facilitating participatory change in urban area - Scope of Social Work profession in Urban Community Development.

Role of Social Worker in Displacement and Rehabilitation. Slum Clearance and Alternative Development.

Unit V Voluntary agencies and Urban Community Development

Role of voluntary organisation in urban development. Strategies used by voluntary organisation for urban community development

Corporate Social Responsibilities (CSR) for urban community development

Role of civil society organizations for UCD- resident associations and citizen's clubs

- Course Outcome:**
- Enable the students to practice the values and principles of urban community development
 - Critically analyze the growth and development of urban areas, the related problems and the challenges.
 - Students can evaluate the government policies and programmes and suggest measure for improvement.
 - Compare and contrast the role of VOs and government in addressing the urban challenges

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ELECTIVE COURSES
(SEMESTER - III)

SPECIALIZATION

FAMILY AND CHILD
WELFARE

SSW 5005: SOCIAL WORK PRACTICE WITH FAMILIES

- Course Objectives**
- To understand the family as a social institution
 - To understand the impact of globalization on family & social system.
 - To **sharpen the skills, techniques and interventions required for working with family.**
 - To understand the governmental efforts for strengthening the Families

Course Outline**Unit I Family as a social institution**

Concept of family, Types and functions of family, Family dynamics- power, myths role and patriarchy in family Marriage - Changing situation in marriages and marital relationship

Unit II Life span approach in understanding family

Stages in the family life cycle (Duwal and Eric Ericsson), Needs, tasks, responsibilities, Problems in each stage

Unit III Family and Social changes

Family and gender, equity and equality. Concept and characteristics of social changes

Impact of migration, industrialization, urbanization, liberalization, privatization and globalization on family- changing functions, values relationship, communication Displacement and disaster generated change changes in the family (war, conflicts, riots, and natural calamities) and its implications

Vulnerability of families, Marginalised families due to poverty, caste, cultural inequalities

Unit IV Quality of life and family

Concept of quality of life, Indicators of quality of life, Family and millennium goals

Unit V Working with families: interventions, techniques and skills

Family centred social work- problem solving approach Life enrichment programme- developmental approach. Programmes for family empowerment and protection of human rights Review of relevant policies, legislation and programmes on families ICDS, Microcredit component, component plan, Schemes for families, Public distribution System, Health- Family Welfare Programme, Health Insurance.

- Course Outcome**
- Distinguish the essential characteristics of family from other primary social institutions.
 - Explain the bidirectional influence between family and social environment.
 - Infer about the practical contexts in which they can implement both indigenous and universal insights they gained on family.

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SSW 5006: SOCIAL WORK PRACTICE WITH CHILDREN AND YOUTH

- Course Objectives**
- Develop an understanding of child development and various childhood problems
 - Study the programmes, Policies, legislations and organizations in the area of child Welfare & Development
 - Acquire knowledge and **skills in social work intervention of early child hood care and development** in agencies and communities.
 - Acquire knowledge and skills in working with different section of youth and skills in organizing programmes for youth

Course Outline**Unit I Introduction to child development**

Emerging philosophy of child development Needs and problems of a growing child, Theories of child development: -psychoanalytic theory, psychosocial theory, cognitive- development theory, learning theory

Unit II Situational Analysis: National and State Level

Situational analysis of normal children, Situational Analysis of children with special needs: - -child labour, child abuse, street children, child trafficking, juvenile delinquents, children of sex workers, children affected by natural calamities and manmade disasters, children suffering from terminal / incurable disease (HIV/AIDS), children with disabilities

Unit III Programmes and policies for Children

Existing policies, legislations - National and International Institutional care and management – scope, limitations types

Non Institutional programmes - adoption, foster care, sponsorship, child line Programmes for child welfare - health, nutrition, education, recreation, child right National and International organization in the field of child welfare

Community based social work practice with children-role of community and its institutions in abuse and neglect of children, Early detection of childhood disabilities, Development of sensitizing programmes for the protection of children.

Unit IV Youth and their issues

Definition, characteristics, needs, aspirations, Problems of youth: unemployment, youth unrest, substance abuse, HIV/AIDS Suicide, generation gap and terrorism, Situational analysis of youth in India: Student and non- student youth in rural and urban area

Unit V Policies, programmes and interventions among youth

Governmental and nongovernmental programmes for youth: educational, recreational, vocational, guidance and counselling, leadership and health. Policies: National youth policy

Youth welfare organizations: international, national Youth for social change, Social Work Interventions among youth

Course**Outcomes**

- Determine the child development needs based on various scientific perspectives.
- Propose the models of situational analysis appropriate for advancing the understanding of the social problems faced by children.
- Critically appraise the programmes and policies for the welfare of children and youth.
- Integrate in the social work practice the principles and values that may nurture the best practices for the development of children and youth.

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ELECTIVE COURSES
SEMESTER - III

SPECIALIZATION

HUMAN RESOURCE
MANAGEMENT

SSW 5009: INTRODUCTION TO LABOUR LEGISLATION

- Course Objectives**
- Understand the historical development of labour legislations
 - Develop an understanding on the salient features of the laws for industrial workers such as Industrial Relations, Social Security, employment exchange and trainees
 - Acquire knowledge on welfare measures for labours
 - Integration of the knowledge of labour laws in General HRD practice

Course Outline**Unit I Introduction to labour legislations**

Labour legislations – meaning, principles and history of labour legislations in India Labour in Indian Constitution, Labour administration in India

Unit II Regulation of employment and working conditions

Salient features/amendments of
Factories Act 1948
Shops & Establishment Act 1953
The Plantations Act 1951
Contract Labour (Abolition & Regulation) Act 1970
The Indian Mines Act 1952
The Motor Transport Act 1961

Unit III Remuneration

Salient features/amendments of
The Minimum Wages Act 1948
Equal Remuneration Act 1976
Payment of Bonus Act 1965

Unit IV Social Security

Salient features/amendments of
Employees State Insurance Act 1948
Employees Provident Fund Act 1952
Maternity Benefit Act 1961
Payment of Gratuity Act 1972

Unit V Employment and service conditions

Salient features/amendments of
Trade Unions Act 1926
The Industrial Disputes Act 1947
Industrial Employment (Standing Orders) Act 1946

- Course Outcome**
- The Learner will be able to comprehend and ensure adherence to the laws for the welfare of industrial workers.

- The learners will obtain knowledge on welfare measures for employees and will be able to work on improving the labor conditions.
- The learner will be capable of managing labour welfare programs with up-to-date knowledge on labour laws in general HRD practice.
- The students will be capacitated to evaluate and improve working conditions in industries.

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SSW 5010 : EMPLOYEE RELATIONS AND LABOUR WELFARE

- Course Objectives**
- Create interest and understanding on the challenges faced by workers in various industries
 - Enrich the knowledge on employer- employee dynamics and the role of various national and international organisations concerned with industrial relations
 - Learn about statutory & non-statutory industrial welfare measures

Course Outline**Unit I Introduction to Industrial Relations**

Concept of Industrial Relations, Scope Industrial relations system Evolution and development of Industrial Relations in India, Approaches to Industrial Relations, Procedures and policies of Industrial relations, Importance of industrial peace and harmony

Unit II Employee-Employer Relations and Modalities

Workers' Participation in Management – concept and practice Role of Trade Unions in Industrial Relations
Collective Bargaining – procedures and importance Misconduct and Domestic Enquiry, Instruments for the Bipartite Settlement

Unit III Modes of conflict Resolution

Concepts of conflicts, disputes and discipline Principles of Industrial Discipline, Gender sensitivity and Sexual Harassment at Work Places Conflicts and dispute resolution methods, Grievance handling procedures of the state for the Prevention and Settlement of disputes, Machinery for conflict resolution, Role of Labour Courts and Industrial Tribunals

Unit IV Employee Welfare and trade unions

Concept, principles, scope, theories, approaches and philosophy of employee welfare Areas of Employee Welfare, Statutory welfare programmes, Non-statutory welfare programmes Trade unions: Concept, functions, Theories Structure, problems of Trade Unions Measures to strengthen Trade union movement in India Major problems experienced by employees, Migration, wages, poor housing, absenteeism, employee turnover, indebtedness Alcoholism, diseases and accidents and poor conditions of work

Unit V Practice of Employee Welfare

Occupational health and safety, Roles and functions of the Labour Welfare Officer Workers' Education Programmes, Relevance of Employee Welfare in current scenario, Application of Social Work methods in delivering employee welfare services

- Course outcome**
1. On completion of the course, learners will be able to realize the challenges faced by workers in various industries and develop skills to manage such issues.
 2. Learners will be capable to critically evaluate the employer-employee dynamics.
 3. Learner will be capacitated with techniques of conflict resolution and able to appreciate the role of various domestic, national and international organizations concerned with industrial relations.
 4. Learner will acquire the updated information statutory & non-statutory industrial welfare measures.

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ELECTIVE COURSES
SEMESTER – III

SPECIALIZATION

MEDICAL AND
PSYCHIATRIC SOCIAL
WORK

SSW 5013: PUBLIC HEALTH

- Course Objectives**
- Understand concept of Public Health, epidemiology and diseases
 - Understand prevention and control measures in the field of public Health and to Realize the evolution and structure of the public health system in India.
 - Identify the public health issues and needs of the country. Approaches of social work to address public health problems.
 - To understand national health policies, NHP, public health administration.

Course outline:**Unit-I Introduction to Public Health**

Concept of Health and Community Health, Dimensions of Health, Indicators and Determinants of health; Public Health- Definition, Significance, Evolution of Public health in India, Models of Public health, Health Care delivery system in India- Central, State, District and Block/Village.

Unit-II Epidemiology and Diseases

Definition, aims and uses of epidemiology, Natural history of disease, Epidemiology, Prevention and Control of Communicable and Non-Communicable Disease (NCD): Communicable Disease: Leprosy, sexually transmitted diseases (STDs)-Human Immuno Deficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS), TB.

Emerging disease and threats

Non-Communicable Diseases- Cardiovascular disorders, Cancer, Diabetes, Hypertension, Obesity, Anemia, Injuries.

Unit III Health Systems Development

Health System Models, Levels of Health Care- Primary, Secondary & Tertiary, Health care providers (Government, Private, Voluntary/NGO, Indigenous), Alternative systems of medicine (AYUSH), Integrated health care Delivery- Preventive, promotive, curative & rehabilitative, technology in Health, Relation between Nutrition, Health and Development, Health related Sustainable Development Goals.

Unit IV Health Policy, Programmes and Legislation

Health Policies – Bhore committee, Universal healthcare for all, National Health Policy; National Health programmes- National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), National Leprosy Eradication Programme, Revised National Tuberculosis Control Programme, Universal Immunization Programme, National AIDS Control Programme, National Cancer Control Programme, Family planning programme, Adolescent reproductive sexual health (ARSH), Malaria control programme.

Unit V Social Work Approaches in Public Health

Social determinants of health - Social Work strategies and approaches in Public health; Role of Social worker in Public Health sector; Health education, Health awareness programme, Counseling, School Health

Programme; Health System restructuring and reform; Strategies used-Referral, Community mobilization and organization, Capacity building and training, Resource mobilization.

- Course Outcome**
- Learners will gain a comprehensive knowledge on health, Epidemiology and Diseases and Health Systems Development.
 - Learners will be able to develop their knowledge on different communicable and non-communicable diseases and its prevention and management strategies.
 - Learners will expand their knowledge on Social Work Approaches in Public Health, different legislations related to health and the implementation of health programmes in India.
 - Learners will be able to link the available health services to the communities.

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SSW 5014: MEDICAL SOCIAL WORK

- Course Objectives**
- Understand historical development of medical social work and medico-social aspects of illnesses
 - Assess the scope of medical social work in different settings.
 - To Acquire the intervention techniques and **skills for medical social work practice**
 - Understand the role and functions of a medical social worker in various settings and study the various programmes and legislations related to health

Course Outline

Unit I Medical Social Work - History and Scope

Medical Social Work - Meaning, Definitions Historical development in abroad and India.
Limitations and challenges in practice. Scope of Medical Social Work
The multidisciplinary team approach in health

Unit II Medico-social aspects of illness

Illness as a social problem and its effects on the individual, family and community.
Medico-social assessment and intervention
Ethical considerations and protocols in health care, patient rights.
Medico-social problems of individuals with chronic diseases, terminal diseases

Unit III Application of Social Work Methods in Medical Settings

Methods of Social Work in medical settings: Case work, treatment groups, task groups, support groups, Administration in medical care and public relations.
Staff training and development, Clinical research and ethical considerations
Role and Functions of Medical Social Worker in general hospitals, government, corporate and private, specific disease hospitals and clinics. Role, Functions and Tasks of Medical Social Workers in varied departments of hospitals, blood & tissue banks, organ banks, educational institutions, rehabilitation centres, residential institutions.

Unit IV Prevention, promotion and rehabilitation

Health Education - meaning, importance
Communication in Health Education - Mass media, Audio Visual Aids, Social media, ICT.
Behaviour change communication as a strategy for Health and Education
Voluntary and Governmental Agencies for Health Education programmes.
Medical Social Work with families, rehabilitation centres, aged, pain and

palliative care, institutions for mentally and physically challenged, community health centres

Unit V Programmes and legislations

Welfare of persons with an illness, Significance of public health programs and health legislations, National programmes for prevention and control of communicable & non communicable diseases, National programmes for children, women, differently abled, elderly. Transplantation of human organs act 1994, Food safety and standards act 2006, Tobacco control act 2003

Course Outcome	<ul style="list-style-type: none"> ● Learners will gain comprehensive knowledge on medical social work. ● Learners will be able to assess the scope of medical social work in different settings. ● Learners will be equipped to acquire the intervention techniques and skills for medical social work practice. ● Learners will be in a position to extend the knowledge to the society to create awareness.
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**OPEN ELECTIVE
COURSE
SEMESTER III**

SSW 5053: PRA FOR PLANNING AND MANAGEMENT

- Course Objectives**
- Acquire understanding of a systematic approach to participatory programme planning.
 - Develop an understanding of the changing trends in participatory programme planning approach in government and NGOs.
 - Develop Analytical skills in preparation, administration, financial management, monitoring and evaluation of projects.
 - Provide practical experience on project preparation.

Course Outline**Unit I Participatory Methods**

Definition of participatory methods, Stages of participation, Participation as a process- Forms, Means and Ends, Peoples participation- Advantages and Obstacles, Challenges in ensuring participatory planning

Unit II Steps in Participatory Planning

Development of participatory methods, RRA, PRA and PLA for identifying people's needs, Principle of participatory planning process, Steps in participatory planning process, Preparation of cost plan

Unit III Tools of Participatory Methods

Types of Participatory Matrix
 Time - Time Line, Seasonality Diagram, Daily Routine Chart,
 Space - Social Mapping, Resource Mapping, Mobility Mapping
 Relations - Chapatti Diagram, Matrix Scoring, Ranking, Card Sorting

Unit IV Monitoring and Evaluation

Monitoring & Evaluation – Concept and Purpose
 Assessment at various stages of the project: Pre-programme Assessment, Feasibility
 Assessment- Mid-term and Impact Evaluation
 Logical Framework as a tool in monitoring and evaluation

Unit V Preparation of Project Proposal using PRA Method

Project Title, Executive Summary, Introduction, Objectives, Project Beneficiaries, Activities of the Project, Strategy of Implementation, Monitoring & Evaluation Plan, Outcome/Output/Impact, Sustainability of the Project, Budget/Cost Plan, Itemized Budget and Conclusion.

- Course Outcome**
- Examine the changing approach in the participatory programme planning and management.
 - Critically appraise the skills required for preparation, administration, financial management, monitoring and evaluation of projects.

- Construct suitable participatory method for planning and management of project.

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SSW 5054: GERONTOLOGICAL SOCIAL WORK

- Course Objectives:**
- To develop an understanding pertaining to the concept of aging
 - To understand the various challenges related to aging, healthy aging and problems of the elderly in difficult situations.
 - To identify the organization working for elderly in different settings and gain an insight into process of working with elderly.
 - National Policy for elderly and the role of INGO and NGOs in improving the quality of life of the elderly.

Course Outline**Unit I Concept of Gerontology**

Gerontology – Definition and scope. Understanding the elderly – demographic, developmental, and psychological, socio cultural, economic, and health perspectives.

Unit II Issues pertaining to geriatric population

The issues pertaining to elderly- psycho social, health, occupation, income, retirement planning, family support, property Rights

Unit III Psycho social support to elderly

Issues in health care, changes in family structure, issues of aging process, physiological, economic, safety, status in the family and other issues, Healthy aging, quality of life, coping with demise of the life partner, bereavement, resolving one's own death.

Unit IV Care settings for elderly

Care settings for elderly: General hospitals, geriatric wards/ hospitals, home-based care, homes for the aged, nursing homes, day-care-centers, hobby centers, and facilities for homeless elderly, elder helpline, and senior citizen forum.
Tools for assessment of the problems of elderly, intervention and follow up services and evaluation.

Unit V Social policy and programmes

Social work intervention measures for senior citizens through methods of social work: Caring of careers
National Policy on Older Persons, Legal and governmental welfare benefits for senior citizens, Role of INGO and NGOs working for elderly. (visit to old age homes/ interaction with care givers)

- Course Outcome**
- The learners will be able to utilize the learned knowledge while working with elderly.
 - The learners will be able to develop empathy towards elderly.
 - The learners will be able to train the care givers in various aspects of care and support to the elderly.
 - The learner will develop the positive attitude towards elderly communities

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FOURTH SEMESTER

SSW 5401: SOCIAL POLICY AND SOCIAL LEGISLATION

- Course Objectives**
- To help students gain knowledge history of social policy, principles, values and ideologies
 - To understand the process of policy formulation and policy making and **acquire skills in critical analysis of social policies and development programmes**
 - To develop an understanding of social policy in the perspective of national goals as stated in the Constitution
 - To understand the role of social legislation in addressing the social problems and examine the implementation challenges

Course Outline**Unit I Overview and Concept of Social Policy**

Definition and characteristics of Social Policy, Values and Principles of Social Policy, Historical Development of Social Policy and Welfare State, Role of ideology in the policy making, Various levels in policy making, Models of welfare and principles of distribution, Agencies involved in Policy Making, Social Policy and development.

Unit II Different Sectorial Policies and Programmes

Brief review of the national policies on- Education, Health, Housing, Children, Women and Minorities, Role of Social Worker in policy formulation, planning and implementation process.

Unit III Social Justice and Social Legislation

Social Legislation: Meaning, definitions and its importance Social justice as an essential basis of social legislations; Constitution: Introduction to constitution, preamble, fundamental rights, duties and directive principles of state policy, Human Rights: Historical perspective, Definition, Characteristics, Concepts of HR, Role of legal aid, Public interest litigation (PIL), Role of voluntary organisation in protecting human rights.

Unit IV Personal Laws

Hindu, Mohammedan and Christian personal laws related to Marriage, Divorce, Adoption and Succession, Special Marriage Act of 1954, Legislation Related to Children: Juvenile Justice (Care and Protection) Act, 2000 and amendment in 2006; Child Labour (abolition and regulation) Act, 1986; Right to Education Act-2009

Unit V Legislation Related to Social Problems

Dowry (Prohibition Act) 1961; Immoral traffic Prevention Act (1956), People with Disabilities (equal opportunities, protection of rights and full participation) act 1995, The prenatal diagnostic techniques (regulation and prevention of misuse) Act 1994(PNDT), The scheduled Castes and the Scheduled Tribes (prevention of atrocities) act 1989, Sexual Harassment of Women at Workplace (Prevention, Prohibition

and Redressal) Act, 2013. Right to Information Act, 2005, National Food Security Act, 2013, The Maintenance and Welfare of Parents and Senior Citizens Act, 2007.

- Course Outcome:**
- Acquired insight on history of social policy, principles, values and ideologies
 - Examine the process of policy formulation and policy making and acquire skills in critical analysis of social policies and development programmes
 - Appraise the social legislation in addressing problems related to children, women and other marginalize section
 - Evaluate the role of policies in ensuring the development of the social problems and assess the implementation challenges

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SSW5490: Dissertation

Objectives

1. Develop ability to conceptualize, formulate and conduct a simple research project to **increase their employability**.
2. Learn to make informal assessment and judicious use of research studies and findings on a particular subject/ area.
3. **Develop skills for use of statistics, library (inclusive of ICT) and documentation** services for research
4. Develop attitudes favourable to the judicious integration of practice, research & theory.
5. Develop ability for logical reasoning and critical analysis.

Aspects that need to be considered in designing and conducting a research study

Selection and formulation of a Research problem
 Identifying and defining concepts, variables
 Formulation of hypothesis and testing hypothesis
 Preparation of a study proposal
 Understanding Research Design patterns

Scope and Coverage

Population/Universe of a study.
 Need for studying a cross section of the Universe (Sample)
 Study of the Available Sampling patterns (Probability/Non-Probability)
 Deciding the sample size and assessing error
 Problems and advantages of sample studies

Planning and Implementation of data collection

Identification of data needs
 Use of secondary data
 Primary data collection schemes and choice of a scheme
 Preparation of a tool of data collection
 Problems in data collection

Data processing methods

Steps involved in data processing
 Preparing a data processing scheme
 Taking decision on how the data are to be organized and presented
 Analysis of data and use of Statistics in data analysis
 Use of computer in data processing and analysis

Application of Logical Reasoning and Statistics

Use of logical reasoning

Application of Statistical modules

Study of available statistical programme and their application on research data

Understanding the uses and misuse of statistical procedures

Study Designs (A student can carry out research by using one of the following methods or combination of methods: Case study, Survey and Experimental study)

Format of the Research Report

Each research shall consist of the following sections.

Section I	Preliminaries
Section II	Body of the Report
Section III	Annexures

Section I Preliminaries: It is a formal general section and shall have following details

1. Title page
2. A Face sheet having details regarding the title of the study name of the researcher, name of the guide, Head of the department, institution through which the study has been undertaken university and year of the work
3. Forward/ Acknowledgement
4. Table of contents with page Nos
5. List of tables charts, graphs
6. Certification from the guide

Section II Body of the Report: It is a formal technical section which shall consist of following chapters.

1. Introduction
2. Review of Literature
3. Methodology
4. Data presentation and Analyses
5. Major Findings and conclusion

However, the number of Chapters appearing in the body of report can be more, if the student decides to increase chapters.

The aim of each chapter shall be considered while preparing the chapter

CHAPTER 1 Introduction: The purpose of this chapter is to introduce the problem/topic of research. Here the student has to discuss the problem under analysis in relation to its importance and highlight need for undertaking the study. The Concepts, Variables, Hypothesis used in the study have to be explained in this Chapter.

CHAPTER 2 Review of Literature: The purpose of this chapter is to gather information review literature and studies conducted earlier on the same topic based on which one can draw out the relevance of the present study.

CHAPTER 3 Methodology: In this chapter the student has to outline as clearly as possible the, procedure used by him/her in the project undertaking.

- I. The objectives of the research should be clearly stated following which the other issues are to be discussed
- II. Coverage i.e. Population and Sample.

- III. Data collection: Time duration; methods and tools used, difficulties faced in data collection.
- IV. Scheme involved in data processing and mode of data presentation. (Editing, classification, coding tabulation, graphs). If processed by the computers, a brief discussion on the scheme has to be explained
- V. Report Design: A brief discussion on the arrangement or chapterisation of the report could be included here.

CHAPTER 4 Data Presentation and Analysis: This chapter shall present the findings of research. Appropriate mode of data presentation such as charts, graphs and diagrams and descriptive analysis/ interpretations of data is undertaken here.

CHAPTER 5 Major Findings and Conclusion: This chapter shall present in a summarized form, the major findings as well as the conclusions arrived at, along with recommendations and suggestions if any for further research and intervention in the area of the study.

Section III Annexures : This section shall consist of all such additional information that are not disclosed in the body of the report

- a) A copy of the tool/tools of data collection.
- b) Additional statistical tables
- c) Bibliography
- d) Photographs etc.

Outcomes

1. Students will be able to conceptualize, formulate and conduct a simple research project.
2. Able to apply the required statistical methods and tool
3. Capable of presenting the research findings to the stakeholders to bring changes in the community and policy level.
4. Make use of library (inclusive of ICT) and documentation services for research
5. Practice judicious integration of practice, research & theory.
6. Develop logical reasoning and critical analysis.

SSW 5491 Practicum VI: Concurrent Field Work

- | | |
|-------------------------|--|
| Course Objective | <ul style="list-style-type: none"> ● To orient the context of work in organizations and implications for day-to-day practices in various specialized settings. It increases their employability |
| HR specialization | <ul style="list-style-type: none"> ● To develop professional attitude in dealing with problems. ● To actively participate in the skill development programs, group discussions, demonstrations, staff recruitment procedures. ● To learn to calculate differential incentives for the employees. ● To understand various legislations in force related to labour welfare. ● To understand the provisions and applicability of Factories Act. ● To learn the grievance handling and disciplinary procedures. |

- | | |
|------------------------|---|
| CD
specialization | <ul style="list-style-type: none"> ● To learn about administration of legal provisions, social security provisions and welfare provisions. ● To identify the mission and philosophy of the community service agency. ● To study the population and population needs addressed by the setting. ● To identify unmet needs and establish a plan of action to assist the site in investigating various methods to meet those needs. ● To identify clients requiring social case work services and initiate assessment, social diagnosis & intervention with identified cases. ● To work towards availing social security benefits to the clients. |
| MPSW
specialization | <ul style="list-style-type: none"> ● To study about the departments and services offered. ● To take the first hand experience with mental health professionals and learn from the settings. ● To study the methods and processes adopted in the setting for the assessment, admission, treatment planning, discharge and follow-up of the patients/clients. ● To enrich the competency in comprehensive psychosocial assessment through concurrent clinical fieldwork training. ● To develop professional skills as psychiatric social worker. |

Students have to undergo a minimum of 25 days of Concurrent Field work in a reputed agency related to the specialization opted by the student during the course in fourth semester. Students are supposed to attend prescribed hours of Individual Conference(IC) and Group Conference (GC) with concerned Faculty Supervisors and submit IC/GC reports. The student's performance in the field will be evaluated by means of Poster/oral/PPT presentation and external Viva –voce examination.

- | | |
|---|---|
| Course Outcome:
Community development | <ul style="list-style-type: none"> ● The learners will be able to understand the ways in which the organizations reach out to their beneficiaries. ● The learners will familiarize themselves with the different stages of practical interventions. ● The learners will develop the capacity for need assessment at the community level. |
| MPSW | <ul style="list-style-type: none"> ● The learners will be able to develop an understanding related to medical and psychiatry setting and the role of social workers. ● The learners will develop the skill of counseling the persons in distress. ● The learners will be able to prepare case management, case history taking and diagnose various mental illnesses. |
| Human Resource Development | <ul style="list-style-type: none"> ● The learners will be able to understand the applicability of legal provisions in the settings. ● The learners will be able to assess the employee group dynamics in the workplace. ● The learners will develop a good sense of identifying the m |

SSW5492 Practicum VII: Block Placement**Course Objectives**

- | | |
|------------------------|---|
| HR
specialization | <ul style="list-style-type: none"> ● To get orientation to the organization and its functioning. ● To learn about the organizational culture and structure of the organization. <i>It is an employability course.</i> ● To identify and appreciate the recent trends, strategies and methods used in human resource management. ● To understand the leadership and power structure in the organization. ● To study about employee and employer dynamics and identify conflicts if any |
| CD
specialization | <ul style="list-style-type: none"> ● To study the recent trends, strategies and methods used in community development. ● To understand the utilization of community/government resources, networking, collaboration and advocacy efforts. ● To identify issues at the community, prioritization of the issues, explore the appropriate methods to address the issues, preparing a plan of action and providing intervention. ● To explore the role of a Community Development social worker in the setting. ● To understand the developmental concerns of the community. |
| MPSW
specialization | <ul style="list-style-type: none"> ● To get orientation to the organization/hospital and its functioning/operations. ● To critically examine the unique qualities of Medical & Psychiatric SW in the setting. ● Use and importance of Behavior Change Communication and IECs. ● To understand various methods and process of assessing the patients/clients. ● To familiarize with the common mental health interventions. |

Block Placement shall be undertaken by the student within a week after the fourth semester end semester examination, in a reputed agency preferably related to the specialization opted by the student during the course. Fourth semester students have to submit consolidated final report of daily work and certificate after completion of their Block placement. The students are permitted to opt Block placement agency within the state or the place they got the Job.

Course Outcome:

- | | |
|--------------------------|--|
| Community
development | <ul style="list-style-type: none"> ● The learners will be able to prioritize the needs of the community and facilitate progressive changes. ● The learners will familiarize themselves with different methods of addressing the community level problems. ● The learners will develop higher cultural competency and ethical sensibility in carrying out their duties |
|--------------------------|--|

- MPSW
- The learners will be able to enhance their understanding of different mental health interventions.
 - The learners will be able to critically assess the significance of behavior change modification in the setting.
 - The learners will be able to prepare case management, case history taking and diagnose various mental illnesses.
- Human Resource Development
- The learners will be able to understand the applicability of legal provisions in the settings.
 - The learners will be able to assess the employee group dynamics in the workplace.
 - The learners will develop a good sense of identifying the methods and strategies for human resource management.

ELECTIVE COURSES

SEMESTER – IV

SPECIALIZATION

COMMUNITY
DEVELOPMENT

**SSW 5003 : ENVIRONMENTAL CONSERVATION AND SUSTAINABLE
DEVELOPMENT**

Course Objective	<ul style="list-style-type: none"> ● Understand the need for conservation of environment ● Learn the concept of sustainable development ● Learn the laws, policies and programmes related to environment conservation and sustainable development ● Develop a critical view point regarding global climate change and act towards environmental conservation
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Course Outline

Unit I Environment conservation and sustainable development

Basic concept of environment, ecology, conservation, natural resources: exhaustible and non exhaustible resources and their conservation
Sustainable development: concept, components, strategies and principles of sustainable development

Unit II Problems in environmental conservation

Pollution – Air, Water and Soil; global warming, natural resource depletion, climate change, de-forestation, loss of bio-diversity, waste disposal, public health concerns
Concept of environmental education, target groups
Need and importance of environmental conservation education
People participation in environmental conservation and environmental sustainable development

Unit III Laws and Policies

Sustainable development policies in India – National Environment Policy – 2006, Integrated Energy policy - 2006,
Municipal Solid Waste Management Rules – 2000
Role of local self government in sustainable development
Laws to protect and promote environment – Environment Protection Act – 1986, Biological Diversity Act - 2002

Unit IV National Mechanisms to protect environment

State and Central Environment Ministries Pollution control boards
Environmental summits, Engagement of voluntary agencies in environment promotion
Government programmes for environmental protection
Environmental movements, Role of Social worker

Unit V Global Effort for Sustainable Development

Global Warming and Climate Change and its effects on the environment and people
International protocols – UN framework convention on climate change, Agenda and Action plan for sustainable development
Challenges for sustainable development, Role of International Bodies and INGO's

- Course Outcome**
- The earners will be able to develop ecofriendly practices.
 - The learners will be able to impart environment conservation education to the various sections of the society.
 - The learner will act as responsible citizen in related to environment conservation
 - Learner will contribute positively in related to environment protection and climate change

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SSW 5004: SOCIAL PLANNING AND DEVELOPMENT FOR MARGINALISED

- Course Objectives**
- Understand the concept, approach and planning process in India
 - Examine the development process, approaches and its importance
 - Developing students' critical, analytical and **practical skills to comprehend the complexities underlying development and practice**
 - Create perspectives and knowledge to the students to understand and address the problems of the marginalised communities in the Indian scenario

Course Content

- Unit I Social Planning**
 Definition and Concept of social planning, Planning process, objectives and Scope of social planning, Approaches and components of Planning, Types and levels of planning, The challenges and limitations of centralised and decentralization planning
- Unit II Social Development: Concepts and Indicators**
 Meaning and Concept of Social Development
 Paradigms and perspectives on social development
 Globalization and its impact on development, Indian planning in a historical perspective
 Planning in India- Five year plans, NITI Aayog
 Approaches and Strategies – Growth and Equity, Minimum Needs, Quality of Life.
 Indian Models of Development
- Unit III Marginalisation and Social Structure in India**
 Marginalization in Indian Context: Marginalization- Concept, Definitions, Types of marginalization – Social Political, Economic, Educational, cultural.
 Identification of Marginalized Groups- Caste, class, ethnicity, religion, language, gender.
 Caste System in India
 Historical and Social Roots: A process of identity formation among dalits

Unit IV Social Exclusion and its consequences

Marginalization vs Social Exclusion. Definition and types of exclusion, Individual Exclusion vs Community/Group Exclusion. Spheres of social exclusion, consequences of social exclusion

Unit V Developmental concerns and measures

Major Concerns: Poverty, Inequality, food insecurity, forced migration, poor health, feminisation of poverty, Approaches to address poverty and marginalisation – capability, rights and Entitlements. Human Development Approach, Sustainable Development Approach, People- Centered Development Approach, Need for Inclusive Development

- Course Outcome**
- Apply the concept, approach and critically analyse the planning process in India
 - Illustrate with example the development process, approaches and its importance and its complexities.
 - Appraise the condition of the marginalized communities and develop initiatives for mainstreaming
 - Compare and contrast marginalization and exclusion, and formulate developmental approaches for inclusive development.

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ELECTIVE COURSES
SEMESTER - IV

SPECIALIZATION

**FAMILY AND CHILD
WELFARE**

SSW 5007: CHILD RIGHTS AND PROTECTION

- Course Objectives**
- Understand the concepts of rights and protection, process of socialisation and the situation of children in India
 - Study the programmes, policies, legislations and organisations in the area of child welfare & Development.
 - Acquire knowledge and skills in social work intervention of early childhood care and development in agencies and communities

Course Outline**Unit I Understanding Children and Socialization**

Children: Concept and Definition Profile of Children in India
National Scenario and Regional Disparities – Health, Nutritional, Educational & Literacy Status, Concept and process of socialization, Agents of socialisation - family, School, peers, neighbourhood, mass media religion

Unit II Child Rights

Understanding Child Rights as Human Right Importance of Child Rights
Right to Survival - to life, health, nutrition, name and nationality
Right to Development - to education, care, leisure, recreation
Right to Protection - from exploitation, abuse, neglect, Right to Participation - to expression, information, thought and religion

Unit III Child Protection

Care & Protection: Concept, Need, Relevance and Importance
Role of Family and Parents – parenting, Teachers in Child Care & Protection, Role of Culture and Traditions in Child Care and Protection

Unit IV Different guidelines on child rights and protection

International: Universal Declaration of Human Rights - 1948, United Nations Convention on the Rights of Child (CRC), World Congress against Commercial Sexual Exploitation of Children – 1996, SAARC Convention on Preventing and Combating Trafficking in Women and Children for Prostitution – 2002

National: Child Rights reflected in the Fundamental Rights & Directive Principles of State Policy of the Indian Constitution, National & State Commissions for Protection of Child Rights, Child courts

Unit V Care and Support Services for Children

Contribution of education in reducing vulnerability; UNICEF, Initiatives by state – ICDS Program, ICPS Program, SARVA SHIKSHA ABHIYAN (SSA), MDM, National Child Labour Project (NCLP), Central Adoption Resource Agency (CARA), Child line services, Services under JJ Act and POCSO Act, Civil society/voluntary agencies for child rights – CRY, Child Line India, Smile Foundation, PRATHAM, Butterflies, Save a Child.

- Course Outcome**
- Analyse the structural and functional determinants of Child rights in Indian scenario.
 - Develop a critical understanding on the policies and programmes that have a direct bearing on child rights.

- Appraise the strengths and weaknesses of existing institutional paradigms for the care and support of children.
- Integrate the policy level understanding in the corresponding practice settings.

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SSW 5008: RIGHTS OF WOMEN AND GENDER JUSTICE

- Course Objectives**
- Develop understanding of women's issues and status of women in India
 - Develop gender sensitive perceptives to promote gender equality
 - Study the programmes, policies legislations and organisations in the area of women Welfare & empowerment
 - Acquire knowledge and skills in social work intervention with women

Course Outline**Unit I Introduction to Gender Sensitivity**

Definition of gender, gender sensitivity, gender equality, gender justice
 Historical overview of Gender in India/ Kerala
 Feminism: history, ideology, feminist movement approaches to feminism.

Unit II Status of Women

Demographic profile of Indian Women: rural, urban, tribal,-with reference to health, education and employment, changing roles and status of women in India
 Socio legal status of women among different religious group
 Issues relating to women: destitute women, widows, un-wed mothers, single women. Atrocities against women: domestic violence, dowry death, female infanticide and feticide
 Sexual exploitation: rape, prostitution, devadasi system, HIV/AIDS.
 Problem of working women in organized and un-organised sectors

Unit III Empowerment

Need for Empowerment of women, Empowerment - Meaning, principles, process, and indicators of Women's Empowerment
 Social Empowerment of Women – Contemporary movements for women's development – legislative reformation – legal literacy for women
 Economic Empowerment of Women - Entrepreneurship in women – Property rights for women - Banking facilities for women
 Women & Governance- women representation in Government – central state and local levels – leadership training for women and community organisation
 Self Help Groups, Kudumbasree Mission for Women empowerment
 Women's contribution for the development of society: International, national.

Unit IV Right of Women

Definition and concepts of marginalization
 Human rights for women - Constitutional provisions-Women's right at home, work placement.
 International Convention on Elimination of all forms of discrimination against Women (CEDAW) - National Commission for Women – National policy for the empowerment of the women (2001) - Domestic violence Act2005. Governmental and nongovernmental programmes for women:

Educational, Recreational, vocational, guidance and counselling, leadership, health and empowerment. International and Nations organisations working for the welfare, development and empowerment of women; various activist movements for and by women in India

Unit V Social Work Practice for and with Women

Relevance of Social Work Values, Ethnics, Methods and Skills Related to Social Work practice with Women

Strategies of prevention and Intervention with a variety of problems and life situations experienced by Women – Campaigns, Mobilising Support, Advocacy

- Course Outcome**
- Develop strong perspectives on the influence of ideologies on feminism.
 - Defend the movements for gender justice on the basis of their understanding of various structural forms of exploitation against women.
 - Explore the policy, legal and institutional paradigms that facilitate women empowerment.
 - Create and extend the intervention strategies in social work practice to problems that would have positive influence on gender justice.

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ELECTIVE COURSES

SEMESTER – IV

SPECIALIZATION

HUMAN RESOURCE
MANAGEMENT

SSW 5011: HUMAN RESOURCE MANAGEMENT

- Course Objective**
- Develop an understanding pertaining to concepts and functions of HRD and HRM
 - To equip the students to understand the strategies of HRM
 - Develop understanding of various strategies, techniques and practices of HRD and HRM
 - Create curiosity on observations on current HR trends

Course Outline**Unit I Introduction to HRM and HRD**

Definition, Meaning, nature, scope, application of HRM & HRD
 Difference between HRM and HRD
 Vision, mission, policies and principles, Structure, Functions and Mechanism of HRM
 Position role and characteristics of HR/Personnel Manager in an organization

Unit II HRM in practice

Procurement: Human Resource Planning, Recruitment, Selection, Placement, orientation and socialisation-Process policies and problems
 Mobility of Personnel: Promotion Transfer, separation, superannuation – Principles, management and problems
 Compensation and reward management: Wages and Salary administration, Policies and methods
 Incentives and Fringe benefits, Employee Stock Option Scheme HR Accounting, HR Auditing HR Records, HR Research

Unit III Strategic HRM

HRD- Strategic Business Partner, Process of Strategic Management
 Benefits and Relevance of Strategic Management, Mergers and acquisitions
 HRM in International Industrial Organisations

Unit IV Training, Development and Performance Management

Employees Training and Development, HRD Culture and Climate Building
 Career planning, Performance Appraisal, Potential Appraisal and Evaluation

Unit V Innovations and challenges in HRD

Developmental supervision -concept and style Learning organisation and bench marking Employee engagement, Skill mapping, CSR and corporate Governance, Activities: role play on organizational situation and role of HR professional Employee- employer dynamics

Course Outcome

- With the successful completion of the course, learners will be enabled to apprehend the scope and apply techniques of HRM
- Develop an understanding pertaining to concepts and functions of human resource management
- The course equips the learners to understand the strategies of HRM in practice
- The learners will be updated with on current trends of human resource management and working procedures

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**SSW 5012: ORGANIZATIONAL BEHAVIOUR AND ORGANIZATIONAL
DEVELOPMENT**

- Course Objectives**
- Enhance the knowledge regarding the social and individual behaviour in an organization
 - Understand the importance of learning OB for social workers
 - To understand the leadership and power structure in organisations
 - Develop an understanding on how the Knowledge of OB helps in organisational development

Course Outline

Unit I Focus and purpose

Definition, need and importance of organisational behavior, Nature and scope, Organizational behaviour models

Unit II Individual behaviour

Personality- types –factors influencing personality – theories – learning- types of learners- the learning process – learning theories – organizational behaviour modification. Misbehaviour- types- management intervention. Emotions – emotional labour - emotional intelligence- theories. Attitudes – characteristics – components – formation- measurement – values. Perceptions- importance – factors influencing perception – inter personal perception impression management. Motivation – importance – types – effects on work behavior

Unit III Group behaviour

Organization structure – formation - groups in organizations - influence - group dynamics - emergence of informal leaders and working norms – group decision making techniques – team building – interpersonal relations – communication – control

Unit IV Leadership and Power

Meaning – importance - leadership styles – theories - leaders v/s managers - sources of power – power centres - power and politics

Unit V Dynamics of organizational behavior

Organizational culture and climate – factors affecting organizational climate - importance; Job satisfaction – determinants – measurements – influence on behaviour; Organizational change – importance – stability v/s change – proactive v/s reaction change - the change process - resistance to change – managing change; stress – work, stressors – prevention and management of stress - balancing work and life; Organizational development - characteristics – objectives – organizational effectiveness.

- Course Outcome**
- Learners will be up skilled to understand, evaluate and resolve social and individual behavior in organizations.
 - The course will enable the learner to understand the leadership and power structure in organizations.

- The learner will be empowered and trained to resolve problems arising from social and individual behavior in organizations.
- It will help the learner to practice as a good HR officer in an organisation by understanding the Organisation Behaviour.

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ELECTIVE COURSES
SEMESTER - IV

SPECIALIZATION

MEDICAL AND
PSYCHIATRIC SOCIAL
WORK

SSW 5015: INTRODUCTION TO MENTAL HEALTH

- Course Objective**s
- Understand the concept of mental health
 - Understand major and minor mental illness
 - Undertake the methods and process of assessing the patients/clients
 - Familiarize the common mental health interventions

Course Outline**Unit I Mental Health**

Mental health – global definitions, Trends in mental health care, Magnitude of mental health problems and its common causes, Need for mental health care in India.

Unit II Psychiatry Assessment and Diagnosis

Assessment and Diagnosis: Case history taking, Mental Status Examination (MSE) (Based on field work experience), Psychopathology: Disorders of Perception, Disorders of Thought and Speech, Disorders of Memory, Disorders of Emotion, Disorders of Experience of Self, Disorders of Consciousness, Motor Disorders.

Unit III Mental and behavioural disorders -I

Classification of mental disorders in ICD, Organic mental disorders and Non Organic Mental Disorders, Psychotic and Neurotic Disorders, Disorders due to substance use.

Organic Mental Disorders: Dementia and its types, Delirium and its types

Non Organic Mental Disorders: Schizophrenia, schizotypal and delusional disorders, Mood [affective] disorders, Delusional Disorders
Disorders of adult personality and behaviour: Paranoid, Schizoid, Dissocial, Emotionally Unstable, Histrionic, Anankastic and Anxious Personality Disorders.

Unit IV Mental and behavioural disorders - II

Behavioural syndromes associated with physiological disturbances: Eating Disorders, Sleep Disorders, Sexual Disorders, Neurotic, stress-related and somatoform disorders: Phobic-Anxiety Disorders, Obsessive Compulsive Disorders, Dissociative Disorders, Somatoform Disorders.

Mental retardation: Mild, Moderate, Severe and Profound Mental Retardation, IQ Tests

Disorders of psychological development: Specific development disorders of speech and language, Specific development disorders of scholastic skills, Specific development disorders of motor function, Pervasive Developmental Disorders

Behavioural and emotional disorders in childhood and adolescence:

Unit V Psychosocial Management

Psychosocial interventions – relevance and importance, Research evidences for psychiatric interventions, Psychosocial management of psychiatric illness, Individual level - psycho-education, activity schedule, social skills training, token economy, graded exposure,

systematic desensitization, relaxation techniques, flooding, exposure and relapse prevention, pre-discharge counselling; indigenous approaches to treatment of mentally ill, yoga, meditation Group level - group work, group therapy, support groups Family level - family psycho-education, family therapy.

Community level - awareness programmes, stigma reduction, community-based rehabilitation

- Course**
- Learners will be able to expand their information on the various concepts of mental health.
- Outcome**
- The course will enable the learner to get a clear understanding on different major and minor mental illnesses and the process of assessing the patients systematically.
 - The course will equip the learner to familiarize with the psycho social management of mental health problems at individual, family and community level.
 - Learners will be able to provide psycho social support to the needy.

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SSW 5016: PSYCHIATRIC SOCIAL WORK

- Course Objectives**
- Understand the changing trends in mental health care and scope of psychiatric social work
 - Comprehensive learning on the concepts of prevention and promotion
 - Learn role of psychiatric social workers in different settings
 - Understand the policies, laws and legislations on mental health

Course Outline

Unit I **Scope and functions of Psychiatric Social Work**

Psychiatric Social Work – History & Development
 Functions of Psychiatric Social Work
 Changing trends in mental health care
 Scope of Psychiatric social worker
 Multidimensional assessment of Mental Disorders
 Psychiatric social worker in a multidisciplinary team

Unit II **Preventing mental health problems & promotion of mental health**

Concept of Prevention in mental health problems: Suicide prevention, Substance abuse prevention
 Concept of Promotion in mental health: Mental health interventions at different stages of life span
Children and adolescents - life skills education, student enrichment programme, counselling cell - training program for students, teachers and staffs
Adults - pre-marital counselling, family life education, family and marital enrichment, parenting training program
Elderly – socialising, physical exercises, pharmacological management.

Unit III **Role of psychiatric social worker in various settings and situations**

Multidisciplinary team member in various settings – Clinical departments, Rehabilitation centres, Institutional care homes, De-addiction centres, Child Guidance Centres.
 Psychosocial care – concept, definition and practice
 Psychosocial care service in varied situations – disasters, migration, displacement, emergencies.

Unit IV Extension of mental health services

Significance of extension of mental health services
 Voluntary agencies in mental health
 Services in correctional settings- observational homes, prisons.
 Counselling cell in workplace
 Mental health services in schools, colleges and universities
 Mental Health services in general health settings

Unit V Policies, laws and programmes related to mental health

Social welfare provisions for persons with mental health issues
 National Mental Health Policy
 National Mental Health Programme and District Mental Health Programme
 Centers of Excellence in Mental Health
 Salient features including amendments of various acts in India
 Mental Health Act 1987
 The Mental Healthcare Act, 2017
 Rehabilitation Council of India Act 1992
 People with Disabilities Act 1995
 National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act. 1999

- Course Outcome**
- The learners will understand the changing trends in mental health care and scope of psychiatric social work in India and abroad.
 - A Comprehensive learning on the concepts of prevention and promotion will be acquired by completing the course.
 - The learners can understand the role of psychiatric social workers in different settings.
 - Learners will gain clear understanding of policies, laws and legislations on mental health.

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