

**CURRICULUM**



**KANNUR UNIVERSITY**

**SYLLABUS**

**OF**

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

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

**Prepared by**

**BOARD OF STUDIES IN SOCIAL WORK (COMBINED)**

**2023**

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## **KANNUR UNIVERSITY**

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

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

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

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

#### **1. MISSION STATEMENTS**

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

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

## **2. ESTABLISHING THE PROGRAMME OUTCOMES (POS)**

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

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

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

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

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

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

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

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

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

### **3. MSW PROGRAMME SPECIFIC OUTCOMES (PSOS)**

#### **a. Knowledge**

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

#### **b. Competencies**

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

#### **c. Skills**

- i. Communicate effectively - verbally, non-verbally and written with all stakeholders in different social work settings.
- ii. Demonstrate empathy and active listening skills to create a supportive and understanding environment for clients and promote effective communication.
- iii. Apply problem-solving techniques to analyze complex situations, identify appropriate solutions, and make informed decisions for effective social work practice.
- iv. Advocacy, networking, and collaborating successfully with multidisciplinary teams, community organizations, and stakeholders to enhance the well-being of clients and communities.

- v. Handle crisis situations effectively by providing immediate support and connecting individuals with appropriate resources and services.
- vi. Demonstrate proficiency in documentation methods and systems used in social work practice.

#### **d. Attitudes**

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

#### **4. DEFINITIONS**

In these regulations, unless the context otherwise requires:

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

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

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

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

#### **5. ELIGIBILITY FOR ADMISSION**

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

- a. A Degree in any Subject recognized by Kannur University.

- b. Those who have obtained a degree or are appearing for the final year degree examination are eligible to apply.
- c. Undergraduates in social work applying for MSW shall be given a weightage.

## 6.PROGRAMME STRUCTURE

The MSW programme shall include:

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

**6.2 Elective Courses (E)** - There shall be 2 Elective courses spread over the second and third semesters of the MSW Programme.

**6.3 Open Elective (OE)** - There shall be 1 Open Elective course in the third semester of the programme. Students can choose the Open Elective Course offered by Social Work Department or other Departments, provided the student fulfil the eligibility criteria of the course.

Apart from this, the students have to study specialisation-based elective courses.

Type of electives with number of courses are summarised below

Semester	Elective	Open Elective	Specialisation Based Elective
I	-	-	-
II	1	-	-
III	1	1	2
IV	-	-	2
Total	2	1	4

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

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

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

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

**6.8 Internship** - It is a compulsory requirement for the successful completion of the programme. The internship will span four weeks in fourth semester after the completion of the University Examinations.



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

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

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

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

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

## 6. CGPA (Cumulative Grade Point Average):

A student shall accumulate a minimum of 100 credits for MSW programme.

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

Programme Structure	Semester I				Semester II				Semester III				Semester IV			
	No of Papers	Credits	Hours	Marks	No of Papers	Credits	Hours	Marks	No of Papers	Credits	Hours	Marks	No of Papers	Credits	Hours	Marks
Core Papers	5	15	225	250	4	12	180	200	3	9	135	150	4	12	180	200
Electives	-	-	-	-	1	3	45	50	1	3	45	50	-	-	-	-
Open	-	-	-	-	-	-	-	-	1	3	45	50	-	-	-	-

Electives																
Practical	3	8	240	200	1	8	240	100	2	8	240	200	2	8	360	200
Skill Training	1	2	60	50	1	2	60	50	1	2	60	50	-	-	-	-
Projects	-												1	5	75	200
<b>Total</b>	<b>9</b>	<b>25</b>	<b>525</b>	<b>500</b>	<b>7</b>	<b>25</b>	<b>525</b>	<b>400</b>	<b>8</b>	<b>25</b>	<b>525</b>	<b>500</b>	<b>7</b>	<b>25</b>	<b>615</b>	<b>600</b>

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

## 7. SPECIALISATION IN MSW PROGRAMME

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

### Specialisations

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

## 8. FRAMEWORK FOR FIELDWORK

Framework for Fieldwork				
Semester	Nature of Field Work	No. of Days/Hours	Credits	Total Hours
First	Exposure visits to social work settings in Kerala	Minimum 5 days (40 hours)	4	120
	Field Work in Community Settings	8 hours x 10 days		
	Rural Camp	10 days	4	120
Second	Social Work Practicum and Viva	8 hours x 30 days	8	240

Third	Social Work Practicum and Viva	8 hours x 15 days	4	120
	Exposure Visits to Social Work Settings Outside KeralaCum Study Tour	10 days	4	120
Fourth	Social Work Practicum and Viva Voce	8 hours x 15 days	4	120
	Internship	8 hours x 30 days	4	240
<b>Total</b>			<b>32</b>	<b>1080</b>

## 9. DISSERTATION (MWMSW04C24: Research Project)

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

- a. Dissertation work shall be carried out under the supervision of a teacher in the parent department concerned or prescribed by the department coordinator. ***1 teaching hour of the supervising teacher in a week has to be earmarked for dissertation supervision. This will be considered as practical hour***
- b. The student should follow scientific research methodology for the dissertation.
- c. The student can choose qualitative or quantitative or mixed research method
- d. The department will prepare and publish a time line for the dissertation work. The students have to strictly adhere to the timeline.
- e. The student in consultation with the supervising teacher has to finalise a topic for the dissertation
- f. The student should prepare a synopsis of the dissertation proposal and should present it before the panel to finalise it
- g. The student should consult the supervising teacher at all stages of the dissertation work and incorporate the changes and modifications as proposed by the teacher in accordance with scientific research methodology
- h. The project report shall be prepared according to the guidelines approved by the university. Three typed copies of the project report shall be submitted to the Head of the Department, two weeks before the commencement of the ESE of the final semester. (One copy to the University for external valuation and to be kept in the University library thereafter, one copy to be kept in the Department and one personal copy for the student).
- i. The external evaluation of the Dissertation shall be carried out at the end of the programme. The title and the credit with marks awarded for the Dissertation should be entered in the grade/mark sheet approved by the university.
- j. Every student has to do the Dissertation independently. No group projects are accepted. The project should be unique with respect to title, project content and project layout. No two-project report of any student should be identical, in any case, as this may lead to the cancellation of the project report by the university.

- k. The student should strictly follow the guidelines stipulated by university in respect of plagiarism

## **9.2 Evaluation of Project Work**

- a. The ESE of the project work shall be conducted by two external examiners appointed by the University
- b. Evaluation of the Project Report shall be done under Mark System.
- c. The evaluation of the project will be done at THREE stages: -
  - Continuous Assessment (CA) (Supervising teacher/s will assess the project based on the approved assessment criteria and award internal Marks out of 100)
  - The copy of the project will be sending to the university along with the fourth semester answer books and will be evaluated at university. (External Examiners appointed by the university will assess the project at university based on the approved criteria and award External Marks out of 50)
  - There will be a Dissertation Viva-Voce for the project work done by the students towards the end of IV semester. It will be conducted in the respective colleges. The students should prepare and present the abstract of the dissertation project report in a PPT format (Title of the study, Objectives, Theoretical framework, Variables, Sampling design, Hypothesis, Tools for data collection, Methods/tools used for analysis of data, Hypothesis testing, Key findings and recommendations) during the Viva-Voce. The Dissertation viva will be jointly conducted by two External Examiners appointed by the university and marks will be awarded out of 50  
Only one external examination will be conducted for Dissertation. Marks for Research Report and Viva-voce (out of 50) also will be given in this examination by the externals as per the specific criteria
- d. Marks secured for the project will be awarded to candidates, combining the internal, University Evaluation Marks and Marks of the Dissertation Viva.
- e. A Student shall be declared to pass in the Project report course if she/he secures minimum 40% marks of the aggregate and 40% separately for external. The student should get a minimum of 40% marks for pass in the project. In an instance of inability of obtaining a minimum of 40% marks, the Project work may be redone and the report may be resubmitted along with subsequent exams through parent department.
- f. External Examiners (02) will be appointed by the University. One examiner will be from the list of IV semester Board of Examiners and another examiner from the University departments of Social Work / Colleges offering MSW course from other universities, in consultation with the Chairperson of the Board. The Chairperson will prepare a format for presenting the abstract of the dissertation project report by the students in PPT during the Viva-Voce and this will be sent to the external examiners and the colleges along with the university order of appointment of the examiners for Viva-Voce
- g. The criteria for evaluation and awarding marks would be the following:

**Evaluation / Assessment Criteria for the Dissertation work of the MSW Programme**

**Total Marks= 200**

SL No	Evaluation/Assessment Criteria	Marks		
		CA	ESE	Total
A	By the Supervising Teacher <ul style="list-style-type: none"> <li>• Punctuality of the student in the dissertation process/ tasks/keeping timeline- 10</li> <li>• Regular consultation with the supervisor – 10</li> <li>• Use of relevant data / information in the dissertation - 15</li> <li>• Scheme/Organization of the Report – 25</li> <li>• Originality/genuinty - 20</li> <li>• Viva-voce 20</li> </ul>	100	0	100
2	*Assessment of the Dissertation Report submitted by the student, by the externals appointed by the University  Components External Marks <ul style="list-style-type: none"> <li>• Relevance of the Topic to social work scenario - 5</li> <li>• Statement of Objectives -5</li> <li>• Methodology/Reference/Bibliography -15</li> <li>• Presentation of Facts / Figures /Language style/Figures, etc- 10</li> <li>• Quality of Analysis/Use of Statistical tools- 10</li> <li>• Relevance of the findings and recommendations - 5</li> </ul>	0	50	50
3	*Viva-voce by the external examiners appointed by the University <ul style="list-style-type: none"> <li>• Keeping the PPT format for presentation- 05</li> <li>• Presentation/Communication skills- 15</li> <li>• Data based presentation – 10</li> <li>• Answering the questions asked- 20</li> </ul>	0	50	50
<b>Total</b>		<b>100</b>	<b>100</b>	<b>200</b>

**\*Only one external examination will be conducted for Dissertation. Marks for Research Report and Viva-voce will be given in this examination by the externals**

**KANNUR UNIVERSITY**

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

**PROGRAMME STRUCTURE AND SCHEME OF EXAMINATION**

**SEMESTER I**

Course Code	Title of the Course	Exam Duration	Hours per week	Total Hours	Credits	Marks		
						Internal	External	Total
MWMSW01C01	Fundamentals of Social Work Profession	3	4	45	3	10	40	50
MWMSW01C02	Society and Social Analysis	3	4	45	3	10	40	50
MWMSW01C03	Psychology for Social Workers	3	4	45	3	10	40	50
MWMSW01C04	Working with Individuals and Families	3	4	45	3	10	40	50
MWMSW01C05	Working with Groups	3	4	45	3	10	40	50
MWMSW01CO6	Exposure visits to social work settings in Kerala	-	-	40	2	50	-	50
MWMSW01CO7	Field Work in Community Settings	-	8 hours x 10 days	80	2	50	-	50
MWMSW01C08	Rural Camp	-	10 days	120	4	100	-	100
MWMSW01C09	Skill Training	-	10 hrs x 6 days	60	2	50	-	50
<b>Sub Total</b>				<b>525</b>	<b>25</b>	<b>300</b>	<b>200</b>	<b>500</b>

## SEMESTER II

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

### SEMESTER III

Course Code	Title of the Course	Exam Duration	Hours per week	Total Hours	Credits	Marks		
						Internal	External	Total
MWMSW03C16	Abnormal Psychology	3	4	45	3	10	40	50
	<b>Elective-2</b>							
MWMSW03E05	Social Work Skills sets and competence	3	4	45	3	10	40	50
MWMSW03E06	Social Impact Assessment and Social Audit	3	4					
MWMSW03E07	Social Security Measures and Inclusive Development	3	4					
MWMSW03E08	NGO Management	3	4					
	<b>Open Elective-1</b>							
MWMSW03O01	Gender and Development	3	4	45	3	10	40	50
MWMSW03O02	Sustainable Development	3	4					
<b>ELECTIVE -3 &amp; ELECTIVE 4</b>	<b>Choose any one Specialisation Specialisation-1: Medical and Psychiatric Social Work (MP) Specialisation-2: Rural and Urban Community Development (CD) Specialisation-3: Human Resource Management (HRM)</b>							
MWMSW03E09	Social Work in	3	4	45	3	10	40	50



(MD)	Medical Settings							
MWMSW03E10 (CD)	Community Development Approaches and Tools	3	4					
MWMSW03E11 (HR)	Human Resource Management and Human Resource Development	3	4					
MWMSW03E12 (MP)	Social Work in psychiatric setting	3	4					
MWMSW03E13 (CD)	Rural and Urban Community Development	3	4	45	3	10	40	50
MWMSW03E14 (HR)	Organizational Behaviour	3	4					
MWMSW03C17	Social Work Practicum and Viva Voce	-		120	4	50	50	100
MWMSW03C18	Exposure Visits to Social Work Settings Outside Kerala Cum Study Tour	-	10 days	120	4	100	-	100
MWMSW03C19	Skill Training-Employability Skills	-		60	2	50	-	50
<b>Sub Total</b>				<b>525</b>	<b>25</b>	<b>250</b>	<b>250</b>	<b>500</b>

#### SEMESTER FOUR

Course Code	Title of the Course	Exam Duration	Hours per week	Total Hours	Credits	Marks		
						Internal	External	Total
MWMSW04C20	Social Legislation	3	4	45	3	10	40	50
MWMSW04C21	Project Planning and Management	3	4	45	3	10	40	50
<b>ELECTIVE 5 &amp; ELECTIVE 6</b>	<b>Choose any two courses from the respective specialisations: Specialisation-1: Medical and Psychiatric Social Work (MP) Specialisation-2: Rural and Urban Community Development (CD) Specialisation-3: Human Resource Management (HRM)</b>							
MWMSW04E15 (MP)	Public Health Knowledge and Practice	3	4	90 (45x2)	6 (3x2)	20 (10x2)	80 (40x2)	100
MWMSW04E16 (MP)	Psychotherapeutic Interventions for Social Workers	3	4					
MWMSW04E17 (MP)	Social Work with Elderly	3	4					
MWMSW04E18 (MP)	Trauma Care and Crisis Intervention	3	4					
MWMSW04E19 (CD)	Environmental Justice	3	4					
MWMSW04E20 (CD)	Social Entrepreneurship and Innovation	3	4					
MWMSW04E21 (CD)	Local Self Governance Systems and Practices	3	4					

MWMSW04E22 (CD)	Social Inclusion and Empowerment	3	4					
MWMSW04E23 (HR)	Labour Legislations	3	4					
MWMSW04E24 (HR)	Industrial Relations	3	4					
MWMSW04E25 (HR)	Human Resource Training and Development	3	4					
MWMSW04E26 (HR)	Corporate Social Responsibility	3	4					
MWMSW04C22	Internship (After the final sem university examinations)			240	4	50	50	100
MWMSW04C23	Social Work Practicum and Viva Voce (Together with the University examinations)			120	4	50	50	100
MWMSW04C24	Research Project			75	5	100	100	200
<b>Sub Total</b>				<b>615</b>	<b>25</b>	<b>240</b>	<b>360</b>	<b>600</b>

**Note:** Following will be the criteria for awarding internal marks for theory courses by the concerned teacher

Maximum Marks 10

- Internal Examination 1:- 3 Marks
- Internal Examination 2:- 3 Marks
- Assignments/Seminars/Video Making of the concerned course related matters / Poster Making of the concerned course related matters/ Any innovative idea generated by the student of the concerned course related matters/External Seminar participation/ Paper presentation in the external seminars, etc – 4 Marks

**KANNUR UNIVERSITY**

**M. S. W PROGRAMME**

## **FIELD PRACTICUM CURRICULUM**

### **INTRODUCTION**

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

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

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

The concerned Social Work Department will prepare a list of potential organizations for sending / posting the students for field practicum. Organisations with field level activities and the direct supervision of a social work professional will be preferably listed. The list will be updated by the department based on an assessment of the potential of the organization in giving ample opportunities to the students to learn social work knowledge and practice the class room learning.

- ✓ Priority must be given to list Agencies/ Organisations where at least one professional social worker is available, in accordance with the nature of the organization.
- ✓ It is the sole responsibility of the student to manage the travel, stay, accommodation, etc. as part of the field practicum.
- ✓ The list prepared by the department will be displayed in the department notice board at least one month ahead of the commencement of the field practicum.
- ✓ The student and the faculty supervisor jointly finalize the organization for the student in adherence with the Field Work Guidelines of MSW of Kannur University.
- ✓ Prior consent/permission of the Agencies/ Organisations in writing should be ensured before sending the students to the organization. The organizations can be within and outside the state (according to the nature of Field practicum of various semesters).
- ✓ No student will be posted in the same Agencies/ Organisations for second time, unless and until it is found necessary by the department.
- ✓ No student will be exempted from undergoing the Field Practicum as it is mandatory for Social Work Programme.

### **Assessment of Field Practicum**

Field Practicum assessment will be fully internal in first and second semester and there will be internal as well as external examinations for the course Social Work Practicum and Viva Voce (MWMSW03C17 & MWMSW04C23). This examination will be by a panel of two examiners (1 from the social work department of the concerned college and 1 from the social work department of another college of the University). University will appoint examiners from the list provided by the Chairperson, BoE of Social Work

**The broad objectives of Field Practicum are as follows:**

1. Develop the ability to observe and analyse social realities.
2. To understand the characteristics of social systems and their dynamics based on the theoretical understanding obtained from the courses in the semester.
3. To understand and appreciate the culture, norms and values of the varied sections of people in the community.
4. To give the students a broad view of interventions by various GOs /NGOs/individuals in the issues of the society.
5. To understand, learn, observe and evaluate the problems and interventions.
6. To develop the ability to recognize the need for newer programmes, initiate and participate in them.
7. To gain clarity and imbibe values which sustain positive attitudes and ethics of professional social work practice.
8. To develop the capacity to integrate knowledge and practice-theory by participating in the intervention.
9. To demonstrate oral, written and presentation skills of communication in a community as well as among various intervention groups.
10. To enhance writing skills to document practice properly. Recordings to be viewed as an expression of interest, motivation and involvement in practice and as evidence of enrichment in the process of professional growth.

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

#### **Field Practicum Register**

The department will keep a semester wise register of Field Practicum with name of organization, period of Field Practicum, Total hours spent, Name of Faculty & Agency/Organisation Supervisor, No. of supervisory conferences conducted with faculty supervisor, participation in field work seminar, etc.

#### **MSW FIRST SEMSTER**

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

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

### **Exposure visits to social work settings in Kerala**

To provide an exposure to and understanding of the services provided in response to people's needs, the students are taken for visit to various socialwork-related organizations run by Government, NGOs and Professional Social Workers. While visiting an organisation it is to be ensured that its Main office / headquarter/ administrative office (to know the details of the organisation and its activities) as well as its field to learn from the implemented activities are visited as the case may be.

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

1. Health setting- Community Health Projects, PHCs, Mental Health Centres
2. Rehabilitation Centres for marginalized groups- Mentally/ Physically challenged, Women/ Destitute children, Elderly
3. Criminal Justice Systems- Jails, Courts, Police stations and Juvenile justice centres
4. Sexual Health Intervention projects
5. Entrepreneurship Development /Training Centers
6. Agencies/ Panchayath successfully implementing community development programmes
7. Agencies addressing environmental issues
8. Other agencies, the Department finds suitable for the Social Work Students.

### **Field Work in Community Settings**

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

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

## **Rural Camp**

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

### **Scope of the camp**

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

### **Modus Operandi of the camp**

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

## **MSW SECOND SEMSTER**

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

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

No.	Activity	No. of Hours/Days	Credits
1	Social Work Practicum and Viva	8 hours x 30 days	8

## **MSW THIRD SEMSTER**

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

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

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

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

Exposure visits to prominent social work settings outside Kerala cum Study Tour will be arranged in the third semester. Participation in this course is compulsory. It will be planned by keeping in mind the objectives of the course. It will be of a maximum duration of ten days including the travel.

this Course will focus more on learning from Professional Organisations which are advanced in Social Work Practice. A judicial balancing of the social work methods will be ensured while selecting the organisations. While doing so, due care should be given to include organisations with international collaborations for social work / development related activities so that the students will get an indirect exposure to international standard of social work practices. Care should also be taken to have maximum organisations that have field level activities demonstrated in a professional and result oriented manner. Mere presentation / lecturing sessions within the office of the visiting organization will not serve the objective of the Exposure programmes as the students should be exposed to real implemented practices and evidence-based approaches. Also, the students will be exposed to urban as well rural



development activities. One male and one female faculty will accompany the students for the exposure visit. Maximum one day may be invested (within the permissible maximum days of the exposure) for visiting the places of national importance/environmentally prominent area/cultural diversity of the country.

## **OBJECTIVES**

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

## **Organizing Exposure Visits to Social Work Settings Outside Kerala Cum Study Tour**

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

## **MSW FOURTH SEMSTER**

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

### **Fourth semester field work consists of:**

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

2	Internship	8 hours x 30 days	4	100
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## **INTERNSHIP (30 DAYS)**

### **a) Introduction:**

Internship is the culmination of practice training and the students are given preference to select their own agency, based on their area of interest within the framework of the specialization and in consultation with the faculty supervisor. Internship will be conducted after the completion of the fourth semester university examination. The students can do it in the selected agency/organisation/institution either inside or outside the state. This is to equip the students to the actual working situation to translate the theoretical knowledge and to practice the professional skills they acquired as part of the MSW programme. This empowers them to accept the challenges and get an in-depth view of work situations and develop professional skills / attitudes to address the problems in the field. Internship leads to improve the existing skills and to acquire new knowledge and skills to perform better in accordance with the job roles in social work settings. The intern should submit a project report to the department on the completion of the internship. The intern also should present the internship details in the Seminar cum Viva – voce conducted by the University / Department as the case may be.

### **b) Objectives**

- 1) Gaining reality oriented and experiential learning of social work concepts, tools and methods by integrating classroom learning with practical learning
- 2) Understanding of the challenges, limitations, scope and prospectus of social work practice
- 3) Develop entrepreneurial abilities to get self-employed and to be job creators
- 4) Enhance critical thinking, decision making, team work, creative & critical thinking, problem solving and quality management skills and professional competency
- 5) Develop capacity in building and engaging in collaborations and fostering and confidence in taking up challenging job roles
- 6) To enhance the skills for documentation and become a successful professional
- 7) Improve employability of the interns

### **c) Internship Arrangements**

- 1) The Social Work Department of the affiliated colleges will prepare list of Organisations/Entities/Institutions, based on the social work/ social work-related activities/projects/programmes being implemented and the availability of a trained social worker / development experts to guide the student, suit to the requirements of Internship Field Practicum. While preparing the list, the department should keep at most care to ensure that the students will get ample opportunity to do the

internship. Proper discussion/consultation with the students and the experts in the social work field also has to be made by the Department to enlist good number of Organisations/Entities/Institutions.

- 2) The student, based on her/his specialisation and specific interest and in consultation with the department will select an Agency/Organisation/Entity/Institution from the list prepared by the Department for the internship
- 3) The Social Work Department shall allot a faculty member as Faculty Supervisor for the Internship Programme
- 4) The student shall prepare an internship plan and get it approved by the faculty supervisor. Student is free to do a project during internship
- 5) The Department will conduct Internship Orientation programme for all the students in one go and it is mandatory that the student should attend the orientation programme. The attendance of the student in the orientation programme should be recorded by the department in the field practicum general register

**d) Role of Internship Providing entity / Supervisor in the entity**

- ❖ Entity will entrust an officer of it as Supervisor to facilitate the interns on carrying out the internship activities preferably a Social Work Professional
- ❖ Take lead role in giving ample opportunity to the intern to get exposed to various activities and functions of the organization
- ❖ Will facilitate enhancement of the employability skill of the intern by involving him the planning, monitoring, documentation, administration and management process of the organization
- ❖ Will conduct internship conference with the intern at least one in a week, during the internship period
- ❖ Will assess the performance of the intern based on the prescribed evaluation criteria and ensure its submission to the Social Work Department, timely
- ❖ Will help the intern to solve any problem/constraint that stands on the way of implementation of internship
- ❖ Will ensure punctuality of the intern. Will bring to the attention of the Faculty Supervisor, if any misbehavior is committed by the intern

**e) Role of Faculty Supervisor (FS)**

- ❖ The FS will help the student to select the IPO, from the list prepared by the department
- ❖ The FS will reach out to the entity for the smooth implementation of the internship programme
- ❖ The FS will conduct internship conference with the intern at least once in a week, during the internship period
- ❖ FS will assess the performance of the intern based on the prescribed evaluation criteria and submit it to the Head of Social Work Department, timely.
- ❖ The FS will help the intern to solve any problem/constraint that stands on the way of implementation of the internship
- ❖ The FS will monitor the attendance of the students during their internship. The intern should inform the FS at least one day prior to availing leave during the internship, except for emergency.

- ❖ The FS will also facilitate networking with other subject matter experts/professionals, to enhance the internship experience and learning of the intern.

## **Field Practicum Supervision and Assessment/ Valuation of Field Practicum**

### **Supervision**

Timely Supervision is essential in guiding the students in their field practicum towards achieving the intended objectives. Supervision is done at two levels:

#### **1. Supervision by the Faculty of the Social Work Department**

- Each student will be allotted a faculty supervisor for field practicum. The department will allot the students for the faculties without any discrimination or subjectivity. The faculty supervisor would help the students in selecting the organization from the approved list.
- The student has to report to the faculty supervisor of his/her joining in the organization for field practicum through email or WhatsApp communication on the day of joining.
- The student shall send a daily brief report of the field practicum to the faculty Supervisor with the details of specific activity performed, time spent, major observation and learning.
- Weekly field practicum conference in virtual form in the case of block field practicum and in-person mode in the case of concurrent field practicum should be conducted by the faculty with the student. In this meeting, the student will present the organizational structure, activities carried out, constraints faced and the ways used to overcome it, innovations made, usefulness of the Field Practicum and future plan.
- The department will conduct an off line/online meeting of the field practicum organisations to explain the specific objectives of the field practicum, possible activities to be assigned to the students, expectations from the organization, assessment criteria of the field practicum of the students.
- It is mandatory that one of the faculties of the department should conduct 1 visit to the agency/organization where the student is posted for field practicum to appraise the field practicum of the student. The observations made during this visit also should be considered for the final assessment / valuation of the field practicum of the student. ***This should be incorporated in the hours (teaching plan/ workload) of the faculty in the department as practical hour. The concerned department/college shall make all necessary requirements for this.***

#### **Specific Responsibilities of Faculty Supervisor**

1. Will help the student in identifying most suitable organization / setting for Field Practicum
2. Will go through the reports sent by the student and will give necessary feedbacks for the improvement of field practicum in time
3. Will keep in touch with the organization supervisor to know the progress of field

practicum and to solve any genuine problem raised by the student that stands on the way of Field Practicum

4. Will examine / evaluate the Field Work Practicum Report submitted at the end of the Field Practicum by the student and will give marks
5. Will participate in the weekly field practicum conference and guide the students
6. Faculty Supervisor will participate in the field practicum seminar/presentation cum viva

## **2. Supervision by the Supervisor of the Agency/Organisation**

The student during the period of Field Practicum will be supervised by an Agency/Organisation Supervisor (Preferably a Professional Social Worker) as allotted by the organization. The faculty supervisor and the organization supervisor will get in touch in regular intervals to know / appraise the progress of field practicum. The student will keep the organization supervisor updated with the activities carried out. The organization supervisor will facilitate preparation of a day wise activity plan in consultation with the student and in line with the objectives of the Field Practicum and will conduct weekly conference with the student to assess the progress of the action plan.

### **Specific Responsibilities of the Agency/ Organisation Supervisor**

- Will help the student in preparing an action plan
- Will inform the daily in charge of the student / staff of the organization about the field practicum objectives and activities of the student
- Will try to provide maximum exposure to the student in learning social work methods and practices
- Will give a general orientation about the organization
- Will schedule and conduct regular supervisory conference with the students (once in a week)
- Will inform the students of any risks associated with any field level activities and will guide in taking necessary precautionary measures
- Will sort out the issues, problems, etc encountered by the students in respect of smooth conduct of field work practicum
- Will inform the student of any feedback received from others towards improving the process
- Will give the student opportunity to take part in the reviews, monitoring and evaluation programmes and any special events that are useful to the student
- Will keep in touch with the Faculty Supervisor to appraise him of the progress of field practicum and to solve any genuine problems due to the student that stands on the way of Field Practicum
- Will evaluate / assess the field practicum of the student as per the specific format and take steps to dispatch it to the Social Work Department

### **Field Practicum Conference with Supervisors**

Weekly Field Practicum Conferences with Organisation as well as Faculty Supervisor will be conducted. 1 hour field practicum conference in every week of each semester which is to be

considered as practical hour with the supervising teacher of the department is mandatory for all field practicum segments. The teaching plan of the teacher / workload should contain 1 hour field practicum conference as practical hour for Field Practicum in every week of each semester.

The student will initiate and ensure that it is conducted as per the schedule. The conference serves an important function as the student will present the details of the activities / assignments carried out, observation & learning from it and the Supervisors will enrich the process with their professional assessment of the students' performance and give guidance in streamlining and keeping adherence with the expected objectives and outcomes of the field practicum in the context of the given organization.

It would help the students to know the positive sides of her/his performance and the areas to be improved in the forthcoming week. The student can also request for modifications of the action plan prepared with genuine reasons. The student can also plan some innovative programmes like fund raising, flash mob etc. in consultation with the supervisors as per need. The process will also enhance the students' skills in an organized way of presentation with facts and figures. Students can also give constructive feedbacks to their companions based on the field practicum conference for professional capacity improvement.

### **Professional commitment to be kept by the student for and during Field Practicum**

- The student in consultation with the Faculty Supervisor should identify a most suitable organization in adherence with the objectives of Field Practicum
- The students on his/her own should arrange for travel and accommodation during field practicum
- The student should bring a letter duly signed and seal affixed by the HoD of Social Work along with the details of the Field Practicum Objectives for the specific semester prepared in accordance with the general objectives of Field Practicum and the copy of the evaluation format and should submit these to the Organisation on their reporting to the Organisation
- The student should submit a copy of the individual field practicum plan as approved by the Faculty Supervisor to the Organisation Supervisor
- The student should prepare in consultation and agreement with the Organisation Supervisor an action plan for the entire Field Practicum period by ensuring that all the expected objectives of Field Practicum are met. A copy of it duly certified by the Organisation Supervisor should be sent to the Faculty Supervisor
- The student should keep and maintain ethical practices as per the NASW Code of Ethics.
- The student should behave properly and professionally during the Field Practicum
- The student should keep and demonstrate social work principles and values during Field Practicum
- The student will follow the regulations of the organization
- The student will respect the clients with due diligence

- The students should be prompt in organizing field practicum conferences, preparing and sending required reports to organization and faculty supervisor in time.
- The student in no way causes any harm to the organization and its clientele
- The student will communicate with the supervisors about learning needs and genuine problems in the field practicum with facts and figures
- The student should wear the ID card of the College throughout the field practicum
- The student will get duly filled in assessment / evaluation form from the field organization in a sealed cover in person and submit to the Faculty Supervisor ensure that it is sent to the department by post / email (Scanned copy) to the department by the organisation.

### **Field Practicum Reporting and Seminar**

The students during field practicum should document the process of field work with activities and its details. There are two types of reports the students have to prepare. The Faculty Supervisor will evaluate the field practicum of the student based on certain criteria

- a) Daily work report with the planned and performed activities giving quantitative and qualitative information, professional observation & learning from the activity and the plan for subsequent days activities. This report will be sent to the faculty supervisor and based on the observations/feedbacks of the faculty supervisor; the student will make necessary modifications to the subsequent reports. This will be a hand written report in the Field Practicum Record Book of the student, as designed by the department of social work.
- b) Consolidated Field Practicum Report: The student will prepare and submit the consolidated field practicum report either in hand written in the record book or a typed report in hard copy. If required by the Agency a copy of the report may be given to them.

**Field Practicum Seminar / Presentation cum Viva:** There will be a Field Practicum Seminar/Presentation cum viva organized by the Department. The students should make a power point presentation with digital evidences for the activities performed. Based on the presentation, Viva voce also will be conducted at the same venue and time. It will be conducted by the two internal examiners appointed by the head of the social work department of the concerned college in first and second semesters and by the two examiners appointed by the University(from the panel submitted by Chairperson, BoE of Social Work) for third and fourth semesters. The college will make all arrangements for a smooth conduct of it. Marks will be given in accordance with the assessment criteria set by the University/As per the Syllabus.

### **Mark split up for Field Practicum**

#### **1) Courses except MWMSW04C23: Research Project in Semester 4**

No ESE (External) by the external Examiners is prescribed for Field Practicum in first and second semesters. In third and fourth semesters, there will be internal as well as external examinations for the course ‘Social Work Practicum and Viva Voce (MWMSW03C17 & MWMSW04C23)’ and ‘Internship (MWMSW04C22)’. These examinations will be conducted by a panel of two examiners appointed by University (1 examiner from the social work department of the concerned college and 1 from the social work department of another college of the University). University will appoint examiners from the panel submitted by the

Chairperson, BoE of Social Work. *Since 'Internship (MWMSW04C22)' is scheduled to be conducted after the 4<sup>th</sup> semester University Examinations, the external examination for this is possible only after 1 month since the date of completion of the University Examinations.*

Only a portion of the marks for field practicum will be given by the Agency Supervisor (mentioned in the Assessment Criteria given below for each semester wise course as 'Evaluation of performance of the student by the Agency Supervisor') as the case may be. The agency supervisor will send the marks to the Head, Social Work Department of the concerned College. The aggregation of the marks will be performed at the department and the department will upload /submit the marks to the University in one go for each field practicum course. Hence in the Grade Card / Semester wise Result of the Student the Aggregate Mark will only be given without any separation as Internal and External.

## **2) For MWMSW04C23: Research Project in Semester 4 (Total Marks= 200)**

Research Project has internal as well as external assessment/examination. Marks secured for the project will be awarded to candidates, combining the internal given by the supervising teacher (100 Marks) and the external marks given by the University Evaluation Marks for the project (50 Marks) and Marks of the Dissertation Viva conducted by University through the External/s (50). Ie total 100 marks by external examiners.

- i) Continuous Assessment (CA): Supervising teacher/s in the department will assess the project and award internal Marks out of 100
- ii) The copy of the project submitted by the student will be sending to the university along with the fourth semester answer books and will be evaluated at University by the External Examiners appointed by the university and award External Marks out of 50
- iii) Dissertation Viva for the research project work done by the students will be conducted by the two External Examiners appointed by the university and marks will be awarded out of 50

## **Assessment Criteria for the Field Practicum of the MSW Programme**

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

### **First Semester**

#### **MWMSW01C06: Exposure Visits to Social Work Settings in Kerala**

**Total Marks= 50**

<b>SL No</b>	<b>Assessment Criteria</b>	<b>Marks (CA)</b>
1	Report (Timely submission, Keeping the format, Quality of Report, Comprehension, Learning Points, etc)	20
2	Seminar- Presentation & Viva-Voce (Keeping the PPT format,	20



	Presentation/Communication skills, Answering the questions asked, etc)	
3	Assessment by Faculty in charge (Participation in the planning meetings & Organizing, Initiative, Enthusiasm shown by the student, Involvement in various tasks/functions during exposure visit, etc)	10
<b>Total</b>		<b>50</b>

### MWMSW01C07: Field Work in Community Settings

**Total Marks= 50**

<b>SL No</b>	<b>Assessment Criteria</b>	<b>Marks (CA)</b>
1	Evaluation of performance of the student by the Agency Supervisor (Interest shown in learning the programmes of the agency, Capacity to build and maintain relationship with staff, clients /beneficiaries of the agency, Ability to adapt with the specific work environment of the agency, Ability to plan and execute the works/activities/tasks given by the agency, ppunctuality/regularity in field work, self-management capacity, initiatives, regularity in supervisory conferences, communication skills, organizing skills)	10
2	Report (Timely submission, Keeping the format, Quality of Report, Comprehension, Learning Points, etc)	20
3	Innovative activities undertaken (As assessed by the faculty supervisor)	5
4	Seminar- Presentation & Viva-Voce (Keeping the PPT format, Presentation/Communication skills, Answering the questions asked, etc)	15
<b>Total</b>		<b>50</b>

### MWMSW01C08: Rural Camp

**Total Marks= 100**

<b>SL No</b>	<b>Assessment Criteria</b>	<b>Marks (CA)</b>
1	Report (Timely submission, Keeping the format, Quality of Report,	40

	Comprehension, Learning Points, etc)	
2	Seminar- Presentation & Viva-Voce (Keeping the PPT format, Presentation/Communication skills, Answering the questions asked, etc)	40
3	Assessment by Faculty in charge (Participation in the planning meetings & Organizing, Initiative, Enthusiasm shown by the student, Involvement in various tasks/functions during exposure visit, leadership skills, etc)	20
<b>Total</b>		<b>100</b>

### MWMSW01C09: Skill Training

**Total Marks= 50**

SL No	Assessment Criteria	Marks (CA)
1	Report (Timely submission, Keeping the format, Quality of Report, Comprehension, Learning Points, etc)	25
2	Marks given by the Key Resource Person  (Punctuality in attending various sessions, Attentiveness, completion of the tasks assigned for practical work, Presentation/Communication skills, Answering the questions asked, Involvement in group activities, etc)	25
<b>Total</b>		<b>50</b>

### Second Semester

#### MWMSW02C14: Social Work Practicum and Viva-Voce

**Total Marks= 100**

SL No	Assessment Criteria	Marks (CA)
1	Evaluation of performance of the student by the Agency Supervisor (Interest shown in learning the programmes of the agency, Capacity to build and maintain relationship with staff, clients /beneficiaries of the agency, Ability to adapt with the specific work environment of the agency, Ability to plan and execute the works/activities/tasks given by the agency,	20

	ppunctuality/regularity in field work, self-management capacity, initiatives, regularity in supervisory conferences, communication skills, organizing skills)	
2	Report (Timely submission, Keeping the format, Quality of Report, Comprehension, Learning Points, etc)	40
3	Innovative activities undertaken (As assessed by the faculty supervisor)	10
4	Seminar- Presentation & Viva-Voce (Keeping the PPT format, Presentation/Communication skills, Answering the questions asked, etc)	30
<b>Total</b>		<b>100</b>

### MWMSW02C15: Skill Training

**Total Marks= 50**

SL No	Assessment Criteria	Marks (CA)
1	Report (Timely submission, Keeping the format, Quality of Report, Comprehension, Learning Points, etc)	25
2	Marks given by the Key Resource Person  (Punctuality in attending various sessions, Attentiveness, completion of the tasks assigned for practical work, Presentation/Communication skills, Answering the questions asked, Involvement in group activities, etc)	25
<b>Total</b>		<b>50</b>

### Third Semester

#### MWMSW03C17: Social Work Practicum and Viva-Voce

**Total Marks= 100**

SL No	Assessment Criteria	Marks		
		CA	ESE	Total
1	Evaluation of performance of the student by the Agency Supervisor (Interest shown in learning the programmes of the agency, Capacity to build and maintain relationship with staff, clients /beneficiaries of the agency, Ability to adapt with the specific work environment of the agency, Ability to plan and execute the works/activities/tasks given	10	-	10

	by the agency, ppunctuality/regularity in field work, self-management capacity, initiatives, regularity in supervisory conferences, communication skills, organizing skills)			
2	Report (Timely submission, Keeping the format, Quality of Report, Comprehension, Learning Points, etc)	30	-	30
3	Innovative activities undertaken (As assessed by the faculty supervisor)	10	-	10
4	Seminar- Presentation & Viva-Voce (Keeping the PPT format, Presentation/Communication skills, Answering the questions asked, etc)	-	50	50
<b>Total</b>		<b>50</b>	<b>50</b>	<b>100</b>

**MWMSW03C18: Exposure Visits to Social Work Settings outside Kerala cum Study Tour**

**Total Marks= 100**

<b>SL No</b>	<b>Assessment Criteria</b>	<b>Marks (CA)</b>
1	Report (Timely submission, Keeping the format, Quality of Report, Comprehension, Learning Points, etc)	40
2	Seminar- Presentation & Viva-Voce (Keeping the PPT format, Presentation/Communication skills, Answering the questions asked, etc)	40
3	Assessment by Faculty in charge (Participation in the planning meetings & Organizing, Initiative, Enthusiasm shown by the student, Involvement in various tasks/functions during exposure visit, etc)	20
<b>Total</b>		<b>100</b>

**MWMSW03C19: Skill Training**

**Total Marks= 50**

<b>SL No</b>	<b>Assessment Criteria</b>	<b>Marks (CA)</b>
1	Report (Timely submission, Keeping the format, Quality of Report, Comprehension, Learning Points, etc)	25
2	Marks given by the Key Resource Person (Punctuality in attending various sessions, Attentiveness, completion	25

	of the tasks assigned for practical work, Presentation/Communication skills, Answering the questions asked, Involvement in group activities, etc)	
<b>Total</b>		<b>50</b>

#### Fourth Semester

#### MWMSW04C22: Internship

**Total Marks= 100**

SL No	Assessment Criteria	Marks		
		CA	ESE	Total
1	Evaluation of performance of the student by the Agency Supervisor (Interest shown in learning the programmes of the agency, Capacity to build and maintain relationship with staff, clients /beneficiaries of the agency , Ability to adapt with the specific work environment of the agency, Ability to plan and execute the works/activities/tasks given by the agency, ppunctuality/regularity in field work, self-management capacity, initiatives, regularity in supervisory conferences, communication skills, organizing skills)	10	-	10
2	Internship Report (Timely submission, Keeping the format, Quality of Report, Comprehension, Learning Points, etc)	30	-	30
3	Innovative activities undertaken (As assessed by the faculty supervisor)	10	-	10
4	Seminar- Presentation & Viva-Voce (Keeping the PPT format, Presentation/Communication skills, Answering the questions asked, etc)	-	50	50
<b>Total</b>		<b>50</b>	<b>50</b>	<b>100</b>

**MWMSW04C23: Social Work Practicum and Viva-Voce****Total Marks= 100**

SL No	Assessment Criteria	Marks		
		CA	ESE	Total
1	Evaluation of performance of the student by the Agency Supervisor(Interest shown in learning the programmes of the agency, Capacity to build and maintain relationship with staff, clients /beneficiaries of the agency , Ability to adapt with the specific work environment of the agency, Ability to plan and execute the works/activities/tasks given by the agency, ppunctuality/regularity in field work, self-management capacity, initiatives, regularity in supervisory conferences,communication skills, organizing skills)	10	-	10
2	Report (Timely submission, Keeping the format, Quality of Report, Comprehension, Learning Points, etc)	30	-	30
3	Innovative activities undertaken (As assessed by the faculty supervisor)	10	-	10
4	Seminar- Presentation & Viva-Voce (Keeping the PPT format, Presentation/Communication skills, Answering the questions asked, etc)	-	50	50
<b>Total</b>		<b>100</b>	<b>50</b>	<b>100</b>

# **Semester Wise Syllabus**

## **Semester 1**

## **SEMESTER -1**

### **MWMSW01C01-FUNDAMENTALS OF SOCIAL WORK PROFESSION**

Credits 3

Total Hours 45

Hours/week 4

#### **COURSE OBJECTIVES**

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

#### **COURSE OUTCOMES**

On successful completion of this course:

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

#### **MODULE 1**

**(9 hrs)**

Definition, meaning, functions and objectives of Social work profession

Philosophical assumptions of social work profession - Humanitarianism, Liberalism and Democracy



Principles of social work

Methods of social work: Primary and Secondary - Micro, Mezzo and Macro Practices  
Urie Bronfenbrenner - Ecological Systems Theory.

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

**MODULE 2** **(9 hrs)**

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

Social Reform Movements in India and their contribution to social work

**MODULE 3** **(9 hrs)**

An overview on - Social Service, Social Welfare, Social Security, Social Defence, Social Reform, Social Justice, Social Policy, Social Legislation, Social entrepreneurship, Social Development, Social Audit. Social Health

**MODULE 4** **(9 hrs)**

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

Core Competencies

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

An overview of Professional Social Work Associations: ISPSW, NAPSWI, NASW, IFSW, IFSSW

**MODULE 5** **(9 hrs)**

Fields of Social Work – an overview

- Community Development
- Tribal Development
- Medical and Psychiatric Social Work
- Family and Child Welfare
- School Social Work
- Human Resource Development and Human Resource Management
- Criminology and Correctional setting
- Geriatric Social Work
- Palliative care social work
- Environment
- Disaster Management
- Corporate Social Responsibility

- Social work among migrants

## TEACHING METHODOLOGY

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

## REFERENCES

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3. Choudhary, Paul. (1983). Introduction to Social Work. New Delhi: Atma Ram & Sons.
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11. Mclunis-Dittrich, Kathlee (1994). Integrating Social Welfare Policy and Social Work Practice. New York: Brooks/Cole.
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13. Murli Desai (2002). Ideologies and Social Work: Historical and Contemporary Analyses (Subject Curriculum Series for Social Work Education), Jaipur: Rawat Publisher
14. Palackappilly, George & Felix T.D. (1998). Religion & Economics, Gandhism, Buddhism. AIDBES, SPCI House.
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21. Sardar, N. K. (2013). *History and philosophy of social work*. R.P. Publications.
22. Jennissen, T., & Lundy, C. (2012). *One hundred years of social work: a history of the profession in English Canada, 1900-2000*. W. Ross MacDonald School Resource Services Library.
23. Bamford, Terry (2015) *A contemporary history of social work: learning from the past* Policy Press
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25. Fernandez, Alex (2017). *Social Work and Human Rights*. Pacific Books International
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### **Question Paper Model**

#### **MWMSW01C01: FUNDAMENTALS OF SOCIAL WORK PROFESSION**

**Time: 3 Hours**

**Max. Marks: 40**

#### **PART – A**

**Answer any 5 questions. Each question carries 2 marks**

1. Criminology
2. Non-Judgmental attitude.
3. Dignity and Worth of the Individual
4. Social welfare administration.
5. Sustainable Development.
6. Social Justice

**(5x2=10)**

#### **PART – B**

**Answer any 3 questions in not less than 200 words. Each question carries 4 marks**

7. Write a note on Elizabethan Poor law 1601
8. List down the skills of Social Work.
9. Discuss the philosophical values of Social Work
10. Discuss the functions of Social Work
11. Write a note on Geriatric Social Work

(3x4=12)

### **PART – C**

**Answer any 3 questions in not less than 500 words. Each question carries 6 marks**

12. Discuss the core values of Social Work. Write few examples from your field work where in you have applied the Social Work values.
13. Explain the principles of social work. Elucidate how the principles of social work can be incorporated in social work practice.
14. Explain School Social Work. Discuss the relevance of School Social work in promoting learning and well-being of students.
15. Explain Social Reform Movements in India with its contributions to Social Work.
16. Discuss the different methods of Social Work.(3x6=18)

### **SEMESTER-1**

#### **MWMSW01C02-SOCIETY AND SOCIAL ANALYSIS**

Credits 3

Total Hours 45

Hours/week 4

#### **COURSE OBJECTIVES**

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

#### **Course Outcomes:**

1. Will be able to identify social problems
2. Demonstrate the skills to prepare plans to address social problems
3. Able to guide the individuals and society in change management
4. Will be capable to facilitate social organisation process

#### **MODULE 1 (08 Hrs)**

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

#### **MODULE 2 (14Hrs)**

Society: definition, characteristics

Individual and Society: Society as system of social relationship

Socialization: definition and theories.

Agencies of socialization: Heredity - concept, mechanism and influence of heredity on human behaviour; Environment – concept and influence of social, physical and family environment

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

### **MODULE 3 (10 Hrs)**

Culture: Concept and definition

Associations: definition, characteristics, types.

Social Institutions: Definition, Characteristics, and Types, - Family, Marriage, Education, Political, Religious, Economic.

Community: definition, characteristics, types.

### **MODULE 4 (13 Hrs)**

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

Deviant Behaviour

Social Control: Definition, Agencies of Social Control, Broken window theory

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

### **TEACHING METHODOLOGY**

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

### **REFERENCES**

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Ali, A.F. Iman (1992). *Social Stratification among Muslim-Hindu Community*, New Delhi: Common Wealth Publishers

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**Question Paper Model**

**MWMSW01C02: SOCIETY AND SOCIAL ANALYSIS**

**Time: 3 Hours**

**Max. Marks: 40**

**PART – A**

**Answer any five questions. Each question carries 2 Marks**

1. What is Sociology?
2. What is Culture?
3. What is Family?
4. What is Social Control?
5. Deviant Behaviour
6. Human behaviour

**(5x2=10)**

**PART – B**

**Answer any three questions in not less than 200 words. Each question carries 4 marks.**

7. Write a note on Significance of Sociology in Social Work
8. What are the characteristic features of Society
9. Explain Factors of Production
10. Write a note on Social Change
11. Write the merits and demerits of Capitalism, Socialism and Communism in the changing world order

(3x4=12)

### PART – C

**Answer any three questions in not less than 500 words. Each question carries 6 marks.**

12. Critically analyse Globalisation in the present development scenario
13. Explain in detail the types and characteristics of Institutions
14. What are the Social Problems- Explain in detail with examples from your field work learning
15. Social Disorganisation- Explain with definition, meaning and factors responsible for it
16. Write a detailed note on Agencies of Socialisation

(3x6=18)

### SEMESTER -1

#### MWMSW01C03-PSYCHOLOGY FOR SOCIAL WORKERS

Credits 3

Total Hours 45

Hours/week 4

#### COURSE OBJECTIVES

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

#### COURSE OUTCOMES

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

#### MODULE 1 (15 Hrs)

**Introduction to Psychology:** Psychology: Meaning, Definition, Nature and Scope, Areas of psychology – theoretical and professional, Methods for studying human behaviour, Relevance of Psychology for Social Work Profession



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

## **MODULE 2 (10 Hrs)**

**Learning:** Theories of classical condition, operant conditioning, trial and error and observational learning

**Motivation:** concept and types – motives - definition and types

**Adjustment:** concepts of adjustment and maladjustment

**Conflict:** nature and types

**Coping mechanisms:** nature and types

## **MODULE 3 (08 Hrs)**

**Perception:** Concept and Nature, Types

**Memory & Intelligence:** Concept and Theories

**Emotions:** definition, types and theories

## **MODULE 4 (12 Hrs)**

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

## **TEACHING METHODOLOGY**

- Classroom lectures
- Interaction with field practitioners
- Case presentations and role plays
- Assignments
- Reading materials and discussions

## **References**

Crawford, K. (2010). *Social Work and Human Development* (3rd ed.). Bengaluru: Learning Matters.

Field, M., & Hatton, C. S. (2015). *Essential Abnormal and Clinical Psychology*. London: Sage.

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**Question Paper Model**  
**MWMSW01C03: PSYCHOLOGY FOR SOCIAL WORKERS**

**Time: 3 Hours**

**Max. Marks: 40**

**PART – A**

**Answer any five questions. Each question carries 2 Marks**

1. Intelligence
2. Attitude
3. Define Personality
4. Collective behaviour
5. Motivation and its Types
6. Hazards of Infancy

**(5x2=10)**

**PART – B**

**Answer any three questions in not less than 200 words. Each question carries 4 marks.**

7. Adjustment and Maladjustment
8. Nature and Types of Conflicts
9. What are the factors influencing perception
10. Discuss the various manifestations of collective behaviour
11. Explain the relevance of psychology in social work profession

**(3x4=12)**

**PART – C**

**Answer any three questions in not less than 500 words. Each question carries 6 marks.**

12. Explain the physical and psychological aspects of early and late adulthood stages of growth and development

13. Describe the theories on emotions. Critically analyse the relevance of emotion in group settings
14. Explain the theories of personality.
15. What is learning? Explain learning theories
16. What is coping mechanism? Explain in detail with examples

**(3x6=18)**

## **SEMESTER-1**

### **MWMSW01C04-WORKING WITH INDIVIDUALS AND FAMILIES**

Credits 3

Total Hours 45

Hours/week 4

#### **COURSE OBJECTIVES**

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

#### **Course Outcomes:**

1. The learner will be capable to do social casework
2. The learner will demonstrate skill in social casework process
3. Follow ethical practices

#### **MODULE 1: INTRODUCTION TO SOCIAL CASE WORK**

**9 hrs**

Definitions, Meaning and Objectives of Social Case Work.  
 History and Development of Social Casework in West and India  
 Difference and Similarities between Social casework & Counselling  
 Settings of Social Case Work-Primary and Secondary settings

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

##### **Components of Social Case Work (Perlman's model)**

Person - client, significant others and collaterals

Problem - need impaired social functioning.

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

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

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

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

**9 hrs**

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

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

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

### **MODULE 4**

**9 hrs**

#### **Recording and Writing a Social Casework Record**

Recording in Social Case work - Importance, principles and types,  
Writing a Casework Record

### **MODULE 5: MODELS OF SOCIAL CASE WORK**

**9 hrs**

Models of Casework Practice:

Social diagnostic (Richmond),

Supportive and Modificatory  
(Hamilton),

Problem solving (Perlman),

Crisis intervention (Lydia Rappaport),

Classified treatment method (Florence Hollies)

Competence based approach (Elleen Grabrill)

### **TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

### **REFERENCES**

1. Biestek, F. (1961): The Case Work Relationship, London: Allyn & Bacon
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**Question Paper Model**

**MWMSW01C04: WORKING WITH INDIVIDUALS AND FAMILIES**

**Time: 3 Hours**  
**40**

**Max. Marks:**

**PART – A**

**Answer any five questions. Each question carries 2 Marks**

1. Confrontation
2. Unplanned termination
3. Collateral sources
4. Psycho social diagnosis
5. Nonverbal communication
6. Genogram

**(5x2=10)**

**PART – B**

**Answer any three questions in not less than 200 words. Each question carries 4 marks.**

7. 'Observation is an essential skill of a social case worker'. Substantiate.
8. What is Counselling and Casework? Discuss the similarities and differences between these two.
9. What is transference and counter transference and its importance?
10. What are the values of social case work?

11. What are the assumptions of social case work?

(3x4=12)

### **PART – C**

**Answer any three questions in not less than 500 words. Each question carries 6 marks.**

12. Explain the different principles of social case work and its implications in social case work practice.

13. Critically analyse 'social case work practice in India'.

14. Explain the case work process with examples.

15. Describe the tools of social case work with examples from your field work

16. Explain techniques of social case work with examples

(3x6=18)

### **SEMESTER-1**

#### **MWMSW01C05 WORKING WITH GROUPS**

Credits 3

Total Hours 45

Hours/week 4

#### **COURSE OBJECTIVES**

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

#### **COURSE OUTCOMES**

1. The trainee will be able to describe the meaning, types and contributions of different types of groups in one's life.
2. The trainee will be able to explain Social Group Work, components, objectives, relevance, differentiate it from related concepts, as well as trace its history.

3. Explain meaning and importance of group process, group dynamics and group leadership. The trainee should list the professional elements (Knowledge, Skills, Values and Principles, Professional Organization) and relate these to the field works.
4. Design practice of group work method - Understand the problem-solving process (Intake, Study, Goal Setting, Intervention, Evaluation and Termination), in social group work, stages of group development focusing on group processes and group dynamics and demonstrate it through field work.
5. The trainee should be able to compare different structure, content and methods of Social Group Work records and demonstrate skill in recording the practice of Work with Groups.

### **MODULE 1: INTRODUCTION TO SOCIAL GROUP WORK (09 Hrs)**

**Group:** Definition, Characteristics

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

#### **Role of groups in development of the individual (09 Hrs)**

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

### **MODULE 2: SOCIAL GROUP WORK PROCESS (09 Hrs)**

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

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

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

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

### **MODULE 3 (09 Hrs)**

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



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

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

**Tools for assessing group interaction** - Sociometry and Sociogram.

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

#### **MODULE 4 (09 Hrs)**

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

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

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

#### **MODULE 5 (09 Hrs)**

**Models:** Social, Remedial and Reciprocal Models.

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

#### **TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

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#### **Additional Reading**

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

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

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

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

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

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

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

**Question Paper Model**  
**MWMSW01C05: WORKING WITH GROUPS**

**Time: 3 Hours**

**Max. Marks: 40**

**PART – A**

**Answer any five questions. Each question carries 2 Marks**

1. Guided discussion
2. Sociogram
3. What is “Perception of membership?”
4. What does “Study” in group process mean?
5. What is “Group Cohesiveness”?
6. Brain storming

**(5x2=10)**

**PART – B**

**Answer any three questions in not less than 200 words. Each question carries 4 marks**

7. Write a note on Principles of social group work
8. Write on “Summary recording”
9. What is Group control?
10. Write about Associative and Dissociative group process

11. Explain what is Therapeutic Group?

(3x4=12)

### **PART – C**

**Answer any three questions in not less than 500 words. Each question carries 6 marks.**

12. Elucidate with examples different types of Groups

13. Explain the emergence of social group work in India

14. Explain the group communication methods. Write few examples from your field work practice

15. What are the roles, skills and functions of social group worker in group formation?

16. What are the major theories of Leadership?

(3x6=18)

### **SEMESTER 1**

#### **MWMSW01C09-SKILL TRAINING-**

Credits 3

Total Hours 60

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

#### **COURSE OUTCOMES:**

The student will be able to

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

#### **1) Report Writing**

What is a report?

Report generation

Types of reports

Standard format for report writing

#### **2) Documentation**

What and why of documentation

Methods of documentation

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

### **3) PRA Tools and Techniques for Need Assessment**

What is PRA?

Salient features of PRA

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

## **Semester 2**

**SEMESTER 2**  
**MWMSW02C10- SOCIAL WORK RESEARCH AND STATISTICAL**  
**APPLICATIONS**

Credits 3  
Total Hours 45  
Hours/week 4

**COURSE OBJECTIVES**

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

**COURSE OUTCOMES**

Learners will be able to develop knowledge on different research methods and ethics.  
Learners will be able to use the statistical and analytical skills to conduct field study.  
Learners will be able to apply research knowledge to address social issues in a scientific manner.  
Learners will be able to contribute for policy directions and programme formulations.

**MODULE 1(09 Hrs)**

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

**MODULE 2(09 Hrs)**

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

**MODULE 3(09 Hrs)**

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

## **MODULE 4(09 Hrs)**

Statistical applications and Report Writing: Data Processing, Data Cleaning, Classification and Analyses Plan; Univariate, bivariate, trivariate and multivariate analyses of data; Measures of central tendency (mean, median, mode) and dispersion  
Inferential Analyses: measures of association, tests of significance (chi square, t-test,) analysis of variance (ANOVA), graphical (diagrammatic) presentation, preparation of research report.

## **MODULE 5(09 Hrs)**

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

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

### ***Teaching Methodologies***

Lecture, Presentation, Group Discussion, Tutorials

### ***References***

- Alan, Bryman (2004). *Social Research Methods*. New York: Oxford University Press.
- Alasuutari, P. (2009). *The SAGE Handbook of Social Research Methods*. London: SAGE.
- Babbie, E. R. (2010). *Essential Research Methods for Social Work*. Boston, MA: Cengage Learning.
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- Janet M. Ruane, (2005). *Essentials of Research Methods*. UK: Blackwell publishing
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Kumar, A. (2011). *Quantitative Research Methods in Social Work*. New Delhi: Anmol Publications.

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

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

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

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

## Question Paper Model

### MWMSW02C10: SOCIAL WORK RESEARCH AND STATISTICAL APPLICATIONS

**Time: 3 Hours**

**Max. Marks: 40**

#### **PART – A**

**Answer any five questions. Each question carries 2 Marks**

1. Social Work Research
2. Grounded Theory
3. Primary and Secondary Data
4. Variables
5. Hypothesis
6. ANOVA

**(5x2=10)**

#### **PART – B**

**Answer any three questions in not less than 200 words. Each question carries 4 marks**

7. Write a note on ethical practice in research
8. Explain the different types of hypotheses used in research with examples
9. Write about Arithmetic Mean, Median and Mode with examples?
10. 'Experimental study design has highest internal validity' Discuss this statement with specific example
11. Explain Scales and Scaling Techniques

**(3x4=12)**

#### **PART – C**

**Answer any three questions in not less than 500 words. Each question carries 6 marks.**

12. Describe different probability sampling methods
13. Discuss about qualitative , qualitative and mixed methods of research and its applications in social work research
14. Prepare a case study of a social enterprise based on your field work experience
15. What are the major research designs? Narrate its applicability in social work research
16. Prepare a research proposal on the topic 'tribal livelihood'

**(3x6=18)**

**SEMESTER-2**  
**MWMSW02C11-SOCIAL WELFARE ADMINISTRATION**

Credits 3  
Total Hours 45  
Hours/week 4

**COURSE OBJECTIVES**

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

**Course Outcomes**

**The learner will be able to-**

1. Form and nurture Human Service Organisations
2. Perform managerial and administrative roles in HSOs
3. Human Resource Management in HSOs
4. Comply with legal formalities of HSOs

**MODULE 1: (12 Hrs)**

**CONCEPTUAL UNDERSTANDING OF HUMAN SERVICE ORGANIZATIONS**

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

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

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

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

**MODULE 2: ELEMENTS OF ADMINISTRATION (12 Hrs)**

**Process of Administration** - POSDCoRB in HSOs.

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

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

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

### **MODULE 3: HUMAN RESOURCE MANAGEMENT (10 Hrs)**

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

### **MODULE 4: (11 Hrs)**

#### **LEGAL AVENUES FOR FORMATION OF DEVELOPMENT ORGANIZATIONS**

**Preparing Memorandum of Association and Rules and Regulations:** Vision, Mission, Goals, Objectives, Structure, Activities, Membership, Funding source, governance systems, etc

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

**Governance in HSOs-** Concept and practices

#### **TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

#### **REFERENCES**

Bose.A.B, (2001). *Social Planning in India*. Bangkok, United Nations.

Chowdhary D. Paul (1992). *Social Welfare Administration*. New Delhi: Atma Ram.

Chowdry. Paul (1993). *Hand Book on Social Welfare in India*. Delhi, Atma Ram.

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- Lewis Judith A. (1991). *Management of Human Services*. Programs. Brooks Cole Publishing Co.
- Mullins, L. (2010). *Management and Organisational Behaviour*. Harlow: Financial Times Prentice Hall.
- Pasad. L.M. (2000). *Principles and Practice of Management*. New Delhi: Sultan Chand & Sons
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- Sachdeva. D. R. (2003). *Social Welfare Administration in India*. New Delhi: Kitab Mahal.
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- Skidmore. A (1996). *Social work Administration: Dynamic Management and Human Relations*, New Jersey, Prentice-Hall.
- Stoner, Freeman and Gilbert (2008). *Management*. PHI Learning Private Ltd, New Delhi.
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## Question Paper Model

### MWMSW02C11-SOCIAL WELFARE ADMINISTRATION

**Time: 3 Hours**

**Max. Marks: 40**

#### **PART – A**

1. Define Social Welfare Administration.
2. POSDCoRB?
3. Management Information System (MIS).
4. What is Human Resource Planning (HRP)?
5. Define Job Analysis.
6. Performance Appraisal?

**(5x2=10)**

#### **PART –B**

**Answer any 3 Questions in not less than 200 words& Each Question Carries 4 Marks**

7. Discuss the scope of Social Welfare Administration as a method of Social Work.
8. Discuss the role of a Human Resources (HR) Manager.
9. Describe the process of recruitment and selection in an organization.
10. Explain the importance of job description and job specification in HRM.
11. Describe the functional areas of Central Social Welfare Board.

**(3x4=12)**

#### **PART –C**

**Answer any 3 Questions in not less than 500 words& Each Question Carries 6 Marks**

12. Prepare a Memorandum of Association for forming an NGO under Societies Registration Act.
13. Analyze the challenges and strategies for effective manpower planning.
14. Discuss the methods and importance of employee training and development in an organization.
15. Evaluate the different types of rewards (wage, salary, honorarium, incentives) and their impact on employee motivation.
16. Evaluate the organizational hierarchy and the roles of board members, executive directors, and senior managers in HSOs.

**(3x6=18)**

## SEMESTER-2

### MWMSW02C12-COMMUNITY ORGANISATION AND SOCIAL ACTION

Credits 3

Total Hours 45

Hours/week 4

#### COURSE OBJECTIVES

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

#### Course Outcomes:

1. The learner demonstrate the knowledge and skill in community organisation
2. Able to do documentation of various community related activities and programmes
3. Capable to mobilise community resources and ensure its effective utilisation
4. Guide the community and social work institutions in planning and implementing community organisation programmes

#### MODULE 1 - Community (09 Hrs)

Community: Meaning, Characteristics, functions.

Types of Community - Urban, Rural and Tribal. Geographic, Cultural, Virtual, Professional.

Community power structure and sources of power,

Leadership: Concept and types.

Skills required for a community leader.

Community and Identity.

#### MODULE 2 - Community Organisation (09 Hrs)

Community Organisation- Meaning and Definitions of community organization.

History of community organization, Principles of community organization. Community Organization as a method of Social work.

Phases in Community Organization - study, analysis, assessment, discussion, organization, action, evaluation, modification and continuation.

Community resource mobilisation. Community chest.

Approaches and models of community organization.

Strategies of Community Organization.

Difference between Community Organization and Community Development.

### **MODULE 3- Skills for Community Organisation (09 Hrs)**

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

Recording: community profiling, recording (administrative and process records; data banks, monitoring report, evaluation reports)

### **MODULE 4 - Roles and Practices (09 Hrs)**

Roles of a community organizer

Community Organization Practice in Various Sectors: Health, Education, Residential institutions, Livelihood, Natural resource management, Sustainable development, working with tribal population, Working with rural and urban vulnerable communities, Children, Women's Empowerment, LGBTQ+, Displaced population and rehabilitation, Community organization in disaster management.

### **MODULE 5 - Social Action (09 Hrs)**

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

Role of social worker in social action

Rights based approach.

Different forms of protest

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

Various social movements in India

### **TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

### **REFERENCE**

1. Adams, Robert, Oominelli, Lena & Payne, Malcom (ed.1), Social Work: Themes, Issues & Critical Debates. Ch. 17, Radical Social Work.
2. Cox M. F. & Erlich L, J. (1987). Strategies of Community Organisation. Illinois: F.E. Peacock Publishers
3. D'Abreo, Desmond A., From Development Worker to Activist.
4. Dayal, R. 1960 Community Development Programme in India, Allahabad: Kitab Mahal Publishers.



5. Dunham, Arthur E. 1970 *The Community Welfare Organisation*, New York, Thomas Y. Crowell.
6. Freire, Paulo. *Pedagogy of the Oppressed*. Adult Education & Libration.
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11. Jack Rothman and others (2001). *Strategies of Community Interventions & MacroPractices* – Peacock Publications, 6th Edition

## Question Paper Model

### MWMSW02C12-COMMUNITY ORGANISATION AND SOCIAL ACTION

**Time: 3 Hrs**

**Max. Marks:40**

#### **PART –A**

**Answer any 5 Questions & Each Question Carries 2 Marks**

1. Urban Community.
2. Leadership?
3. Define Community Organisation
4. Community Profiling?
5. Livelihood.
6. Rights Based Approach?

**(5x2=10)**

#### **PART –B**

**Answer any 3 Questions in not less than 200 words& Each Question Carries 4 Marks**

7. What are the phases in Community Organisation- Explain.
8. ‘Community Organisation has a crucial role in sustaining the developmental activities’ – Discuss this statement with evidences from your field work
9. Describe major types of leadership styles.
10. Explain the history of community organisation
11. Differentiate between community organisation and community development with examples.

**(3x4=12)**

#### **PART –C**

**Answer any 3 Questions in not less than 500 words& Each Question Carries 6 Marks**

12. Develop a community organisation plan for an integrated tribal development project
13. Write a detailed note of principles of Community Organisation.
14. Discuss the roles of community organiser in a Natural Resource Management project
15. Evaluate the different strategies of Community Organisation.
16. Prepare a plan for mobilising resources from the community for doing development activities and for its proper utilisation

**(3x6=18)**

## SEMESTER-2

### MWMSW02C13-COUNSELLING SKILLS AND TECHNIQUES

Credits 3  
Total Hours 45  
Hours/week 4

#### COURSE OBJECTIVES

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

#### Course Outcomes:

1. The learner will be able to provide counselling services
2. Demonstrate knowledge and skills in counselling and therapeutic interventions

#### MODULE 1: INTRODUCTION TO COUNSELLING

**10 hours**

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

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

#### MODULE 2: COUNSELLING PROCESS AND TECHNIQUES

**11 Hours**

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

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

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

#### MODULE 3: MODELS AND APPROACHES TO COUNSELLING

**12 hours**

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

Cognitive therapy, Rational emotive therapy

## **MODULE 4: COUNSELLING IN DIFFERENT SETTINGS**

**12 Hours**

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

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

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

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

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

### **TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

### **REFERENCES**

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

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

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## Question Paper Model

### MWMSW02C13-COUNSELLING SKILLS AND TECHNIQUES

**Time: 3 Hours**

**Max. Marks: 40**

#### **PART – A**

1. Define Counselling.
2. Guidance?
3. Trauma Care?
4. Alcoholism?
5. Mentoring?
6. Counsellor burnout?

**(5x2=10)**

#### **PART –B**

**Answer any 3 Questions in not less than 200 words& Each Question Carries 4 Marks**

7. Discuss the importance of Counselling in Social Work practice.
8. What are the principles of Counselling?
9. Discuss about Counselling and Psychotherapy.
10. Write a detailed note on Family Counselling
11. Describe in detail counsellor and counsee relationship.

**(3x4=12)**

#### **PART –C**

**Answer any 3 Questions in not less than 500 words& Each Question Carries 6 Marks**

12. Prepare a detailed note on counselling process.
13. 'School Counselling Service plays crucial role in the academic performance of school children' – Critically examine this statement.
14. Discuss the skills and techniques of counselling.
15. Prepare a trauma counselling plan for the victims of disasters
16. Write a detailed note on Child and Adolescent Counselling.

**(3x6=18)**

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

Credits 3  
Total Hours 45  
Hours/week 4

**COURSE OBJECTIVES**

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

**COURSE OUTCOMES**

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

**MODULE 1 (08 Hrs)**

Social psychology - Definition and meaning, social psychology as a science,  
Social psychology focuses on the behaviour of individuals, causes of social behaviour and thought, – various variables  
Research methods in social psychology - systematic observation, correlation, experimental

**MODULE 2: Social cognition and perception (15 Hrs)**

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

Perception:

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

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

Attribution: understanding the causes of others behaviour, Theories of attribution.  
Impression formation and impression management

**MODULE 3 (12 Hrs)**

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

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

#### **MODULE 4 (10 Hrs)**

Pro social behaviour, social influence and social relations  
Social influence – conformity, compliance and obedience  
Social relations: inter personal attraction: internal, external and interactive determinants of attraction.

#### **TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

#### **REFERENCE**

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- Hewstone, M., Stroebe, W., & Jonas, K. (2016). *An Introduction to Social Psychology: A European perspective*. Wiley.
- Hogg, M. A., & Vaughan, G. M. (2021). *Social Psychology* (9<sup>th</sup> ed.). Pearson.
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- Myers, D. G., & Twenge, J. M. (2019). *Social Psychology* (13<sup>th</sup> ed.). McGraw-Hill Education.
- Smith, E. R., & Mackie, D. M. (2007). *Social Psychology* (3<sup>rd</sup> ed.). Psychology Press.



**Question Paper Model**

**MWMSW02E01 - SOCIAL PSYCHOLOGY**

**Time: 3 Hrs**

**Max. Marks:40**

**PART –A**

**Answer any 5 Questions & Each Question Carries 2 Marks**

1. Define Social Psychology.
2. Define Social Cognition
3. Attitude?
4. Prosocial Behaviour?
5. Gester?
6. Conformity?

**(5x2=10)**

**PART –B**

**Answer any 3 Questions in not less than 200 words& Each Question Carries 4 Marks**

7. Discuss social psychology as a science.
8. Write a detailed note on perception
9. What are the theories of attribution?
10. Explain the functions of attitude
11. Describe the causes of social behaviour

**(3x4=12)**

**PART –C**

**Answer any 3 Questions in not less than 500 words& Each Question Carries 6 Marks**

12. Describe various aspects of social relations.
13. Analyse prosocial behaviour with examples.
14. Discuss social influence.
15. Write in detail about person perception.
16. Analyse the importance of social psychology in social work practice with evidences from your field work

**(3x6=18)**

**SEMESTER 2**  
**ELECTIVE COURSE**  
**MWMSW02E02- WORKING WITH DIFFERENTLY ABLED**

Credits 3  
Total Hours 45  
Hours/week 4

**COURSE OBJECTIVES**

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

**COURSE OUTCOMES**

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

**MODULE 1: DISABILITY: CONCEPT, NATURE, DEFINITIONS AND MODELS (09 Hrs)**

Disability: History and Perspectives with special reference to India

Definitions: Impairment, Handicap and Disability.

Types / Categories of Disability

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

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

**MODULE 2: DISABILITY ISSUES, PROBLEMS AND RESPONSES (09 Hrs)**

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

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

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

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

Theoretical Perspectives and their Application to Disability Rehabilitation Social Work  
Disability Counselling: Components and Approaches  
Gendered aspects of disability

### **MODULE 3: POLICY, LEGAL FRAMEWORK, SERVICES AND PROGRAMMES (09 Hrs)**

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

### **MODULE 4: REHABILITATION OF PERSONS WITH DISABILITY (09 Hrs)**

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

### **MODULE 5: ASSISTIVE TECHNOLOGY AND DISABILITY (09 Hrs)**

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

### **REFERENCES**

1. Albrecht, G.L., Seelman, K.D., & Bury, M. (eds.) 2001. *Handbook of Disability Studies*.
2. Banerjee, G. 2001. *Legal Rights of Person with Disability*, New Delhi: RCI. California: Sage Publications.
3. Fleischer, D.Z., & Zames, F. (2001). *The Disability Rights Movement: From Charity to Confrontation*. New Jersey: Temple University Press.
4. ILO. 2014. *World Social Protection Report 2014/15: Building Economic Recovery, Inclusive Development and Social Justice*.
5. Karna, G.N. 2001. *Disability Studies in India: Retrospect and Prospects*, New Delhi.
6. Mitra, S., Posarac, A., & Vick, B. (2013). "Disability and Poverty in Developing Countries: a multidimensional study". *World Development*, 41, 1-18.
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8. Rothman, J.C. 2003: *Social Work Practice across Disability*. Boston: Allyn & Bacon.
9. WHO/World Bank, (2011). *World Report on Disability*, p. 60.
10. World Bank (2007), *Disability in India: From Commitments to Outcomes*. Working Paper, 2007, Washington DC.

**Question Paper Model**

**MWMSW02E02- WORKING WITH DIFFERENTLY ABLED**

**Time: 3 Hrs**

**Max. Marks:40**

**PART –A**

**Answer any 5 Questions & Each Question Carries 2 Marks**

1. Define Disability.
2. Inclusive Education?
3. Rehabilitation?
4. Social Exclusion?
5. Define Impairment.
6. Stigma?

**(5x2=10)**

**PART –B**

**Answer any 3 Questions in not less than 200 words& Each Question Carries 4 Marks**

7. What are the major types of disability?
8. Critically analyse the scholarship programme of the Panchayati Raj Institutions in Kerala, for the persons with disabilities.
9. Describe important rehabilitation services for the persons with disability.
10. Explain multi-disciplinary framework for disability management
11. What are the components and approaches in disability counselling.

**(3x4=12)**

**PART –C**

**Answer any 3 Questions in not less than 500 words& Each Question Carries 6 Marks**

12. Analyse approaches of managing disability.
13. 'A positive attitude of the society is required for the welfare of the persons with disability' – Substantiate this statement with examples
14. Discuss major issues and concern of the persons with disability in Kerala context.
15. Prepare a detailed plan for of action for making public utilities, institutions and services 'disability friendly'.
16. 'Assistive Technologies would help the persons with disabilities to lead a comfortable life' – Substantiate this statement with examples.

**(3x6=18)**

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

Credits 3  
Total Hours 45  
Hours/week 4

**COURSE OBJECTIVES**

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

**Course Outcomes**

1. Able to do analysis of policies for children and adolescents
2. Capable to prepare activities for the development of children and adolescents

**MODULE 1: INTRODUCTION (07 Hrs)**

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

**MODULE 2: CHILDREN IN INSTITUTIONAL AND NON-INSTITUTIONAL SETTING (09 Hrs)**

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

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

**MODULE 3: PROBLEMS OF CHILDREN(08 Hrs)**

Child Abuse, Child Education, Child marriages, Child Labour, Child Trafficking, Rural & Urban Differences, Gender differences; Status of the girl child in India, Female infanticide and foeticide; sex ratios

**MODULE 4: INTERNATIONAL AND NATIONAL INSTRUMENTS (12 Hrs)**

International and National instruments to promote and protect rights of children: United Nations Charter of Children's Rights and Constitutional directives, Child welfare policies and programmes for children. Legislations relevant for protecting the rights of children

Protection of Children from Sexual Offences (POCSO) Act 2012  
Child Labour (Prohibition and Regulation) Act 2004  
Juvenile Justice Act 2015  
Right of Children to Free and Compulsory Education (RTE) Act 2009  
The National Plan of Action for Children, 2016  
Commission for Protection of Child Rights, Child Welfare Committee (CWC)

## **MODULE 5: SOCIAL WORK INTERVENTIONS (09 Hrs)**

Role and Functions of Professional Social worker: Institutional & Non-Institutional settings, Foster care and adoption, Rehabilitation settings.  
Specific skills required for Social Work intervention with the children  
Child help line services, Childline  
District Child Protection Unit (DCPU)  
Child related networks  
Child Protection interventions of Police Department and NGOs.

## **TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

## **REFERENCES**

- Bhat, Bilal (2011). *Rehabilitation of Child Labour: Problems and Prospects*. Shipra Publications, Delhi.
- Chowdhry, Paul D (2000). *Child Welfare Manual*, Atma Ram & Sons Publishers, New Delhi.
- Deb, Sibnath and Aparna Mukherjee (2009). *Impact of Sexual Abuse on Mental Health of Children*. Concept Publishing Company, New Delhi.
- Goonesekere, Savitri (2000). *Children, Law and Justice: A South Asian Perspective*. Sage Publication, New Delhi.
- Lieten, G. K., (2004). *Working Children around the World: Child Rights and Child Reality*. Institute for Human Development, New Delhi and IREWOC Foundation, Amsterdam.

**Question Paper Model**

**MWMSW02E03- SOCIAL WORK AMONG CHILDREN AND ADOLESCENTS**

**Time: 3 Hrs**

**Max. Marks:40**

**PART –A**

**Answer any 5 Questions & Each Question Carries 2 Marks**

1. Disadvantaged Children?
2. CNCP?
3. Child Abuse?
4. Female Infanticide?
5. DCPU?
6. Child Trafficking?

**(5x2=10)**

**PART –B**

**Answer any 3 Questions in not less than 200 words& Each Question Carries 4 Marks**

7. Discuss the child friendly school initiatives in Kerala.
8. Discuss the social problems of children with disabilities.
9. Analyse the problems of street children.
10. Explain salient features of the National Plan of Action for Children, 2016.
11. Describe the roles and functions of social workers in working with children and adolescents.

**(3x4=12)**

**PART –C**

**Answer any 3 Questions in not less than 500 words& Each Question Carries 6 Marks**

12. Write a detailed note on POCSO Act 2012.
13. Analyze major interventions of NGOs in child protection
14. Discuss the effectiveness of child helpline services in India.
15. Prepare an action plan for a Gramapanchayat for the development of children and adolescents.
16. Discuss the contributions of Commission for Protection of Child Rights and Child Welfare Committees.

**(3x6=18)**

**SEMESTER 2  
ELECTIVE COURSE  
MWMSW02E04 - DISASTERS AND SOCIAL WORK INTERVENTIONS**

Credits 3  
Total Hours 45  
Hours/week 4

**COURSE OBJECTIVE**

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

**COURSE OUTCOMES**

The student will be able to:

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

**Teaching Methodology**

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

**MODULE 1 (05 Hrs)**

What is disaster, its definition?  
Environmental disasters and manmade disasters  
Vulnerability to disasters, vulnerability assessment

**MODULE 2: TYPES OF DISASTERS (14 Hrs)**

**Environmental disasters**

Geophysical – earthquakes, landslides, volcanic eruption, soil erosion, tsunami  
Hydrological - avalanches, sea level increase and floods  
Climatological - climate change- extreme weather condition including extreme temperature/heat waves, cold waves and erratic rainfall, wildfire, drought, lightening  
Meteorological - cyclones/hurricanes

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

**Major Manmade Disasters**



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

### **MODULE 3: DISASTER MANAGEMENT (12 Hrs)**

What is disaster management?

Stages in disaster management:

#### **Stage 1**

Prevention:- Forecasting , preparing evacuation plan

#### **Stage 2**

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

#### **Stage-3**

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

#### **Sate 4**

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

#### **Stage 5**

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

### **MODULE 4: APPROACHES IN DISASTER MANAGEMENT (05 Hrs)**

Community Based Disaster Management (CBDM) approaches

Ecosystem Approaches to Disaster Management (EADM)

Total Disaster Risk Management (TDRM) approach

### **MODULE 5: SCIENTIFIC AND PROFESSIONAL INSTITUTIONS AND BODIES FOR DISASTER MANAGEMENT (09 Hrs)**

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

India Meteorological Department

Meteorological Observatory, India Meteorology Department (IMD)

Seismological Observatory

Volcanology Institution

Hydrology Laboratory

Industrial Safety Inspectorate

Indian Medical Council

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

Practical sessions on disaster preparedness and management plan preparation

## TEACHING METHODOLOGY

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

## REFERENCES:

1. Arora, R. (2012). *Natural Calamities and Disaster Management*. Raj Publications.
2. Ashbindu Singh, Z. Z. (2014). *Reducing Disaster: Early Warning Systems for Climate Change*. Springer Netherlands.
3. Bhandari, R. K. (2013). *Disaster Education and Management: A Joyride for Students, Teachers and Disaster Managers*. Springer India.
4. Brebbia, C. A. (2013). *Disaster Management and Human Health Risk III: Reducing Risk, Improving Outcomes*. WIT Press.
5. Gupta, H. (n.d.). *Disaster Management*. Orient Black Swan.
6. H.K Gupta (Ed). *Disaster Management*, Universities Press, India
7. Kates B.I & White G.F. *The Environment as Hazards*, Oxfords, New York.
8. M.C. Gupta. *Manuals on Natural Disaster Management in India*. National Centre for Disaster Management, IIPA, New Delhi.
9. Pardeep Sahni, A. D. (2001). *Disaster Mitigation: Experiences and Reflections*. PHI Learning Pvt. Ltd.
10. R.B Singh (Ed). *Disaster Management*. Rawat Publications, New Delhi.
11. R.B Singh (Ed). *Environmental Geography*. Heritage Publishers, New Delhi.
12. R.B. Singh. *Space Technology for Disaster Mitigation in India* (INCED), University of Tokyo 4.
13. R.K Bhandani. *An Overview on Natural and Manmade Disaster & their Reduction*, CSIR, New Delhi.
14. Santhosh Areekkuzhiyil. *Disaster Management*. Calicut University Cooperative Stores Ltd, Thenjippalam.
15. Satender. *Disaster Management in Hills*. Concept Publishing Co., New Delhi
16. Savinder Singh. *Environmental Geography*. Prayag Pustak Bhavan.
17. Schneid, T. D. (2001). *Disaster Management and Preparedness*. Lewis Publishers.
18. Singh, J. (2013). *Disaster Management: Future Challenges and Opportunities*. I.K. International Publishing House Pvt. Limited.
19. Singh, R. B. (2006). *Natural Hazards and Disaster Management: Vulnerability and Mitigation*. Rawat Publications.

## Question Paper Model

### MWMSW02E04 - DISASTERS AND SOCIAL WORK INTERVENTIONS

**Time: 3 Hrs**

**Max. Marks:40**

#### **PART –A**

**Answer any 5 Questions & Each Question Carries 2 Marks**

1. Define Disaster.
2. Disaster Management?
3. CBDM?
4. Forecasting in Disaster?
5. IMD?
6. Famine?

**(5x2=10)**

#### **PART –B**

**Answer any 3 Questions in not less than 200 words& Each Question Carries 4 Marks**

7. What are the measures in disaster prevention.
8. Discuss ‘total disaster risk management’ approach.
9. Analyse the climate forecasting services of Kerala State Disaster Management Authority.
10. What are the major biological disasters? Propose some measures to address biological disasters
11. Describe disaster vulnerability assessment.

**(3x4=12)**

#### **PART –C**

**Answer any 3 Questions in not less than 500 words& Each Question Carries 6 Marks**

12. Examine major environmental disasters and causes leading to environmental disasters.
13. Prepare a disaster management plan for local bodies.
14. Analyse the role of technologies and research & development institutions in disaster management.
15. Write a detailed note on disaster mitigation strategies.
16. ‘Human interventions are contributing to disasters’ – Critically discuss this statement with examples

**(3x6=18)**

**SEMESTER 2**  
**MWMSW02C15- SKILL TRAINING**

**PART 1**

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

Credit - 1

Hours - 30

**COURSE OUTCOME:**

The student will be able to

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

**1) Digital Skills**

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

Online resources for social workers (Apps and Websites)

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

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

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

Infographics (collection of imagery, data visualization)

File Sharing Tools

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

**2) MIS**

Use of MIS in Social Work

Web based MIS

Use of GIS

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

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

**PART 2**

**SKILL TRAINING IN COUNSELLING PRACTICE**

Credit - 1

Hours - 30

**Basic Skills of Counselling**

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

### **The Five-Stage Interview Structure**

Relationship Building

Exploration and Assessment

Determination of Goals

Intervention

Termination and Follow up

### **Influencing skills and strategies**

Focusing

Reflection of meaning and interpretation/reframe

Logical consequences

Self-disclosure

Information giving, psychoeducation/directives

Feedback

Confrontation

### **Determining Personal Style and Theory**

**Sequencing Skills in Different Theories**

**Skill Integration**

**Ethical Considerations in Counselling Practice**

## **Semester 3**

## **SEMSTER 3**

### **MWMSW03C16 -ABNORMAL PSYCHOLOGY**

Credits -3

Total Hours - 45

Hours/week -4

#### **Course Objectives:**

1. To know the concept of normality and abnormality
2. Understanding the major classifications of mental disorders as per ICD-11
3. To learn the processes involved in case history and mental Status examinations
4. To know about psychotic and neurotic disorders.

#### **Course Outcomes:**

At the end of the course, student will able to

1. Ability to identify symptoms and diagnostic criteria for various psychological disorders.
2. Demonstrate skills to apply theoretical knowledge in clinical and community settings.
3. Cultivate ethical and culturally sensitive practices in mental health social work
4. Examine Mental status and take case history

### **Contents**

#### **Module 1 – Introduction to Abnormal Psychology (08 Hrs)**

- 1.1 Introduction to Abnormal Psychology - Normal vs. Abnormal Behavior- Concept and definition, Relevance to Social Work
- 1.2 Case history and MSE
- 1.3 Classification Systems – ICD and DSM
- 1.4 The Diathesis Stress model, Stress, Eustress, Distress and the Stress cycle.

#### **Module 2 - Classification based on ICD 11 (12 Hrs)**

1. Neurodevelopmental Disorders – Disorders of Intellectual development, developmental speech and language disorder, Autism Spectrum Disorders, Attention-Deficit/Hyperactivity Disorder (ADHD), developmental Learning Disorders,

2. Schizophrenia and Other Primary Psychotic Disorders - Schizophrenia, Schizoaffective Disorder, Delusional Disorder, schizotypal disorder, acute and transient psychotic disorder.
3. Mood Disorders - mood episodes, Bipolar and Related Disorders, Depressive Disorder.

### **Module 3 Classification based on ICD 11(continued) (15 Hrs)**

4. Anxiety and Fear-Related Disorders, Generalized Anxiety Disorder (GAD), Panic Disorder, Phobias, Obsessive-Compulsive Disorder (OCD)
5. Stress-Related Disorders - Post-Traumatic Stress Disorder (PTSD), Acute Stress Disorder, Adjustment Disorders
6. Dissociative Disorders
7. Somatic Symptom and Related Disorders
8. Eating and Feeding Disorders
9. Substance-Related and Addictive Disorders
10. Personality Disorders- General Personality Disorder, Specific Personality Disorders
11. Neurocognitive Disorders- Delirium, Dementia, Alzheimer's Disease

### **Module 4 Case history and MSE practical session (10 Hrs)**

- 4.1 Treatment Approaches in Abnormal Psychology - Psychopharmacology, Psychotherapy, Community-Based Interventions
- 4.2 Role of Social Workers in Mental Health Settings and Interdisciplinary Collaboration
- 4.3 A practical session on case history and MSE using prescribed format.

### **TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

### **References:**

- “Abnormal Psychology: An Integrative Approach” by David H. Barlow and V. Mark Durand
- <https://icd.who.int/en> “ICD-11 Classification of Mental and Behavioural Disorders” by WHO
- “Diagnostic and Statistical Manual of Mental Disorders (DSM-5)” by the American Psychiatric Association
- “Clinical Handbook of Psychological Disorders” edited by David H. Barlow
- Ahuja, N. (2011). A short text book of psychiatry, (7th ed.), Jaypee brothers.



- American Psychiatric Association. (2013). DSM-V. Winnipeg.
- Barlow, D.H., Durand V.M. (2015). Abnormal Psychology, (7th ed.), Cengage Learning.
- Butcher, J.N., Hooley, J.M., Mineka, S. (2019). Abnormal psychology, (17th ed.), Pearson India Publishers.
- Sadock, B., Kaplan, H. & Sadock, V. (2000). Kaplan & Sadock's comprehensive textbook of psychiatry. Lippincott Williams & Wilkins.
- Whitbourne, S.K., Halgin, R.P. (2015). Abnormal psychology, (7th ed.), McGraw Hill publishers.

## Model Question Paper

### MWMSW03C16 -ABNORMAL PSYCHOLOGY

Time: 3 Hrs

Max. Marks:40

#### PART –A

Answer any 5 Questions & Each Question Carries 2 Marks

1. Abnormality
2. Personality
3. MSE
4. ADHD
5. ADS
6. BPMD

5X2= 10 Marks

#### PART B

Answer any 3 Questions in not less than 200 words& Each Question Carries 4 Marks

7. Differentiate between eustress and distress. How can each type of stress impact an individual's mental health and well-being?
8. Describe the International Classification of Diseases (ICD) and the Diagnostic and Statistical Manual of Mental Disorders (DSM). What are their respective purposes and how do they differ?
9. What are psychoactive substances, and how do they impact the brain and behavior? Discuss the classification and diagnostic criteria for substance use disorders
10. Define mental retardation and disorders of psychological development, including behavioral and emotional disorders with onset in childhood and adolescence. What are the diagnostic criteria and common presentations associated with these conditions?
11. Define personality disorders, sexual disorders, and sleep disorders

3x4=12  
Marks

#### PART C

Answer any three questions in not less than 500 words. Each question carries 6 marks

12. Discuss the neurobiological, genetic, and environmental factors implicated in the development of schizophrenia spectrum disorders. How do these factors contribute to the etiology and pathophysiology of these disorders?

13. Discuss the controversies and criticisms surrounding the classification systems used in abnormal psychology. How might these systems evolve in the future to address these concerns?
14. Define neurotic disorders and stress-related somatoform disorders. What are the characteristic features and diagnostic criteria for conditions such as generalized anxiety disorder, panic disorder, and somatic symptom disorder?
15. Discuss the biopsychosocial factors that contribute to the development and maintenance of behavioral syndromes associated with physiological and physical disturbances. How do biological vulnerabilities, psychological factors, and environmental stressors interact to influence symptom severity and course
16. Evaluate the various interventions and support services available for individuals with mental retardation and developmental disorders, including educational accommodations, behavioral therapy, and family counseling. What are the challenges in providing comprehensive care for individuals with these conditions, and how can interdisciplinary collaboration improve outcomes?

**3X6= 18 Marks**

## **SEMESTER -III**

### **MWMSW03E05- Social Work Skill Sets and Competency**

Credits -3

Total Hours - 45

Hours/week -4

#### **COURSE OBJECTIVES**

1. Understand the need and importance of skills and competencies in practicing social work
2. Learn in detail various skill sets for social workers
3. Learn in detail the Competency, the social work practice demand from the social worker
4. Understand the application of social work skills and competency while practicing social work in various settings

#### **COURSE OUTCOMES**

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

1. Demonstrate Social Work Skill sets in practice settings
2. Demonstrate Competency while practicing social work in various settings
3. Manage problem situations and constraints being faced while practicing social work
4. Confident in addressing the challenging situations and performing the social work methods and principles

#### **Unit I: Introduction to Skills and Competency – 8 Hours**

Understanding skills – Concept and Definition

Difference between skill and ability, skill and quality

Major characteristics of skills- Acquired through practice & experience, Goal orientation, Meeting the performance standards with in the allotted time and resources

Major classification of skills- Work place skills, Technical skills and Transferrable (Soft) skills

Understanding competency- Concept and definition

**Unit II: Social Work Skill Sets - 12 Hours**

Social Work Skills - Empathy, Communication (verbal & written), Organisation, Critical thinking, Problem Solving, Collaboration/teamwork, Active listening, Emotional Intelligence, Self-care, Cultural Competence, Patience/Tolerance, Setting Boundaries, Ethical decision making, Negotiation, Understanding diverse perspectives, Documentation & Reporting skills, Professional Commitment and Advocacy

**Unit III: Social Work Competency – 12 Hours**

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

**Module – IV: Mechanisms for developing skills and competency- 8 hours**

Assessment of present skills to know the gap (Listing current skill sets and competencies and mapping it with the requirements), Practice, Attending training programmes (Specially designed and Refresher programmes), Exposing to diverse fields, Taking feedbacks from the service users / clients

**Unit V: Role plays to practically learn skills and competency- 5 hours**

Role plays of social work practice situations that require demonstration of skills and competency

## TEACHING METHODOLOGY

- Classroom lectures
- Case presentations and role plays
- Assignments
- Video tutorials
- Discussions

## References:

1. Trevithick, P. (2005). *Social work skills*. Berkshire: Open University Press.
2. Trevithick, P. (2011). *Social work skills and knowledge: A practice handbook*. McGraw-Hill Education (UK).
3. Dupper, D. (2002). *School social work: Skills and interventions for effective practice*. John Wiley & Sons.
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7. TECHNIQUES AND GUIDELINES FOR SOCIAL WORK PRACTICE, 7/E© 2006 Bradford W. Sheafor, Colorado State University Charles Horejsi, The University of Montana

## **Model Question Paper**

### **MWMSW03E05- Social Work Skill Sets and Competency**

**Time: 3 Hrs**

**Max. Marks:40**

#### **PART –A**

**Answer any 5 Questions. Each Question Carries 2 Marks**

1. Skills
2. Competency
3. Communication
4. Empathy
5. Emotional intelligence
6. Soft skill

**(5x2=10)**

#### **PART –B**

**Answer any 3 Questions in not less than 200 words. Each Question Carries 4 Marks**

7. Explain the characteristics of Skills
8. What are the skills required in practicing school social work?
9. Differentiate between skill and ability & skill and quality
10. Explain the importance of skills and competencies in social work practice
11. Setting boundaries is a social work skill. Justify it with examples **(3x4=12)**

#### **PART –C**

**Answer any 3 Questions in not less than 500 words. Each Question Carries 6 Marks**

12. Narrate various social work skills
13. Explain different social work competencies
14. What are the mechanisms for developing skills and competencies in social work
15. What are the major classifications of skills
16. Give some situations where you have employed social work skills during your field work

**(3x6=18)**

## **SEMESTER III**

### **WMSW03E06 Social Impact Assessment And Social Audit**

**Credits: 3**

**Hours/week: 4**

#### **COURSE OBJECTIVES**

1. Understand the concept and history of Social Impact Assessment (SIA)
2. Learn about the legislation related to social impact assessment and its implications
3. Learn to conduct data collection and write report of SIA
4. Learn to conduct Social Audit
5. Understand the importance of Social Audit

#### **COURSE OUTCOME**

1. Learner will be able to understand the process of social impact assessment
2. Learner will be able to conduct the data collection for social impact assessment
3. Learner will be able to write the report of social impact assessment
4. Learners will be able to prepare the tool for data collection
5. Learners will be able to identify the rehabilitation and resettlement schemes for the displaced
6. Learners will be able to do Social Audit

#### **Module I**

##### **Introduction to Social Impact Assessment (10 Hrs)**

Social Impact Assessment, definition, history and conceptual background, environmental impact assessment, Social Impact Management Plan (SIMP), International Association for Impact Assessment (IAIM)

The concept of Induced- development displacement

#### **Module II**

##### **Legislation and its Implication (10 Hrs)**

Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act, 2013, features, background of the legislation, issues and challenges

Rehabilitation and resettlement scheme,

#### **Module III**

##### **Steps and Process of social Impact Assessment (15 Hrs)**

Preparation of tool for the data collection



Define the scope and objectives, stakeholder engagement, data collection and analysis, impact identification and assessment, impact mitigation and management, monitoring evaluation, reporting and communication

Social Impact Assessment tools

## **Module IV**

### **Social Audit**

**(10 Hrs)**

Meaning of Audit and its types. Importance of Audit. Difference between traditional audits and social audits.

Objectives, principles, types, process, advantages and disadvantages of social audit.

Social Audits Rules 2011; Ecology of social audit; Impediments of Social Audit

Social Audit in NREGA; Provisions and Processes. Role of NGOs in Social Audit. Community Participation and development process.

### **TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

### **References**

1. Barrow C.J. (2002): Evaluating the Social Impacts of Environmental Change and the Environmental Impacts of Social Change: An Introductory Review of Social Impact Assessment, *International Journal of Environmental Studies*, Vol. 59, pp. 185-195
2. Baxter W., W. A. Ross & H. Spaling (2001): Improving the Practice of Cumulative Effects Assessment in Canada, *Impact Assessment and Project Appraisal*, Vol. 19, pp. 253-262
3. Berkhouta F., J. Hertin & A. Jordan (2002): Socio-economic Futures in Climate change Impact Assessment: Using Scenarios as 'Learning Machines' *Global Environmental Change*, Vol. 12, pp. 83-95
4. Brouwer R. & R. Van Ek (2004) Integrated ecological, economic and social impact assessment of alternative flood control policies in the Netherlands *Ecological Economics*, Vol. 50, pp. 1- 21
5. Buchan D. (2003): Buy-in and social capital: by-products of social impact assessment, *Impact Assessment and Project Appraisal*, Vol. 21, pp. 168-172
6. Burdge R.J & F. Vanclay (1996): SOCIAL IMPACT ASSESSMENT: A CONTRIBUTION TO THE STATE OF THE ART SERIES, *Impact Assessment*, Vol. 14
7. Burdge R.J & R.A. Roberson (1990) Social Impact Assessment and the Public Involvement Process, *Environmental Impact Assessment Review*, Vol.10

8. UNESCO (2007). Social Audits for Strengthening Accountability: Building Blocks for Human Rights Based Programming; Practice Note <http://unesdoc.unesco.org/images>
9. Village Resource Persons Training Manual for Social Audit of ... – [Nreganrega.nic.in/Netnrega/WriteReaddata/Circulars/VRP\\_TrainingManual.pdf](http://Nreganrega.nic.in/Netnrega/WriteReaddata/Circulars/VRP_TrainingManual.pdf)
10. Social Audit Toolkit - Centre for Good Governance <https://cgg.gov.in/core/uploads/2017/07/Social-AuditToolkit-Final.pdf>

### **Model Question Paper**

#### **WMSW03E06 Social Impact Assessment And Social Audit**

**Time: 3 Hours**

**Max. Marks: 40**

#### **PART – A**

**Answer any 5 questions. Each question carries 2 marks**

1. Define Social Audit
2. Social Impact Assessment
3. Social Impact Management Plan
4. Resettlement
5. International Association for Impact Assessment
6. Rehabilitation **(5x2=10)**

#### **PART – B**

**Answer any 3 questions in not less than 200 words. Each question carries 4 marks**

7. List the key features of the Right to Fair Compensation and Transparency in Land Acquisition Act, 2013.
8. Describe the background of the Rehabilitation and Resettlement Act, 2013.
9. Describe the role of the International Association for Impact Assessment (IAIA) in promoting best practices in impact assessment.
10. Explain main stakeholders affected by land acquisition under the RFCTLARR Act, 2013.
11. Explain the difference between traditional audits and social audits.

**(3x4=12)**

#### **PART – C**

**Answer any 3 questions in not less than 500 words. Each question carries 6 marks**

12. Assess the strengths and weaknesses of the Right to Fair Compensation and Transparency in Land Acquisition Act, 2013. Critically analyze the impacts of a development project on local communities.
13. Evaluate the advantages and disadvantages of social audits as a tool for promoting social accountability.

14. Critically assess the role of monitoring and evaluation in ensuring the effectiveness of Social Impact Management Plans.
15. Evaluate the effectiveness of different strategies for mitigating and managing social impacts identified in a Social Impact Assessment.
16. Develop a questionnaire for gathering social impact data for a specific development project(3x6=18)

### **SEMESTER - III**

#### **MWMSW03E07- SOCIAL SECURITY MEASURES AND INCLUSIVE DEVELOPMENT**

Credits 3

Total Hours- 45

Hours/week 4

#### **COURSE OBJECTIVES**

1. To understand and explain the concept, history, and importance of social security measures.
2. To analyse the role of Central & State Governments in implementing social security measures.
3. To compare and contrast social security measures in industrialized and developing countries.
4. To comprehend the impact of economic liberalization on social security measures.
5. To evaluate the efficiency of targeting and disbursement of social security schemes.

#### **COURSE OUTCOMES**

1. The learner will be able to define and describe the various types of social security measures and their importance.
2. The learner will be able to analyse the evolution of social security measures in India
3. The learner will be able to compare and discuss recent debates on social security.
4. The learner will be able to evaluate the impact of economic liberalization on social security measures and the concept of inclusive development.
5. The learner will be able to assess the role of technology and NGOs in promoting inclusive development.

#### **Module 1: Introduction to Social Security Measures (10 hrs)**

Understanding Social Security. Definition, history, and importance. Role of Central & State Governments in Social Security, Types of Social Security Measures: Social Assistance, Social Insurance. Workers, Senior Citizens, Disabled.

Comparative study of social security measures in industrialised and developing countries – Recent Debates on Social security - Universal Vs. Needy, Populism Vs. Welfare

### **Module 2 : Evolution of Social Security Measures in India (10 hrs)**

Pre-Independence Era: Traditional forms of social security in ancient India, Impact of British rule on social security – Famines and Malnutrition.

Post-Independence Era (1947-1990): Introduction of the Constitution and its provisions for social security, Five-Year Plans, Public Distribution System (Ration Shops) Labour laws related to social security, Employees' State Insurance Corporation (ESIC) and the Employees' Provident Fund Organisation (EPFO). Periodic Labour Surveys, Family Health Surveys,

### **Module 3 : Liberalization, Social Security & Inclusive Development (15 hrs)**

Concept of Inclusive Development: Definition, principles, and significance.

Impact of economic liberalization on social security measures: Economic Growth & Inequalities in opportunities, Rural & Urban Poverty, Urban Underemployment & Unorganised Sector

Efficiency of targeting and disbursement of social security schemes: : Unique Identification Number (Aadhaar), Financial Inclusion and Direct Cash Transfer to Beneficiaries.

Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), 2005. New Pension Scheme, National Health Insurance (Ayushman Bharat), Unorganized Workers' Social Security Act, 2008, The Street Vendors (Protection of Livelihood and Regulation of Street Vending) Act, 2014. The Code on Social Security, 2019 .

### **Module 4 : Inclusive Development and Social Security(10 hrs)**

Interlinkages and Implications of the Concepts Inclusive Development and Social Security. Entitlement Vs. Empowerment, Disability Vs Differently Abled, Income Poverty to Multi-dimensional Poverty

Role of NGOs in Inclusive Development: Contributions and challenges. Policy and Grassroots Advocacy, Social Security Boards in various States,

Future of Inclusive Development: Trends, opportunities, and threats. SDG focused, Evidence based, Promotion of Entrepreneurship and Access to Capital. Role of technology in promoting (Access & Efficiency) inclusive development.

### **TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations

- Assignments
- Video tutorials
- Discussions

### References:

- 1) Ahmad, Ehtisham, Jean Dreze, John Hills and A. Sen (1991). *Social Security in Developing Countries*, Oxford, Clarendon Press.
- 2) Arora, S.L., Akhilesh Sharma, and Dev Nathan (2017). *Social Protection in India*, in “Employment Social Protection and Inclusive Growth in South Asia, Edited by Dev Nathan and Akhilesh K. Sharma”, Delhi, South Asia Press.
- 3) Bimal Jalan (2002), *India’s Economy in the New Millennium: Selected Essays*, UBSPD, New Delhi.
- 4) Brahmananda, P.R. and V.R. Panchmukhi (Eds) (2001), *Development Experience in the Indian Economy: Inter-State Perspectives*, Bookwell, Delhi.
- 5) Chelliah, Raja J. and R. Sudarshan (1999), *Income, Poverty and Beyond : Human Development in India*, Social Science Press, New Delhi.
- 6) Deb Prasanna Choudhury (2011), *Strategic Planning and Management of Nonprofit Organizations and NGOs Theory, Practice, Research and Cases*. Asian Books
- 7) Dreze, J. and A. Sen, *Hunger and Public Action*, 1989
- 8) Howlett, Michael, and M. Ramesh, (1995), *Studying Public Policy: Policy Cycles and Policy Subsystems*, OUP, Toronto.
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- 10) Kundu, A.; Sharma, A.N. (2001) *Informal Sector in India-Perspectives and Policies*. New Delhi: Institute for Human Development.
- 11) Michael, Hill (2005), *The Public Policy Process*, Harlow, UK; Pearson Education, 5th Edition.
- 12) Moran Mitchel and Robert Goodin, (2006), *The Oxford Handbook of Public Policy*, Oxford University Press, New York.
- 13) Naik, D.N. (2016). *Social Security and Social Insurance*, in *Journal of Civil and Legal Sciences*, September 12, 2016.
- 14) Oommen, T K, *Nation, Civil Society and Social Movements*. New Delhi: Sage Publication, 2004
- 15) Pankaj, Ashok and Rukmini Tankha (2010). *Empowerment Effects of the NREGS on Women Workers: A Study in Four States*, *Economic and Political Weekly*, Vol. 44, no. 30, July 24, pp. 45-55.
- 16) Sen, Amartya. (2000). *Development as freedom*. Anchor Books.
- 17) Singh, Y,(1977),*Modernisation of Indian Tradition*, Rawat Publications, Jaipur. Delhi.
- 18) Tsujita, Yuko (2014): *Inclusive Growth and Development in India: Challenges for Underdeveloped Regions and the Underclass*, Palgrave Macmillan, Hampshire.

**Model Question Paper**

**MWMSW03E07- SOCIAL SECURITY MEASURES AND INCLUSIVE DEVELOPMENT**

**Time: 3 Hrs**

**Max. Marks:40**

**PART –A**

**Answer any 5 Questions & Each Question Carries 2 Marks**

1. Inclusive Development
2. Business Cycle
3. Financial Inclusion
4. Family Health Surveys
5. National Health Insurance
6. Evidence-based Policy

**(5x2=10)**

**PART –B**

**Answer any 3 Questions in not less than 200 words& Each Question Carries 4 Marks**

7. Discuss the role of Central and State Governments in implementing social security measures.
8. Compare social security measures in industrialized and developing countries.
9. Discuss the efficiency of targeting and disbursement of social security schemes in India, with a focus on the role of Aadhaar and Direct Cash Transfer.
10. Describe the concept of financial inclusion and its relevance to social security measures. How can improving access to financial services contribute to enhancing social security for marginalized populations?
11. Compare and contrast the concepts of income-poverty and multidimensional poverty. How can social security measures address both types of poverty effectively?

**(3x4=12)**

**PART –C**

**Answer any 3 Questions in not less than 500 words& Each Question Carries 6 Marks**

12. Define populism and welfare in the context of social security policies. What are the challenges associated with implementing populist measures in social security?
13. Critically examine the role of social security measures in promoting economic empowerment and social mobility among disadvantaged populations.

14. Critically analyse the recent Global debate surrounding social security, particularly the populism vs. welfare debate?
15. Discuss the importance of evidence-based policies in advancing social security, providing examples from India.
16. Evaluate and discuss innovative measures for improving the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) on development in rural areas of Kerala.

(3x6=18)

### **SEMESTER -III**

#### **MWMSW03E08- NGO MANAGEMENT**

Credits 3

Total Hours 45

Hours/week 4

#### **COURSE OBJECTIVES**

1. Understand the history of NGOs in India and Abroad
2. Learn the importance of NGOs in the empowerment of marginalized ensuring Social Justice
3. Understand the relevance of NGOs in the changing development era
4. Understand the functions of NGOs and legal procedures
5. Analyze the challenges faced by NGOs and measures to overcome

#### **COURSE OUTCOMES**

##### **On successful completion of this course:**

1. Acquire basic knowledge about NGOs and understand the role of NGOs in development sector
2. Comply with the functioning of NGOs and the legal formalities
3. Analyse various developmental issues and how they are tackled by the NGOs
4. Comprehend the roles of NGOs in the implementation of various developmental Projects
5. The learner will develop an understanding about the importance of the third sector of development

##### **Unit I: Introduction to NGOs**

NGO-Definition, Characteristics, Types and Role, History of NGO in India and Abroad, NGOs as Voluntary Organizations and Non-profit Organizations Premier NGOs of India, Social participation theories on NGOs. **(06 Hrs)**

## **Unit II. Legal aspects and Formation of an NGO**

Formation of an NGO: As a Trust, as a Society, as a Company, Procedure for constituting an NGO and the registration Procedure. Important legislations-Society Registration Act 1860

and Travancore Cochin Literary Scientific and Charitable Societies Registration Act 1955. Indian Companies Act 2013, Registration of NGOs under Income Tax Provisions (PAN, 12AA, TAN, 80G, Form 1 of CSR, etc), CA Audit of accounts and filing of annual return of receipts and payments **(11 Hrs)**

## **Unit III: Project Management in NGOs**

Meaning of project management, Project Management Strategies (Recruit / position only capable human resource, determine/define goals & milestones, use work breakdown structure- Level 1,2 & 3, scientific allocation of resources, forecasting risks & developing risk management strategies, proper communication – vertical and horizontal- across the stakeholders, multi-disciplinary collaboration, monitoring systems based on result framework/LFA and taking corrective measures, develop stakeholder feedback taking system, facilitating & documenting innovations & good practices and showcasing of it, reward/recognize achievements, interim evaluation and making modifications, financial resource raising and its proper management **(12 Hrs)**

## **Unit IV: NGOs and its funding and the role of the Government**

Government funding and grant in aid from the government. Other sources of fund within India and Foreign sources, Role of the government in supporting NGOs, State as regulator, Legal formalities for receiving funds (domestic and foreign funds) **(08 Hrs)**

## **Unit V: NGOs and Present Challenges**

Complying with legal formalities, fund constraints and sustainability issues, issues related with professionalism in NGOs, problems in human resource planning and management, problems with institutional capacity & modernization, accountability & transparency related lapses, Poor in succession planning, poor in research and development activities changing Govt. Norms **(08 Hrs)**

## **TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations and role plays
- Assignments
- Video tutorials
- Discussions

## **References:**



1. Participative NGO Management, Dr. John Santiago Joseph
2. Organization and Management of NGOs, Dr. S. Joseph Xavier
3. Trusts and NGOs, Dr. Manoj Pogla
4. Managing the Non Profit Organization, Peter F Drucker
5. Development and Management of NGOs, Pandey Devendra Prasad

**MODEL QUESTION PAPER**  
**MWMSW03E08- NGO MANAGEMENT**

**Time: 3 Hrs**

**Max. Marks:40**

**PART –A**

**Answer any 5 Questions & Each Question Carries 2 Marks**

1. NGO
2. Types of NGOs
3. FCRA
4. Planning
5. Project Management
6. CSR

**(5x2=10)**

**PART –B**

**Answer any 3 Questions in not less than 200 words& Each Question Carries 4 Marks**

7. Explain the role of NGOs as a watch dog
8. What area the Premier NGOs of India
5. Discuss the role of the government as a source of Grant in aid mechanism.
6. Explain the role of NGOs in Globalised era
7. What are present challenges NGOs are facing

**(3x4=12)**

**PART –C**

**Answer any 3 Questions in not less than 500 words& Each Question Carries 6 Marks**

8. Name different methods of fund raising by NGOs
9. Explain different acts of NGO Registration
10. Give an account of various steps in Project formulation
11. Give a brief account of the Annual returns to be submitted by NGOs
12. Develop a systematic management plan for an integrated tribal development project

**(3x6=18)**

## **SEMESTER -3**

### **OPEN ELECTIVE**

#### **MWMSW03O01- GENDER \AND DEVELOPMENT**

Credits-3

Total Hours – 45

Hours/week-4

### **COURSE OBJECTIVES**

1. Define key concepts of gender
2. Analyze and critically evaluate gender-based disparities
3. Explore strategies to promote gender equity within social work organizations
4. Understand the role of social workers as advocates for gender justice
5. develop skills to address gender-based discrimination and violence

### **COURSE OUTCOMES**

On successful completion of this course:

1. Recognize the concepts associated with gender in the development scenario
2. Assess gender-specific needs of individuals and communities through tools and techniques of social work
3. Acquire the skills to integrate gender-sensitive approaches into social work practice
4. Able to advocate for gender-inclusive policies in educational and work environments

5. Reflect on personal beliefs, biases, and privileges related to gender, and cultivate empathy and respect for diverse gender experiences

**MODULE 1: INTRODUCTION TO GENDER (9 Hrs)**

- 1.1 Concept, Meaning and Definition of gender, Social construction of gender
- 1.2 Concepts of sex and gender & development
- 1.3 Role of social workers in the domain of gender

**MODULE 2: ONSET OF GENDER (9 Hrs)**

- 2.1 Family dynamics on gender
- 2.2 Awareness of gender development
- 2.3 LGBTQ+ inclusivity
- 2.4 Gender based violence and laws on gender-based violence

**MODULE 3: EQUALITY, MOVEMENTS AND THEORIES (10 Hrs)**

- 3.1 Gender-based violence and gender equality
- 3.2 Movements for gender equality in social work
- 3.3 Intersectionality: Considering the multiple dimensions of identity in social work practice.
- 3.4 Gender Auditing and Gender Budgeting-
- 3.5 Gender Impact Assessment – Concept and Process

**MODULE 4: INTERNATIONAL PERCEPTION OF GENDER (9 HRS)**

- 4.1 Global perspective on gender
- 4.2 UN and gender development
- 4.3 Gender Development Index (GDI) of UNDP, Gender Inequality Index (GII) of UNDP
- 4.4 International forums for gender development

**MODULE 5: SOCIAL LAYERS ON GENDER DEVELOPMENT (8 Hrs)**

- 5.1 Civil service organizations and gender equality in India

5.2 Influence of films on gender awareness

5.3 Representation of media on gender issues

5.4 Environment and Gender

## **TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

## **REFERENCES**

1. Agnes, F. 2000. Law and gender equality: The politics of women's rights in India (NewDelhi,OUP)
2. Jaising, I. 2000. "Gender justice and the Supreme Court", in B.N. Kirpal et al. (eds.): Supreme but not infallible: Essays in honour of the Supreme Court of India, (New Delhi), pp. 288-320
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4. Preventing Gender –Biased Sex Selection ,An Inter-agency statement by OHCHR,UNEPA <http://apps.who.int/bitstream/10665/44577/eng.pdf>
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9. Gitterman&Knight.(2021).Social work practice and historical tradition.Columbia University press
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### **Model Question Paper**

#### **MWMSW03O01 - GENDER AND DEVELOPMENT**

**Time: 3 Hours**

**Max. Marks: 40**

#### **PART – A**

**Answer any 5 questions. Each question carries 2 marks**

1. Gender
2. Sex
3. Development
4. GDI
5. LGBTQ+
6. Gender Equality

**(5x2=10)**

#### **PART – B**

**Answer any 3 questions in not less than 200 words. Each question carries 4 marks**

7. How does film influence gender awareness
8. Write a note on gender issues and media
9. Quote an article and substantiate social work and gender development
10. Theory of intersectionality
11. Describe policy, rules, and laws on gender-based violence

**(3x4=12)**

#### **PART – C**

**Answer any 3 questions in not less than 500 words. Each question carries 6 marks**

12. Define the concepts of gender and explain gender-related issues that are prominent in society today
13. Explain the role of social workers in addressing the root causes of gender discrimination.
14. Discuss the importance of cultural competence in social work practice when working with LGBTQ+ individuals
15. Explain the concept of the Gender Development Index (GDI) and its significance in measuring gender disparities
16. write an essay on International and national forums and civil service organizations in India **(3x6=18)**

### **SEMESTER -III**

#### **MWMSW03002- SUSTAINABLE DEVELOPMENT**

Credits 3

Total Hours 45

Hours/week 4

#### **COURSE OBJECTIVES**

- To familiarize with the basic concepts, meaning, principles and importance of sustainable development.
- To understand different sustainable goals as envisaged by UN and the relevance of it in the present era.
- To understand and apply sustainable development goals for effective environment protection leading to better human existence.
- To analyze the importance of sustainable development ensuring growth and peoples participation
- To create different models of sustainable development as well as explore the contemporary trends and challenges.

#### **COURSE OUTCOMES**

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

- Identify the concepts and importance related to sustainable development
- Analyzing the existing sustainable developments goals and its relevance
- Apply strategies to study the existing sustainable development issues
- Compare sustainable development models in different parts of the globe
- Develop a model for sustainable development

## **COURSE CONTENTS**

### **Module 1: Concept of Sustainable Development**

- 1.1 Definition, Meaning & Concepts of SD
- 1.2 Principles of SD, Pillars of SD
- 1.3 Dimensions & Importance of SD
- 1.4 Advantages and relevance of SD **(10 hrs)**

### **Module 2: Sustainable Development Goals of UN**

- 2.1 Different Goals of SD envisaged by UN
- 2.2 Objectives and Targets
- 2.3 Strategies developed
- 2.4 Constraints and measures to overcome **(10 hrs)**

### **Module 3: Sustainability and Growth**

- 3.1 Factors of Growth and Sustainability
- 3.2 Indicators of sustainable Development
- 3.3 Peoples participation and SD
- 3.4 Measures ensuring sustainability **(10 hrs)**

### **Module 4: Different Models of Sustainable Development**

- 4.1 Successful models in SD
- 4.2 Progress of SD Goals in different continents
- 4.3 Replicable models in SD
- 4.4 Applicability of SD in different sectors **(08 hrs)**

### **Module 5: Sustainable Development and Human Existence**

- 5.1 Factors required for human growth and existence
- 5.2 How SD contributes to human growth
- 5.3 Co-existence of human beings and other living organism
- 5.4 Role of Social Workers in ensuring SD **(07 hrs)**

## **TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

**References:**

1. Introduction to SD, Martin J Ossewaarde
2. An Introduction to SDGs, Himannshu Sharma & Tina Sobti
3. SD: a Holistic Review, Dr. Kaushik Mishra & Padmaja Tamuli
4. Environmental & Economic Sustainability, Paul E. Hardisty
5. Sustainable Development, Principles & Practices, Robert Webster

**MODEL QUESTION PAPER**

**MWMSW03002- SUSTAINABLE DEVELOPMENT**

**Time: 3 Hrs**

**Max. Marks:40**

**PART –A**

**Answer any 5 Questions & Each Question Carries 2 Marks**

1. Sustainable Development
2. Living Organism
3. UN
4. Human Existence
5. Sustainable Growth
6. Replication **(5x2=10)**

**PART –B**

**Answer any 3 Questions in not less than 200 words & Each Question Carries 4 Marks**

7. List the scope and importance of Sustainable Development Goals
8. Choose the objectives, targets and advantages of sustainable development goals
9. Evaluate the replicable models created by European countries related to sustainable development
10. What are the indicators of SD
11. Write about the pillars of sustainable development **(3x4=12)**

**PART –C**

**Answer any 3 Questions in not less than 500 words & Each Question Carries 6 Marks**



12. Summarize the major Sustainable Goals as envisaged by UN
13. Analyze the different elements contributing to sustainable development in different continents of the World
14. Evaluate the impact of Sustainable development programmes in India
15. Explain how SD contributes to Human Growth and Existence
16. Environment sustainability is critical part of sustainable development- Elucidate with examples **(3x6=18)**

### **SEMESTER -3**

#### **MWMSW03E09 (MP) - SOCIAL WORK IN MEDICAL SETTINGS**

Total Credits-3

Total Hours-45

Hours/week 4

#### **COURSE OBJECTIVES**

1. Gain comprehensive knowledge of the medical setting
2. Assess the medical needs of clients and families
3. Formulate & implement appropriate intervention strategies to attain the client's needs
4. Develop strategies for interventions, that are adequate for informing patients and their relatives about the illness and its treatment
5. Make collaboration with multidisciplinary settings for the well-being of clients

#### **COURSE OUTCOME**

On successful completion of this course:

1. The learner will be able to understand the medical setting.
2. The learner will assess the medical needs of clients and families
3. The learner will develop strategies for interventions

4. The learner will formulate & implement appropriate intervention strategies to attain the client's needs
5. The learner will collaborate with multidisciplinary settings for the well-being of clients

**MODULE 1: MEDICAL SOCIAL WORK (10 Hrs)**

- 1.1 Medical social work: – definition, concept, historical development in India and abroad; different settings for medical social work.
- 1.2 Hospital as a formal organization – structure and functions, different departments in the hospital (medical, paramedical, and non-medical), principles of health education.
- 1.3 Use of audio-visual aids and mass media. medical camps in rural and urban areas, Biomedical waste management

**MODULE 2: HEALTH ASPECTS IN MEDICAL SOCIAL WORK (11 Hrs)**

- 2.1 Concept of the patient as a person- sick role and illness behaviour, hospitalization of patient – impact on family, need and methods for the involvement of family in the treatment process.
- 2.2 Concept of health - acute illness, chronic illness - major communicable/ non-communicable diseases, terminal illness, disability, impairment and handicaps, and trauma care methods of dealing with victims of accidents, organ transplantation, and cadaver donations
- 2.3 Rehabilitation- definition, types, and principles, community-based rehabilitation. ambulatory, palliative, hospice, and convalescent care
- 2.4 psycho socio-economic problems during stages of illness.

**MODULE 3: PATIENT SAFETY AND RISK MANAGEMENT (8 HRS)**

- 4.1 Patient safety, medication safety, adverse drug event
- 4.2 Pre-operative / procedure planning, intra- operative and post-operative safety
- 4.3 Occupational hazards, healthcare-associated infections, environmental safety
- 4.4 Errors: medical, diagnostic, Sentinel event, hazard, National safety goals

**MODULE 4: MEDICAL ETHICS (8 Hrs)**

- 4.1 Definition, principles, rules, and core concepts
- 4.2 Indian Medical Council, doctor-patient relationship
- 4.3 professional secrets, and privileged communication – birth, death, abortion

4.4 MTP, Helsinki Declaration on medical research ICMR guidelines of medical research

4.5 Death, dying and incurable ill patient, euthanasia– ethical framework on decision making

MODULE 5: MEDICAL RECORDS (8 Hrs)

5.1 Utility & functions of medical records in health care delivery system.

5.2 Organizations & management of medical records department

5.3 Role of hospital managers & MRD personnel in medical record-keeping, reports & returns in the medical record system.

5.4 Procedures of medical auditing & its importance, government regulations & requirements.

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1. [K. Park](#) (2017), Preventive and Social Medicine Bhanot Publishers, 2017
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3. Anand, KK, 1996, Hospital Management: A New perspective, New Delhi, Vikas publishing House Pvt.,.
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9. G.D. Mogli, Medical Records, Jaypee Brothers
10. G.P. Mogli, Medical Records, Organisation & Management, Jaypee Brothers, New Delhi.
11. Goel & Kumar, Management of Hospitals, Deep & Deep
12. Goel, SL 1981, Health Care Administration: A text Book, New Delhi,Sterling Publishing House Pvt Ltd.
13. Goyal, RC, 1994, Hand Book of Hospital Personal Management, New Delhi, Prentice,Hall of India
14. Haywood, SC 1974, Managing the Health Service, London,George Allen & Unwin Ltd.,
15. Kunders & Gopinath. Hospitals Planning, Design & Management

16. Manisha Saxena, Hospital management, CBS Publishers and Distributers, New Delhi
17. Sridhar Bhat, Total Quality Management, Mimalaya Publications, Mumbai;l.
18. Syed Amin Tabish, Hospital Administration —Hospital and Health Services Administration: Principles and Practice, , Oxford University Press, 2001, Mc Graw Hill, New Delhi, 1988

### **Model Question Paper**

#### **MWMSW03E09 (MP) - SOCIAL WORK IN MEDICAL SETTINGS**

**Time: 3 Hours**

**Max. Marks: 40**

#### **PART – A**

**Answer any 5 questions. Each question carries 2 marks**

1. Postoperative safety
2. MTP
3. Medical ethics
4. Sentinel Event
5. Patient Safety
6. Adverse drug event  
**(5x2=10)**

#### **PART – B**

**Answer any 3 questions in not less than 200 words. Each question carries 4 marks**

7. Write a short note on the Helsinki Declaration on Medical Research
8. Explain the clinical risks for the hospital administrators
9. Critically analyse the provisions of the MTP Act
10. Discuss in brief the concept of ‘patient safety’

11. Critically evaluate the need for Euthanasia from a medical-social work perspective(3x4=12)

### **PART – C**

**Answer any 3 questions in not less than 500 words. Each question carries 6 marks**

12. Explain the doctor-patient relationship

13. Explain the national safety goals

14. Briefly explain the ICMR guidelines for medical research

15. Explain medical ethics, principles, and rules

16. write an essay on major elements and issues of patient safety in the hospital system(3x6=18)

### **SEMESTER -III**

#### **MWMSW03E10 (CD): COMMUNITY DEVELOPMENT APPROACHES AND TOOLS**

Credits 3

Total Hours 45

Hours/week 4

#### **COURSE OBJECTIVES**

1. Understand the history and evolution of community development approaches in India
2. Learn about the significance of participatory approaches and tools in community development.
3. Analyse various tools and methodologies used in community development projects.
4. Explore the role of NGOs and other organisations in implementing community development initiatives
5. Identify challenges faced by community development projects and strategies to overcome

#### **COURSE OUTCOMES**

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

1. Gain insight into the historical development of community development approaches and their relevance in contemporary contexts.
2. Acquire practical knowledge of different tools and methodologies used in community development projects

3. Understand the principles and applications of participatory approaches in fostering community empowerment and sustainable development.
4. Recognize the role of NGOs, governmental agencies, and other stakeholders in community development efforts
5. Develop problem-solving skills to address challenges encountered in community development projects

## **CONTENTS**

### **Unit I: Introduction to Community Development**

Community development: Definition, Objectives and Principles of CD, Historical Overview of Community Development Projects in India, Jules Pretty's Typology of Participation, Role of NGOs, PRIs and Other Organizations in Community Development **(10 Hrs)**

### **Unit II: Approaches to Community Development**

Approaches: Asset Based Community Development (ABCD), Participatory Approaches in Community Development, Integrated Approach, Empowerment Approach, Holistic Approach **(10 Hrs)**

### **Unit III: Approaches to Community Development (Continued)**

Approaches: The Information Self-Help Approach, Special Purpose Problem Solving Approach, Demonstration Approach, The Experimental Approach, The Power-Conflict Approach **(10 Hrs)**

### **Unit IV: Tools and Methodologies in Community Development**

Problem Analysis Tools (Fishbone Analysis, Force Field Analysis, SWOT Analysis, Gap Analysis, Problem Tree Analysis and Objective tree, etc), Participatory Planning Tools (PRA tools), Net Planning vs Gross planning, Community Organization, Participatory Monitoring and Evaluation techniques in Community Development project **(08 Hrs)**

### **Unit V: Challenges and strategies in Community Development**

Common challenges in Community Development Initiatives; Strategies for Overcoming Challenges and Ensuring Project Sustainability; Adaptation to Changing Socio-political and Environmental Contexts **(07 Hrs)**

## **TEACHING METHODOLOGY**

- Classroom lectures
- Case studies and group discussions for practical applications
- Assignments to analyze and apply concepts learned
- Video tutorials
- Field Visits and Hands-on Exercises to experience community development approaches firsthand.
- Guest Lectures from practitioners and experts in the field.

### **References:**

- |  |
|--|
| 1. Ledwith, M. (2011). <i>Community Development: A Critical Approach</i> . |
|--|

2. Rubin, H. J., & Rubin, I. S. (2012). *Community Organizing and Development*.
3. Kretzmann, J. P., & McKnight, J. L. (1993). *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*.
4. McKnight, J., & Block, P. (2010). *The Abundant Community: Awakening the Power of Families and Neighborhoods*.
5. S. Rengasami. *Introduction to Rural Community Development*. Madurai Institute of Social Sciences
6. S. Rengasami. *Students Guide to Methods of Community Organization*. Madurai Institute of Social Sciences
7. Chambers, R. (2002). *Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities*.
8. Hickey, S., & Mohan, G. (2005). *Participation: From Tyranny to Transformation*.
9. Satterthwaite, D., & Colenbrander, S. (2017). *Localizing Sustainable Development Goals*.
10. United Nations Development Programme (UNDP). (2018). *SDG Toolkit for Local Governments: A Guide to Localizing the Sustainable Development Goals*.
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13. Long, Huey B, Ed and Others. *Approaches to Community Development, American Coll. Testing Programme, Iowa City, Iowa, National Univ. Extension Association, Minneapolis, Minn. (Web source- <https://files.eric.ed.gov/fulltext/ED164956.pdf>)*

## MODEL QUESTION PAPER

### MWMSW03E10 (CD): COMMUNITY DEVELOPMENT APPROACHES AND TOOLS

**Time: 3 Hrs**

**Max. Marks:40**

#### PART –A

**Answer any 5 Questions & Each Question Carries 2 Marks**

1. Community Development
2. Seasonal Calendar
3. Social Analysis
4. Capacity building
5. Participatory approaches
6. Project

**(5x2=10)**

#### PART –B

**Answer any 3 Questions in not less than 200 words& Each Question Carries 4 Marks**

7. Explain the principles of Community Development
8. What are the roles of NGOs and Other Organizations in Community Development

9. Explain empowerment and social justice
10. Explain the process of participatory decision-making process
11. Discuss project cycle (3x4=12)

### **PART –C**

**Answer any 3 Questions in not less than 500 words& Each Question Carries 6 Marks**

12. Give a historical overview of Community Development in India
13. Discuss different approaches to community development
14. Give an account of participatory approaches in PRA
15. Give a brief account of the Methodologies in Community Development
16. Discuss challenges and strategies in Community development

**(3x6=18)**

### **SEMESTER-3**

#### **MWMSW03E11(HR)-HUMAN RESOURCE MANAGEMENT AND HUMAN RESOURCE DEVELOPMENT**

Credits -3

Total Hours - 45

Hours/week -4

#### **Course Objectives**

- To familiarize with the meaning, basic concepts and functions of Management.
- To understand the methods, techniques, and benefits of human resource planning in effectively aligning organizational goals with human capital requirements.
- To understand and apply principles of wage and salary administration, compensation components, government statutory provisions, and performance appraisal techniques for effective human resource management.
- To Acquire knowledge on training and development, as well as explore the contemporary trends and challenges within the field of Human Resource Management.
- To assess the workforce dynamics in the HR department and elucidate the roles and skills of social workers in human resource management.

#### **Course Outcomes:**



- Demonstrate skills in Human Resource Planning
- Perform Human Resource Management skills
- Conduct Training needs and do performance appraisal
- Prepare training plans, modules and implement the plan

**MODULE 1: Introduction to HRM**

**09**

**Hours**

Introduction to Management: Definition, Principles, and functions of management. Definition and Scope of HRM, The Hawthorne Studies, Historical Development of HRM. Role, Functions and Core Competencies of HRM. Changing role and emerging challenges before HR managers in the context of SHRM.

**MODULE 2: Human Resource Acquisition**

**12**

**Hours**

Human Resource Planning- Methods, techniques and benefits. Recruitment: Selection - Procedures, steps and selection policy, psychological testing – Purposes, Nature, type of testing. Interview – Types, technique.

Promotion: Purposes, type and procedure. Demotion – Causes. Transfer- purposes, policy and procedures. Separation. Retirement and superannuation Voluntary Retirement.

Retention: Need & objectives, concept, methods and exit interviews.

**MODULE 3: Compensation Management and Employee Performance Review**

**12**

**Hours**

Wage and Salary Administration: Definition, types, theories, wage determination, wage policy, wage survey, wage boards in India.

Compensation: Concept, Components. Allowances, bonus, incentives, fringe benefits and Perks. Government Statutory provisions for employees.

Performance Appraisal: Concept, Process and Techniques, Performance Management and Human Resource Maximization. Training and Development: Importance, methods and techniques of training, Training Need Analysis, training evaluation.

**MODULE: 4 Modern Management Practices**

**12 Hours**

JIT, 5S, TPM, TQM, Quality Control, Kaizen, Six Sigma, ISO. Knowledge Management and Talent Management, Organizational change and HR strategies for effective transformation.

Trends and Challenges in Human Resource Management: Managing Work Force Diversity and Multiculturalism, Roles and skills of social worker in Human resource management.

**Human Resource Development:** Definition, contribution of HR instruments, Processes, Outcomes for Organizational Effectiveness. The HRD Function: The tasks structure and functions of the HRD department; Qualities and competency requirements of HRD managers. HRD and Systems Concepts: Elements of a good HRD system; Various HRD sub-systems

## TEACHING METHODOLOGY

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

## REFERENCES:

- Chhabra, T. N., & Rai, D. (2014). *Principles & Practice of Management*. Naisarak, Delhi: Dhanpat Rai &Co Pvt Ltd.
- Rao, V. S. (2010). *Human Resource Management text and cases* (3rd ed.). Naraina, New Delhi: Excel Books.
- Koontz, H., Weihrich, H., & Aryasri, A. R. (2004). *Principles of Management*. New Delhi: Tata Mcgrawhill education Pvt Ltd.
- Bhattacharya, M. S., & Sengupta, N. (2009). *Compensation Management*. Naraina, New Delhi: Excel Books.
- Noe, R. A. (2013). *Employee Training and Development* (6th ed.). New York: Mc Graw Hill Irwin.
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- Srivastava, R. M., & Verma, S. (2012). *Strategic Management Concept, skills, practice*. New Delhi: PHI Learning pvt ltd.
- Roa, T.V (2004), *Performance Management and Appraisal System: HR Tool for Global Competitiveness*, Sage Publications, New Delhi.
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- Pattanayak, B. and Verma, Harish C. (1998): *Human Resource Management*, New Delhi: Wheeler Publication
- Suganthi, L., & Samuel, A. A. (2012). *Total Quality Management*. New Delhi: PHI Learning pvt ltd.

### Model Question Paper

#### MWMSW03E11(HR)-HUMAN RESOURCE MANAGEMENT AND HUMAN RESOURCE DEVELOPMENT

#### PART- A

**Answer any five questions each carries two marks.**

**(5x2=10)**

1. Psychological testing
2. ISO
3. The Hawthorne Studies
4. Wage Board
5. Bonus
6. Exit interview

#### PART- B

**Answer any three questions each carries four marks.**

**(4x3=12)**

7. Give a detailed account on the principles of management.
8. Give a brief note on Training and Development.
9. Explain wage and salary administration.

10. Explain HRD. Highlight the qualities and competency requirements of HRD managers
11. Explain different techniques used in Performance Appraisal.

### **PART- C**

**Answer any three questions each carries six marks. (6x3=18)**

12. Discuss the changing role and emerging challenges before HR managers in the context of SHRM.
13. Explain about different Government Statutory provisions for employees.
14. Describe about different Modern Management Practices .
15. Give a detailed explanation about promotion and demotion.
16. Critically analyse the roles, skills and importance of social worker in Human resource department.

### **SEMESTER -III**

#### **MWMSW03E12 (MP)- SOCIAL WORK IN PSYCHIATRIC SETTINGS**

Credits -3

Total Hours - 45

Hours/week -4

#### **Course Objectives:**

1. Understand the changing trends in mental health care and scope of psychiatric social work
2. Comprehensive learning on the concepts of prevention and promotion
3. Learn role of psychiatric social workers in different settings
4. Understand the policies, laws and legislations on mental health

#### **Course Outcomes:**

1. Perform the role of psychiatric social workers in different settings.
2. Imbibe the changing trends in mental health care and scope of psychiatric social work in India and abroad
3. Develop Comprehensive learning on the concepts of prevention and promotion will be acquired by completing the course.
4. Able to do analysis of policies, laws and legislations on mental health.
5. Prepare plans for the development of the clients / patients

## **COURSE CONTENTS**

### **Module 1: Scope and functions of Psychiatric Social Work (10 Hrs)**

- 1.1 Psychiatric Social Work – History & Development
- 1.2 Functions of Psychiatric Social Work
- 1.3 Changing trends in mental health care
- 1.4 Scope of Psychiatric social worker
- 1.5 Multidimensional assessment of Mental Disorders
- 1.6 Psychiatric social worker in a multidisciplinary team

### **Module 2: Preventing mental health problems & promotion of mental health (10 Hrs)**

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

### **Module 3: Role of psychiatric social worker in various settings and situations (10 Hrs)**

- 3.1. Multidisciplinary team member in various settings – Clinical departments, Rehabilitation centres, Institutional care homes, Deaddiction centres, Child Guidance Centres, Hospitals, youth and women settings, Schools, mental health asylums, Family service agencies, correctional institutions, industrial settings, • Ambulatory health care services nontraditional mental health services, national and international charitable organizations.
- 3.2. Psychosocial care – concept, definition and practice
- 3.3. Psychosocial care service in varied situations – disasters, migration, displacement, emergencies.
- 3.4 Therapeutic Models in Psychiatric Social Work: Various theoretical approaches in individual treatment and processes of individual treatment techniques.

## **Module 4: Law, Ethics and Psychiatric Social Work (10 Hrs)**

4.1. Law, Ethics and Psychiatric Social Work

4.2. Mental Health Act, 1987. Transplantation of Human Organs Act, 1994. The Persons with Disabilities Act, 1995.

4.3. File Management in Various Settings

4.4. major approaches in psychiatric social work and value concepts underlying psychiatric social work practice in mental health. Problem formulation – various approaches to social diagnosis.

## **Module 5 (05 Hrs)**

Visit to a psychiatric social work setting to have primary understanding of the services and functioning of it

### **TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

### **References:**

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2. Bare Acts of the relevant legislations
3. Black, Donald W. (2011) Introductory textbook of psychiatry, Washington DC, American Psychiatric Publications
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19. Verma, Ratna (1992). Psychiatric Social Work in India, New Delhi; Sage Publications
20. World Health Organization. (2004) . ICD-10: international statistical classification of diseases and related health problems: tenth revision, 2<sup>nd</sup> ed.
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23. Martin, R. (2011). Social work assessment. Learning Matters.
24. J. López-Ibor Aliño J. (2005). Disasters and mental health. J. Wiley.

### **Model Question Paper**

#### **MWMSW03E12 (MP)- SOCIAL WORK IN PSYCHIATRIC SETTINGS**

**Time: 3 Hrs**

**Max. Marks:40**

#### **PART –A**

**Answer any 5 Questions. Each Question Carries 2 Marks**

1. Psychiatric Social Work
2. Multi dimensional assessment
3. Psychiatry
4. Substance abuse
5. Suicide
6. File Management

**(5x2=10)**

#### **PART –B**

**Answer any 3 Questions in not less than 200 words. Each Question Carries 4 Marks**



7. Explain functions of psychiatric social work
8. What are the roles of psychiatric social worker?
9. Explain Psychosocial care with examples
10. What is pre-marital counselling? Write about its importance in marital life
11. What is life skill education? What is the importance of life skill education? (3x4=12)

### **PART –C**

**Answer any 3 Questions in not less than 500 words. Each Question Carries 6 Marks**

12. Narrate Therapeutic Models in Psychiatric Social Work
13. Explain Mental health interventions at different stages of life span
14. What are the parenting issues? Prepare a plan for parenting education
15. Write a detailed note on scope of Psychiatric Social Work in India
16. 'Psychiatric Social Worker should undergo regular knowledge and skill upgradation programmes' - Elucidate this statement with specific examples

**(3x6=18)**

### **SEMESTER -III**

#### **MWMSW03E13 (CD): RURAL AND URBAN COMMUNITY DEVELOPMENT**

Credit: 3

Total Hours: 45

Hours/week: 4

#### **COURSE OBJECTIVES**

6. Understand the development of rural communities and rural reconstruction efforts
7. Learn about Community development in India and explain the emergence of Panchayati Raj System
8. Understand the constitutional provisions related to local self-governance, and to examine the characteristics and amendments of the Kerala Panchayati Raj Act 1994 and the Kerala Municipality Act & Rules 1994.
9. To develop a comprehensive understanding of urban communities, intricacies of urban planning, and critically analyze prevalent urban issues and examine policies and programs
10. To critically evaluate the ongoing programs of the Ministry of Rural and urban Development of the Government of India and the Government of Kerala.

## **COURSE OUTCOMES**

### **On successful completion of this course:**

1. Analyse the historical development of community development in India
2. Evaluate the CD programmes in India and explain the emergence of Panchayati Raj System
3. Apply the knowledge of Local Governance System both rural and urban in the context of community development practice
4. Explain concepts, models, issues related to urban community development
5. Formulate, apply and integrate programmes based on the policies and programmes of government departments for urban and rural community development

### **Unit I: Understanding Development, Rural Development and Urban Development**

Understanding Development- Definition, Indicators of development, factors affecting sustainability of development

Understanding Rural Development- Concept and Definition, basic elements of rural development (Life Sustenance, Self Respect, Freedom), Objectives of Rural development

Understanding Urban Development- Meaning of urban, Definition of urban development

Livelihood- Concept, Definition, Livelihood planning, Livelihood assets- Human Capital, Social Capital, Natural Capital, Physical Capital and Financial Capital (10 Hrs)

### **Unit II;CommunityDevelopment, Villages and Rural Settlements, ChangesinRuralandRuralReconstructionAttemptsbefore1952**

Community Development: concept, characteristics of Rural People, Status of agriculture in India, Rural Reconstruction by non-official efforts before Independence including Mahatma Gandhi -Rural Reconstruction Schemes after 1945 like Sevagram Centre, Firka Development Scheme, Sarvodaya Centres, Nilokheri Project, and Etawah Project, Marthandam Project, and Gurgaon Experiment (10 hrs)

### **Unit III:Community Development Programme 1952, National Extension Services, Etc**

Community Development Programme 1952 and National Extension Services: objectives, activities, characteristics, organisational & administrative structure, and evaluation-

Community Development Schemes/ Projects of Panchayati Raj Institutions in Kerala,

Direct Benefit Transfer, NABARD and its major projects/programmes (10 hrs)

### **Unit IV: Urban Community, Urban Planning, and Urban Issues**

Concepts: urbanism, urbanisation. Characteristics of urban areas; Theories of urbanisation- Classical Theories, Modern Theories, Planning theories; Urban **Planning**: concept, strategies, approaches, principles; **Models** of urban development in India. - Public private partnership (PPP) for urban development; Urban **Issues**: housing, water and sanitation, pollution, solid waste management, Street Vendors - issues, policies and programmes. Slums: definition, causes, characteristics and problems of slum dwellers. (10 hrs.)

### Unit V: Programmes for Rural and Urban Development

Ongoing programmes of Ministry of Rural Development and Panchayati Raj; Ministry of Urban Affairs, National and state policies pertaining to urban development; Programmes for urban development, Urban housing schemes in Kerala - Welfare programmes for urban poor. Scheme under GoI and GoK. (05 hrs.)

### TEACHING METHODOLOGY

- Classroom lectures
- Case studies and group discussions for practical applications
- Assignments to analyze and apply concepts learned
- Video tutorials
- Field Visits and Hands-on Exercises to experience community development approaches firsthand.
- Guest Lectures from practitioners and experts in the field.

### References:

1. Mohanan, B. (2005). *Decentralised Governance and Participatory Development Issues, Constraints, and Prospects*. New Delhi: Concept Publishing Company.
2. Mishra, S.N., Shweta Mishra & Chaitali Pal, (2000). *Decentralised Planning and Panchayati Raj*. New Delhi: Mittal Publications.
3. Dube S.C. (2003). *India's Changing Villages*. Psychology Press.
4. Doshi, S.L. and P.C. Jain. (1999). *Rural Sociology*. Jaipur: Rawat Publications.
5. Sinha, H.K.(Ed.), (1998). *Challenges in Rural Development*. New Delhi: Discovery Publishing House,
6. Singh, Hoshier. (1995). *Administration of Rural Development in India*. New Delhi: Sterling Publishers Pvt. Ltd.
7. S. Rengasami. *Introduction to Rural Community Development*. Madurai Institute of Social Sciences
8. Maheshwari, Shriram. (1985). *Rural Development in India A Public Policy Approach*. New Delhi: Sage Publications.
9. Madan G.R. (1964). *Changing Pattern of Indian Villages*. Delhi: S. Chand and Co
10. S. Rengasami. Tools and techniques for Livelihood Analysis and Intervention. Madurai Institute of Social Sciences
11. Desai, A.R. (2011). *Rural Sociology in India*. Lucknow: Popular Prakashan.
12. Ramachandran, R. (1995). *Urbanization and Urban Systems in India*; oxford University

- Press.
13. Carley, Michael, Jenkins, Paul & Smith Harry. (2001). *UrbanDevelopment&CivilSociety*, London: Earthscan Publications Ltd.
  14. Mohlon Apgar, McGraw. (2000). *NewPerspectivesonCommunityDevelopment*. England: Hill Book Company (UK) Ltd.
  15. Rabinder Singh, S (2003). *UrbanisationinIndia*. New Delhi : Sage publications.
  16. Mohanty, D (1993). *UrbanizationinDevelopingCountries*. New Delhi: Institute & Social sciences.
  17. Muricken J, Boban J, MK George, Emmanuel, Pillai P. (2003). *DevelopmentInducedDisplacementinKerala*.
  18. Jacob Z Tudipara (2008) *Urban Community Development (2nd Ed.)* Jaipur: Rawat Publications.
  19. G. Surya Rao (2000) *UrbanDevelopmentwithCommunityInitiatives*. New Delhi: Atlantic Publishers.
  20. K. R. Gupta, Prasenjit Maiti (Ed.) (2005) *UrbanDevelopmentDebatesintheNewMillennium*. New Delhi: Atlantic Publishers.
  21. Bhargava, G. & Malik S. (1981). *UrbanProblemsandPolicyPerspectives*. New Delhi: Abhinave Publications.
  22. Rao, M.S. (1992). *UrbanSociologyinIndia*. New Delhi: Oriental Longman Ltd.
  23. Difyat Mohanty - (1993). *UrbanizationinDevelopingCountries*. ND: Institute of Social Sciences.
  24. Urban Governance – Module prepared by Administrative Staff College of India (ASCI), Hyderabad Published by Mission Directorate, JNNURM, Ministry of Urban Development (MoUD), Government of India, 2011.
  25. The Constitution (Seventy - Fourth Amendment) Act, 1992 18. Kerala Municipality Act and Rules 1994.
  26. Website of Ministry of Urban Development

## **MODEL QUESTION PAPER**

### **MWMSW03E13 (CD): RURAL AND URBAN COMMUNITY DEVELOPMENT**

**Time: 3 Hrs**

**Max. Marks:40**

#### **PART –A**

**Answer any 5 Questions & Each Question Carries 2 Marks**

1. Nilokheri Project
2. National Extension Services
3. Participation
4. Urbanization

5. NRLM
6. Development

(5x2=10)

**PART –B**

**Answer any 3 Questions in not less than 200 words& Each Question Carries 4 Marks**

7. Explain the Patterns of Rural Settlement
8. What are the major highlights of Balantraoi Mehta committee?
9. Explain functions of urban development authorities
10. Explain the Public private partnership
11. Discuss welfare schemes for rural poor

(3x4=12)

**PART –C**

**Answer any 3 Questions in not less than 500 words& Each Question Carries 6 Marks**

12. Give a brief account of Rural Reconstruction by non-official efforts before Independence
13. Discuss salient features of 73<sup>rd</sup>& 74<sup>th</sup> constitutional amendments
14. Give an account of history of panchayati raj
15. Discuss issues of urban areas and role of social workers
16. Discuss programmes for urban and rural Community development

(3x6=18)

**SEMESTER 3**

**COURSE TITLE- MWMSW03E14 (HR) ORGANIZATIONAL BEHAVIOR**

Credits: 3

Total Hours: 45

Hours / Week: 4

**Course objectives**

- To study the human behaviour in an organization
- To understand the various dynamics of behaviour in an organization
- To study about the culture. Leadership, conflict, group dynamics involved in an organization

**Course outcomes:** At the end of the course student will able to

- Identify various dynamics related to human and organization behaviour.
- Analyse the problems and suggest measures to tackle it.
- Implement strategies for a better work culture
- Develop the strategies for a better leadership and various roles of a leader.
- Demonstrate skill for organizational change and implementation.

**Module 1: Understanding Individual Behavior (15 hours)**

- Definition and scope of organizational behavior, Importance and relevance of organizational behavior in modern workplaces
- Personality and Attitudes, Theories of personality
- Attitudes and their impact on behavior, Managing attitudes in the workplace
- Perception and Motivation, Perception processes and biases
- Theories of motivation
- Applications of motivation theories in organizational settings

**Module 2: Group Dynamics and Leadership (15 hours)**

Group Formation and Development

- Stages of group development, Group norms and roles, Team building and effectiveness

Leadership Styles and Theories

- Leadership styles: autocratic, democratic, laissez-faire
- Leadership theories: trait theory, behavioral theory, contingency theory
- Developing effective leadership skills

Power and Influence

- Bases of power in organizations
- Influence tactics and strategies
- Ethical considerations in power and influence

**Module 3: Organizational Structure (08 hours)**

Organizational Structure Types

- Functional, divisional, matrix structures

- Organizational culture and its impact
- Managing organizational culture

#### **Module 4: Organizational Change and Development (08 hours)**

- Forces driving organizational change
- Models of organizational change
- Change management strategies and implementation

#### **TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials and Discussions

#### **References:**

1. Robbins, S. P., Judge, T. A., & Campbell, T. T. (2020). Organizational Behavior (18th ed.). Pearson.
2. Kreitner, R., & Kinicki, A. (2019). Organizational Behavior (12th ed.). McGraw-Hill Education.
3. Luthans, F. (2019). Organizational Behavior: An Evidence-Based Approach (14th ed.). McGraw-Hill Education.
4. Greenberg, J. (2020). Behavior in Organizations: Understanding and Managing the Human Side of Work (11th ed.). Pearson.
5. McShane, S. L., & Von Glinow, M. A. (2019). Organizational Behavior (8th ed.). McGraw-Hill Education.

#### **Model Question Paper**

#### **MWMSW03E14 (HR) ORGANIZATIONAL BEHAVIOR**

**Time: 3 Hrs**

**Max. Marks:40**

#### **PART –A**

**Answer any 5 Questions & Each Question Carries 2 Marks**

1. OB
2. Perception
3. Attitude
4. Group dynamics

5. Leadership
6. Power  
(5x2=10)

### **PART B**

**Answer any three questions in not less than 200 words. Each question carries 4 marks**

7. Forces driving organizational change
8. Bases of power in organizations
9. Ethical considerations in power and influence
10. Leadership types
11. Theories of motivation  
(3x4=12)

### **PART C**

**Answer any 3 Questions in not less than 500 words& Each Question Carries 6 Marks**

12. Critically analyse bases of power in organization
13. Explain the theories of leadership?
14. Discuss organizational change and management?
15. Write an essay on organization structure types
16. Critically analyse the Leadership styles  
(3x6=18)

## **SEMESTER -III**

### **MWMSW03C19: SKILL TRAINING**

Credit: 2

Total Hours: 60

Hours/week: 4

#### **Course Objectives:**

1. To enhance self-confidence and interpersonal skills among MSW students.
2. To improve communication skills, including spoken English and active listening.



3. To instill professionalism and corporate etiquette for successful integration into the workplace.
4. To empower students with goal-setting techniques and resume-building strategies.
5. To prepare students for job interviews and group discussions through mock exercises.

### **Course Outcomes:**

Upon completion of the Finishing School Certificate Programme, participants will be able to:

1. Demonstrate enhanced self-confidence and interpersonal skills.
2. Communicate effectively in professional environments, both verbally and non-verbally.
3. Exhibit professionalism and adherence to corporate etiquette norms.
4. Set and pursue career goals using effective strategies.
5. Navigate job interviews and group discussions with confidence and competence.

### **1: Self-Confidence and Team Building**

- i. Pre-Training Assessment
- ii. Understanding Self-Confidence and the ways for improving Self-Confidence
- iii. Team Formation
- iv. Team Bonding Activities

### **2: Communication Skills Enhancement**

- i. Effective Communication Strategies
- ii. Improving nonverbal communication – Facial expression, Gestors, Body Language, Maintaining eye contact
- iii. Language as powerful tool for effective communication
- iv. Tone of Voice in effective communication
- v. Active Listening Skills Development

### **3: Professionalism and Etiquette**

- i. Introduction to Professionalism
- ii. Corporate Etiquette and Workplace Behavior
- iii. Dining Etiquette for Professional Settings

- iv. Power Dressing and Grooming Tips

#### **4: Career Readiness**

- i. Setting SMART Goals
- ii. Identifying Opportunities and Challenges in the Workplace
- iii. Adapting to situations, Updating knowledge and skills
- iv. Resume Building Workshop
- v. Interview Facing Skills Training

#### **5: Practical Application and Assessment**

- i. Group Discussion on any of the Current Topics
- ii. Mock Interview Sessions
- iii. Post-Training Assessment and Feedback

# Semester IV

## Semester IV

### MWMSW04C20 SOCIAL LEGISLATION

Credits : 3

Total Hours: 45

Hours /Week : 4

#### Course Objectives

- To familiarize the students with Indian Constitution, and the fundamental rights, duties and Directive principles
- To acquaint them with the statutory bodies for the protection of the rights of the individuals in General and women and children in particular

- To understand the provisions of the social legislations and utilize them as a tool for Empowerment of the vulnerable and marginalized sections of the society
- Explore legislations protecting children and women's rights and understand their impact on society.
- Examine social legislations for the aged, disabled, and other vulnerable groups, and assess their effectiveness in promoting welfare.

### **Course Outcomes:**

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

1. Develop an understanding of Indian constitution, fundamental rights and directive principles of state policy
2. Develop an insight on social legislations, its objectives and scope in relation to Indian Constitution.
3. Understand social legislation for vulnerable, weaker and special groups in India.
4. Critically analyze the role of professional social workers in advocating for social justice through the implementation of social legislations, including advocacy, lobbying, and networking.
5. Understand the significance of Public Interest Litigation (PIL) in addressing societal issues and will be equipped to effectively engage in PIL activities as social workers.
6. Evaluate the effectiveness of social legislations in safeguarding the rights and welfare of marginalized groups, such as the aged, disabled, and other weaker sections of society, and propose strategies for enhancing their implementation.

## **COURSE CONTENTS**

### **MODULE 1 Indian constitution (9 hrs)**

Indian constitution salient features, Fundamental rights and Directive Principles of State policy. Social legislation an instrument of Social control, social change and social justice. The role of professional social worker in the Implementation of social legislations advocacy, campaign, Lobbying, networking, educating, guiding, enabling)

Legal system in India: Courts, Hierarchy of courts, family courts,

### **MODULE 2 Legal Aid (9hrs)**

Legal Aid: Concept, Need, Powers and functions of District Legal Service Authority and Taluk Legal Service Authority

Public Interest Litigation : Meaning, objectives and scope and role of social worker in PIL

Human rights: Meaning, objectives and characteristics, The Protection of Human Rights Act 1993, UNDHR, Human Rights Commission – National / State : Structure and Functions

### **MODULE 3 Legislations for the protection of Children and Women (9hrs)**

**Legislations for the Protection of Children :** Juvenile justice care and protection act 2015, Child Marriage Act – 2006, The Protection of Children from Sexual Offences Act 2012, The Child Labour (Prohibition and Regulation) Amendment Act 2016, RTE, RTI

**Legislations for the Protection of Women:** The Dowry Prohibition Act –1986, The Protection of Women from Domestic Violence Act, 2005.

The Immoral Traffic (Prevention) Act 1986, The Nirbhaya Act, 2013

Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013.

### **MODULE 4 Social Legislations for the AgedDisabled and other weaker Sections (9hrs)**

#### **Social Legislations for the AgedDisabled and other weaker Sections and Persons with Disabilities**

Aged: Maintenance and Welfare of Parents and Senior Citizens Act, 2007 and 2019 Amendments

Disabled: The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act,1995,

Rights of Persons with Disabilities Act, 2016

National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999

Backward Classes: The Schedule Caste and Schedule Tribes, (Prevention of Atrocities) Act, 1989.

Rights of Transgender Persons Act, 2019

### **TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials

Discussions

## References

- India Government: Constitution of India. Govt. Of India Press, New Delhi
- Social Legislation in India (2 Vols) Hardcover K .D. Gangrade 2011
- Mathew PD: Public Interest Litigation, Indian Social Institute, New Delhi, 1999
- Tapan Bisowal : Human rights, gender and environment Viva books pvt Ltd, New Delhi, 2006
- Aranha T. Social Advocacy – perspective of Social Work, Bombay: College of Social Work.
- Buxi. U. 1982 Alternatives in Development: Law, the crisis of the Indian Legal System, New Delhi: Vikas Publishing House.
- Desai, A.E (ed) 1986 Violation of democratic Rights in India. Vol.1
- Iyer, V.R.K. 1984 Justice in Words and Justice in Deed for Depressed classes, New Delhi: Indian Social Institute.
- Mathew, P.D. Legal Aid Series, Delhi; Indian Social Institute.
- Newman, G. 1999 Global Report on Crime and Justice, New York: Oxford University Press.
- Mamta Rao, Public Interest Litigation Legal Aid and Lok Adalats Paperback – 2015
- People law and justice: A case book of PIL, Vol 2 Orient Longman publishers, New Delhi, 1997
- Introduction to constitution of India: Vikas publishers house pvt Ltd, New Delhi
- Legal Education Series: Indian Social Institute, New Delhi, 1999
- Hebsur, R. K. (Ed.) Social Intervention for Justice, Bombay:TISS.

## Model Question Paper

### MWMSW04C20 SOCIAL LEGISLATION

**Time: 3 Hours**

**Max. Marks: 40**

## PART – A

**Answer any 5 questions. Each question carries 2 marks**

1. Legal Aid
2. Salient features of Indian Constitution

3. PIL
4. Human Rights
5. JJ Act
6. Fundamental Rights (5x2=10)

**PART – B**

**Answer any 3 questions in not less than 200 words. Each question carries 4 marks**

7. Discuss the role of social legislation in promoting social change and social justice
8. Explain the hierarchy of courts in the Indian legal system.
9. What is Public Interest Litigation (PIL)? Explain the role of social workers in PIL
10. Describe the Powers and functions of District Legal Service Authority and Taluk Legal Service Authority.
11. Explain the structure and functions of the Human Rights Commission at the national and state levels (3x4=12)

**PART – C**

**Answer any 3 questions in not less than 500 words. Each question carries 6 marks**

12. Explain the objectives and scope of the Protection of Children from Sexual Offences (POCSO) Act, 2012.
13. Describe the major provisions of the Protection of Women from Domestic Violence Act, 2005.
14. Discuss the significance of the Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013.
15. Explain the role of social workers in advocating for the implementation of legislations for the protection of children and women.
16. Critically examine the implementation of JJ Act (3x6=18)

**SEMESTER –IV**

**MWMSW04C21- PROJECT PLANNING AND MANAGEMENT**

Credits 3

Total Hours-45

Hours/week 4

**Course Objectives**

- To familiarize with the basic concepts, meaning, principles and importance of project planning and management.
- To understand different project philosophy, elements, steps in participatory project planning.
- To understand the relevance and importance of social analysis using different tools in project planning.
- To analyze the administration of a project including staffing, timeline, fund flow, documentation and financial management
- To create different models of development projects suiting to the needs of the people, place and time.

## **COURSE OUTCOME**

- Able to Assess the developmental issues using different tools
- Demonstrate the ability to plan projects and implement it in a result-oriented manner
- To do participatory project planning & management
- Analyze the different roles of stakeholders in project cycle management
- Utilize different tools for project monitoring and evaluation
- Design different need-based development projects to address developmental issues

## **COURSE CONTENTS**

### **Module 1: Introduction to Project Planning (12 Hrs)**

1.1 Concept, Definition, Purpose and Elements of a project.

1.2 Need identification in projects – Concept and tools

1.3 Logical Framework Analysis & Result Based Management (Outputs, Outcomes and Impacts and Indicators for results)

1.4 Participatory Project Planning:- Concept and Steps -Participatory Study (employing PRA tools, base line survey methods, etc), Analysis of data & Problem analysis using SWOT, Problem Tree, etc, Goal & Objective setting, Stakeholder analysis, Activity identification &



prioritization, Result framework – Outputs, Outcomes & Impacts with indicators, means of verification using Logical Framework Analysis, Resource planning, activity scheduling /implementation plan, Setting Milestones, Monitoring & Evaluation plan, Maintenance & Sustainability plan)

## **Module 2: Project Development (08 Hrs)**

2.1 Cost Benefit Analysis, Internal Rate of Return (IRR), Project Scheduling Technics-Project Calendar, GANTT Chart, Net Work analysis. Programme Evaluation and Review Technics (PERT), Critical Path Method, Application of Geographical Information System (GIS) in project

2.2 Community Organisation plan, Project Feasibility Assessment (Economic feasibility, technical feasibility, legal feasibility, scheduling feasibility, operational feasibility)

2.3 Project deliverables, Project convergence plan, Exit strategy preparation, Project Management Philosophy

2.4 An overview of different Sources of fund- Domestic Sources (Community contribution/ Local Contribution, Government sources, PRI Funds, CSR, Donations, Sponsorships, etc) Foreign sources

## **Module 3: Project Implementation and Administration (07 Hrs)**

3.1 Formation of Project Implementation / Management Committee at various levels, Formation of Community Based Organizations

3.2 Staffing/Personnel for the project

3.4 Financial Management – Financial resource allocation plan, Fund flow management, Accounting, Auditing and legal compliances

3.5 Documentation (Pre- project stage, during implementation and after implementation stage) and Regular Reporting of Progress, Project Completion Report

## **Module 4: Project Monitoring & Evaluation. (12 Hrs)**

4.1. Monitoring – Concept, Definition, Indicators, Steps/process in monitoring, Management Information System for the Project (Concept, manual method, web based applications, Mobile App), Participatory Monitoring, Benefits of monitoring

4.2. Evaluation – Concept, Definition, Steps/process in evaluation, Types of Evaluation, Major criteria for evaluation, Benefits of evaluation

4.3 Familiarizing contents of a project using a standard project preparation format

4.4 Visit to an implemented project

## **Module 5: Project Planning Practical Sessions (06 Hrs)**

Conduct project planning practical sessions using a standard project preparation format

### **TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials

Discussions

### **References:**

1. Mathew T.K : Project Planning, formulation and Evaluation.
2. Mishra S.N : Rural Development Planning Design and Method
3. Young, Traveler : Planning Projects, New Delhi.
4. Chandra, Prasanna: Project: preparation, appraisal, budgeting and implementation

## **MODEL QUESTION PAPER**

### **MWMSW04C21- PROJECT PLANNING AND MANAGEMENT**

**Time: 3 Hrs**

**Max. Marks:40**

### **PART –A**

**Answer any 5 Questions & Each Question Carries 2 Marks**

1. Define a Project
2. GANTT Chart
3. PERT
4. CSR
5. Local Contribution
6. Result Based Management (5x2=10)

### **PART –B**

**Answer any 3 Questions in not less than 200 words & Each Question Carries 4 Marks**

7. Describe the relevance of project planning in social work profession
8. Discuss the role of the government as a source of Grant in aid mechanism.
9. Financial Management in Projects- Explain
10. Give an account of various steps in Project formulation
11. Describe Project Feasibility Analysis with examples (3x4=12)

### **PART –C**

**Answer any 3 Questions in not less than 500 words& Each Question Carries 6 Marks**

12. Explain the different elements of a project
13. Explain the importance of PRA in project planning
14. What is participatory project planning and how it contributes to sustainability?
15. Design a project under CSR to be submitted to NHPC for Tribal Empowerment
16. Describe the steps in Monitoring (3x6=18)

## **SEMESTER 4**

### **MWMSW04E15- PUBLIC HEALTH KNOWLEDGE AND PRACTICE**

Credits : 3

Total Hours: 45

Hours / Week: 4

#### **Course Objectives:**

1. To develop an understanding of the holistic concept of Health.

2. To provide basic understanding about different health problems in India
3. To assess the scope of social work methods in medical settings.
4. To introduce interventions and skills needed for medical social work practice.
5. To understand role and functions of a medical social worker in various settings

### **Course Outcomes**

At the end of the course learner will able to :

1. Provide clarity about the concept and components of Public health.
2. Understand medical social work and roles and responsibilities of medical social worker in various healthcare settings
3. Apply Social work methods and principles in Medical Settings
4. Characterize and define Dimensions, indicators and Determinants of health
5. Understand and discuss the concept of epidemiology, including epidemiology of Communicable and non-communicable disease as well as the health impact of different Environmental and lifestyle factors.
6. Assess the contribution of public health policies and programmes in Developing public health system in India

## **COURSE CONTENTS**

### **MODULE 1 Health and Disease (09 hrs)**

Concept, Meaning, Definition, Dimensions of Health, Concepts of Wellbeing, Determinants of Health.

Meaning, Definition and Scope of public health. Principles of health care. Goals of Public health Programmes – Preventive, Promotive, Curative and Rehabilitative.

Disease: Concept, definitions, Levels of Prevention, Morbidity and mortality-incidence, Prevalence

### **MODULE 2 Epidemiology (12 hrs)**

Epidemiology: Concepts, Epidemiology of major communicable diseases; Tuberculosis, Hepatitis,

Dengue, Cholera, HIV/AIDS, RTI and STDs.

Chronic non- communicable diseases: coronary heart Diseases, hypertension, stroke, cancer, chronic blood disorders, epilepsy, motor Neuron problem, Disasters, Blindness, Accidents.

Life Style disorders and New Generation Diseases.: Diabetes, Obesity, Nutritional disorder, Geriatric, Paediatric and Reproductive issues.

### **MODULE 3 Public Health Policies and Programmes : (12hrs)**

National health policies and programmes and its impact.

National Mental Health Policy 1982, National Health Bill (NCBI) 2009,

National Population Policy 2000, Mental Health Act, 1987, The

Persons with disabilities (Equal opportunities, protection of Rights And fall participation) Act, 1995.National Mental Health Programme.

#### **Public Health System in India:**

Health Education, Maternal and Child Health Services, Integrated Child Development Services (ICDS) Scheme, Health and Hygiene,

NRHM & NUHM.

Role of Social Worker in Planning and management of care and Services at different healthcare centers (general hospitals, special Clinics/hospitals, mental hospitals, community health centers, child Guidance clinics, correctional institutions, industries and family Welfare center).

### **MODULE 4 (12 hrs)**

Medical Social Work: Meaning and importance, Historical development of Medical Social Work

Hospitals- Professionals, Hospital administration. Application of Social work methods and Principles in Medical Settings: STD clinics, ICTC, Oncology clinics ,TB hospitals, Transplantations And Mother and Child hospital.

Rights of a Patient. Rights and ethical Considerations of health professional.

### **TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

### **REFERENCES**

1. Krieger, N. (2000). Epidemiology and Social Sciences: Towards a Critical Reengagement in The 21<sup>st</sup> Century. Epidemiologic Review, vol. 22-1: 155-63
2. McPake,B ,Normand.C,andSmith.S(2013). Health Economics: An International Perspective,

3. 3 edition, London,Routledge;Mcqueen. D,(2010),Global Handbook on Non-Communicable Diseases and Health Promotion , New York, Springer Publication.
4. Piyush Gupta, O.P,(2007).Textbook of Preventive and Social Medicine, New Delhi, CBS Publishing and Distribution
5. Sanjivi K S (1971), Planning India's Health. Madras ,Orient Long Man
6. Swaminathan,M.(1974).Advanced textbook on food and Nutrition, Bangalore, The Bangalore Publishing Co. Ltd.
7. David E., et. Al.(1984). Foundations of Epidemiology, New York, Oxford University Press
8. Garrods, J.S & James, W.P.T. (1993) Human Nutrition and Dietetics, London, Churchill Livingstone
9. Goel,S L,(2009).Education of communicable and non-communicable Diseases, Deep & Deep Publications Pvt. Ltd.
10. Gopalan,C.(1987) Nutrition problems and Programmes in South East Asia, New Delhi ,World Health Organization.
11. Health Care Financing, Regional Seminar on Health Care Financing(1987).
12. Epidemiology, Oxford University Press, New York, 4<sup>th</sup> Ed.
13. Miller R.S(1982), Primary Health Care More than Medicine, London, Prentice hall Inc
14. Pisharoti, K. A(et.al.) Education for better health of Mother and Child in Primary Health Care, IUHE-SEARB, Madrass
15. Rana, HPS (2009)Health economics, New Delhi, Alfa Publications
16. Sahni, A (1990). CommModule y participation in Health and Family Welfare: Innovative Experiences in India: a Guide for Health Administrators and Professionals for Community
17. Health and Development, Bangalore, Indian Society of Health Administrators.

### **Model Question Paper**

#### **MWMSW04E15- PUBLIC HEALTH KNOWLEDGE AND PRACTICE**

**Time: 3 Hours**

**Max. Marks: 40**

#### **PART – A**

**Answer any 5 questions. Each question carries 2 marks**

1.Health

2. Public Health

3.STD

4.List out life style disorders

5. NRHM

6. ICDS (5x2=10)

**PART – B**

**Answer any 3 questions in not less than 200 words. Each question carries 4 marks**

7. What are the determinants of health? Discuss

8. Discuss the principles of healthcare

9. Explain the goals of public health programmes – preventive, promotive, curative, and rehabilitative

10. Define disease and discuss its various levels of prevention.

11. Explain the concepts of morbidity and mortality. (3x4=12)

**PART – C**

**Answer any 3 questions in not less than 500 words. Each question carries 6 marks**

12. Discuss the epidemiology of major communicable diseases such as Tuberculosis, Hepatitis, Dengue, Cholera, HIV/AIDS, RTI, and STDs.

13. Trace the historical development of medical social work

14. Discuss the epidemiology of chronic non-communicable diseases such as coronary heart diseases, hypertension, stroke, cancer, chronic blood disorders, epilepsy, motor neuron problems, disasters, blindness, and accidents

15. What is the role of a social worker in planning and managing care and services at different healthcare centers? Discuss with examples.

16. Critically examine the contributions of ICDS for the health and development of women and children (3x6=18)

**Semester IV**

**MWMSW04E16 – (MP) PSYCHOTHERAPEUTIC INTERVENTIONS FOR SOCIAL WORKERS**

Credits -3

Total Hours - 45

Hours/week -4

**Course objectives**

1. To familiarise with various psychotherapies
2. To get an understanding about the theories and techniques involved in various therapies
3. To be able to apply the techniques and do the practical sessions

### **Course outcomes**

- Identify the various psychotherapies and their classifications
- Compare and contrast various psychotherapies
- Differentiate various therapies according to various disorders
- Demonstrate the skills for psychotherapy

### **Module 1: Psychodynamic Therapy (11 Hrs)**

- Sigmund Freud's Psychoanalytic therapy
- Carl Jung's Analytic therapy
- Adlerian therapy

### **Module 2: Cognitive therapies (11 Hrs)**

- RationalEmotiveBehaviourTherapy(REBT) - AlbertEllis
- Cognitive Therapy - AaronTBeck
- Personal Construct Counselling and Psychotherapy - George A. Kelly

### **Module 3: Behaviour Therapy (06 Hrs)**

- Reality Therapy, - William Glasser
- Behavior Therapy - Arnold A Lazarus

### **Module 4: Humanistic – Existential Therapy (10 Hrs)**

- Logo Therapy - Viktor Frankl
- Person CenteredandPsychotherapy - Carl Rogers
- GestaltTherapy - FrederickPerls



## Module 5: Contemporary psycho therapies (07 Hrs)

- Multi-generational Family Therapy, Group Therapy, Feminist therapy
- Post modern approaches - Solution focused therapy, Narrative therapy

### TEACHING METHODOLOGY

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

### References:

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2. Corey, G. (2016). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.
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### **Model Question Paper**

#### **MWMSW04E16 – (MP) PSYCHOTHERAPEUTIC INTERVENTIONS FOR SOCIAL WORKERS**

**Time: 3 Hrs**

**Max. Marks: 40**

#### **PART –A**

**Answer any 5 Questions & Each Question Carries 2 Marks**

1. Psycho therapy
2. Libido

3. Defense mechanism
4. Group therapy
5. Choice theory
6. Archetypes

(5x2=10)

#### **PART B**

**Answer any three questions in not less than 200 words. Each question carries 4 marks**

7. Logo therapy
8. Person centered therapy
9. Multi-generational family therapy
10. Group therapy
11. Gestalt therapy

(3x4=12)

#### **PART C**

**Answer any three questions in not less than 200 words. Each question carries 6 marks**

12. Critically analyse the theory of psycho analysis?
13. Explain the importance of psychotherapy in social work
14. Discuss how the modern therapies have more relevance in solving psychological issues?
15. Watson a 40-year-old man, wants some therapy for his chronic feelings of emptiness and dissatisfaction in his life, despite external success in his career and relationships. How you can help?
16. Ram, a 45-year-old man, quest for therapy due to intrusive thoughts and compulsive behaviors that interfere with his daily functioning. He wants some immediate help from a therapist. As a psychotherapist how will you be able to solve his problem?

(3x6=18)

#### **SEMESTER - 4**

#### **MWMSW04E17 (MP) –SOCIAL WORK WITH ELDERLY**

Credits 3

Total Hours 45

Hours/week 4

#### **COURSE OBJECTIVES**

1. To understand the demographic trends and cultural perspectives on aging and to analyse the ethical principles in geriatric social work practice.

2. To comprehend the psychological and social aspects of aging, and to evaluate the impact of aging on families and communities.
3. To learn about the physical health changes in older adults, and to explore the principles of palliative care and integrative medicine approaches in geriatric care.
4. To gain knowledge on intervention strategies and techniques in geriatric social work, and to develop skills in case management and care planning.
5. To understand the importance of evidence-based practice in geriatric social work, and to analyse aging policies and initiatives at the global level.

## **COURSE OUTCOMES**

1. The learner will be able to analyse the demographic trends in aging and apply ethical principles in geriatric social work practice.
2. The learner will be able to evaluate the psychological theories of aging and design social support interventions for older adults.
3. The learner will be able to assess the physical health and wellness of older adults and propose strategies for promoting healthy aging.
4. The learner will be able to conduct a comprehensive geriatric assessment, and implement cognitive-behavioural interventions for aging adults.
5. The learner will be able to critique aging policies and initiatives, and develop strategies for continuous quality improvement in geriatric services.

### **Module 1: Understanding Aging and Demographics (11 hrs)**

- Overview of Gerontology and Geriatrics, Historical Perspectives on Aging Studies, Geriatric Social Work Practice
- Demographic Transition Theory, Demographic Trends in Aging - Kerala vs. India vs. Global Trends,
- Ethical Principles in Geriatric Social Work Practice, Ethical Dilemmas in End-of-Life Decision-Making of Older Adults.
- Aging and Social Policy: Legal Rights and Protections for Older Adults in Kerala: Overview of Legislation- Kerala Maintenance and Welfare of Parents and Senior Citizens Act, Legal Aid Services for Older Adults: Access and Challenges, Legal Procedures for Guardianship Appointment in Kerala

### **Module 2: Psychological and Social Aspects of Aging (12 hrs)**

- Theories of Aging: Psychological Perspectives, Psychosocial Theories of Aging, Critique and Application of Aging Theories
- The Impact of Aging on Families and Communities: Family Dynamics and Support Systems in Aging, Community-Based Support Programs for Older Adults
- Intergenerational Relationships and Conflict Resolution: Dynamics of Intergenerational Relationships, Conflict Resolution Techniques in Intergenerational Contexts
- Social Support Networks and Aging: Types of Social Support: Emotional, Instrumental, and Informational, Social Support Interventions for Older Adults

- Mental Health Issues in Older Adults: Depression, Anxiety, and Dementia, Prevalence and Risk Factors of Depression in Older Adults, Assessment and Intervention Strategies for Dementia Care, Assessment of Decision-Making Capacity in Older Adults: Legal and Ethical Considerations
- WHO Age-Friendly Cities Initiative
- An overview of Policies of Government of India & Kerala for older people

### **Module 3: Health and Wellness in Aging (11 hrs)**

- Physical Health and Wellness in Aging: Age-Related Changes in Physical Health of Older Adults, Frailing, Falling & Declining of Sensory Systems.
- Promoting Healthy Aging: Disability and Functional Impairment Assessment in Aging, Exercise and Nutrition Interventions, Common Chronic Illnesses in Older Adults: Diabetes, Hypertension, Heart Failure, Arthritis
- Palliative Care: Principles, Symptom Management, Comfort Care, Advance Care Planning
- Access to Healthcare Services: Barriers to Healthcare Access for Older Adults, Innovations in Healthcare Delivery: Telemedicine, Mobile Clinics
- Integrative Medicine Approaches in Geriatric Care: Integrating Traditional Healing Practices Ayurveda, Siddha, Yoga with Modern Medicine

### **Module 4: Intervention Strategies and Techniques (11 hrs)**

- Comprehensive Geriatric Assessment: Physical, Mental, Functional Status, Geriatric Screening Tools: MMSE, Geriatric Depression Scale
- Case Management and Care Planning in Geriatric Social Work: Case Formulation and Care Planning, Interdisciplinary Collaboration in Case Management
- Cognitive-Behavioural Interventions for Aging Adults: Cognitive-Behavioural Therapy (CBT) for Depression and Anxiety in Older Adults, Behavioural Activation Techniques for Enhancing Well-Being
- Support Groups and Community Resources: Creating Support Groups: Caregiver Support, Bereavement Groups, Linking Older Adults to Community Resources - Senior Citizen's Centers, (*Pakal Veedu*), Transportation Services
- Advocacy and Empowerment for Older Adults: Senior Citizen's Rights, Age Discrimination, Types and Prevalence of Elder Abuse in Kerala - Domestic, Financial, Institutional, Legal Remedies and Support Services for Victims of Elder Abuse in Kerala, Empowerment Strategies - Self-Advocacy, Peer Advocacy, Community Organizing, Media Campaigns

### **TEACHING METHODOLOGY**

- Classroom lectures

- Case presentations
- Assignments
- Video tutorials
- Discussions

## REFERENCES

### Articles:

1. Agarwal, A., Lubet, A., Mitgang, E., Mohanty, S., & Bloom, D. E. (2020). Population aging in India: Facts, issues, and options(pp. 289-311). Springer Singapore.
2. Greene, R. R., & Cohen, H. L. (2005). Social work with older adults and their families: Changing practice paradigms. *Families in society*, 86(3), 367-373.
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### Books:

10. Cummings, S. M., & Kropf, N. P. (Eds.). (2013). *Handbook of psychosocial interventions with older adults: Evidence-based approaches*. Routledge.
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- Ray, M. G., Bernard, M., & Phillips, J. (2018). Critical issues in social work with older people. Bloomsbury Publishing.
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**Policies & Programme Briefs:**

22. Kerala Maintenance and Welfare of Parents and Senior Citizens Act, 2007, [http://swd.kerala.gov.in/DOCUMENTS/Downloadables/IEC\\_Materials/30791.pdf](http://swd.kerala.gov.in/DOCUMENTS/Downloadables/IEC_Materials/30791.pdf)
23. Mobile Literacy Training Programme for Seniors by International Longevity Centre India, <https://ilcindia.in/mobile-literacy-training-programme-for-seniors/>
24. National Policy for Older Persons Year 1999, <https://socialjustice.gov.in/writereaddata/UploadFile/dnpsc.pdf>
25. Understanding, Preventing, and Responding to Elder Abuse by HelpAge India, <https://www.helpageindia.org/understanding-preventing-responding-to-elder-abuse/>

**Movies:**

26. Amour - A French-language drama film exploring the challenges and complexities of aging, caregiving, and end-of-life issues.
27. The Best Exotic Marigold Hotel - A British comedy-drama film depicting the lives of a group of British retirees moving to a retirement hotel in India.

**Model Question Paper**

**MWMSW04E17 (MP) - SOCIAL WORK WITH ELDERLY**

**Time: 3 Hrs**

**Max. Marks:40**

**PART –A**

**Answer any 5 Questions & Each Question Carries 2 Marks**

1. Gerontology.
2. Geriatric social work.
3. Care Planning
4. Peer Advocacy
5. Madrid Plan
6. Dementia

(5x2=10)

**PART –B**

**Answer any 3 Questions in not less than 200 words& Each Question Carries 4 Marks**

7. Describe the principles of palliative care and its importance in geriatric social work.
8. How does intergenerational conflict affect the well-being of older adults? Provide examples.
9. Evaluate the effectiveness of cognitive-behavioral therapy (CBT) in treating depression and anxiety in older adults.
10. Discuss the barriers to healthcare access for older adults in rural and marginalized communities in Kerala.
11. Differentiate between emotional and instrumental types of social support for older adults.

(3x4=12)

**PART –C**

**Answer any 3 Questions in not less than 500 words& Each Question Carries 6 Marks**

12. Narrate the process and significance of conducting a comprehensive geriatric assessment.
13. Identify and analyze the major aging policies and initiatives at the global level.
14. Critically examine the role of NGOs in advocating for the rights and welfare of older persons in Kerala.
15. Discuss the importance of geriatric social work, providing examples of its application in India.
16. Analyze the impact of chronic illnesses such as diabetes and hypertension on the physical health and wellness of older adults, proposing strategies for promoting healthy aging.

(3x6=18)

**Semester IV**

**MWMSW04E18(MP) - TRAUMA CARE AND CRISIS INTERVENTION**

Credits -3

Total Hours - 45

Hours/week -4

**COURSE OBJECTIVES:**

1. Understand the fundamental concepts and theories related to trauma and crisis.



2. Gain knowledge of the neurobiological underpinnings of trauma and its implications for intervention.
3. Develop skills in trauma-informed practice, including assessment, intervention, and creating supportive environments.
4. Learn crisis intervention strategies applicable across various settings and populations.
5. Apply trauma and crisis intervention skills to real-world social work practice scenarios.

### **COURSE OUTCOMES:**

1. Demonstrate a comprehensive understanding of trauma and crisis, including their definitions, prevalence, and historical context.
2. Analyze the neurobiological effects of trauma and stress on brain development and functioning.
3. Implement trauma-informed care principles and techniques in social work practice settings.
4. Utilize crisis intervention strategies to effectively assess and respond to individuals in crisis.
5. Integrate trauma and crisis intervention skills into social work practice, promoting resilience and recovery in diverse populations.

### **Module 1- Understanding Trauma**

- Definition of trauma
- Types of trauma (e.g., acute, chronic, complex)
- Categories of Traumatic Experience/Disaster- Community and School Violence, Complex Trauma, Domestic Violence, Early Childhood Trauma, Medical Trauma, Natural Disasters, Neglect Physical Abuse, Refugee and War Zone Trauma, Sexual Abuse, Traumatic Grief
- Causes and triggers of trauma

- Impact of trauma on physical, emotional, and psychological well-being
- Trauma across the lifespan (children, adolescents, adults, elderly)
- Intersectionality of trauma (e.g., trauma and gender, race, socio-economic status)
- Recognizing signs and symptoms of trauma and crisis across diverse populations.
- Ethical considerations and cultural sensitivity in trauma and crisis work.
- Case studies and real-world examples  
(9hrs)

### **Module 2- Principles of trauma**

- Informed care
- Trauma-informed assessment and intervention strategies
- Creating safe and supportive environments for trauma survivors
- Empowerment-based approaches in trauma work
- Self-care for social workers and preventing burnout
- Ethical considerations in trauma practice
- Cultural competency and trauma-informed practice (9hrs)

### **Module 3- Brain's Response to Trauma**

- Overview of the brain's response to trauma: Fight-flight-freeze response, neurobiological effects of chronic stress.
- Impact of trauma on brain development, cognition, and emotional regulation.
- Adverse Childhood Experiences (ACEs) and their long-term effects on mental and physical health.
- Trauma and substance abuse: Understanding the connection and implications for intervention.
- Integrating neurobiology into trauma-informed practice: Applying knowledge to interventions and treatment planning.  
(9hrs)

### **Module 4-Crisis assessment and triage**

- Crisis assessment and triage: Identifying level of risk and urgency.
- Crisis intervention techniques: Active listening, de-escalation, safety planning, and problem-solving.
- Collaborating with other professionals and community resources in crisis situations.

- Crisis response in diverse settings: Schools, hospitals, community agencies, and disaster relief efforts.
  - Legal and ethical issues in crisis intervention: Confidentiality, involuntary commitment, and mandated reporting.
- (9hrs)**

### **Module 5 - Trauma across the lifespan**

- Trauma across the lifespan: Working with children, adolescents, adults, and older adults.
  - Trauma and intersectionality: Addressing the unique needs of marginalized populations (e.g., LGBTQ+ individuals, refugees, survivors of domestic violence).
  - Trauma-focused interventions: Cognitive-behavioural therapy, Eye Movement Desensitization and Reprocessing (EMDR), narrative therapy.
  - Trauma and resilience: Promoting healing and growth in the aftermath of adversity.
  - Integration of trauma and crisis intervention skills into social work practice: Case presentations and reflective exercises.
- (9hrs)**

### **TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

### **REFERENCES:**

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### **Model Question Paper**

#### **MWMSW04E18(MP) - TRAUMA CARE AND CRISIS INTERVENTION**

**Time: 3 Hrs**

**Max. Marks:40**

#### **PART –A**

**Answer any 5 Questions & Each Question Carries 2 Marks**

1. Define trauma-informed care and explain its importance in social work practice.

2. Discuss two historical events or movements that have influenced the understanding and response to trauma
3. List three ethical considerations that social workers need to address when working with trauma survivors.
4. Explain the role of cultural sensitivity in trauma and crisis intervention.
5. Describe the fight-flight-freeze response and its relevance to crisis intervention.
6. Identify three signs or symptoms of trauma in children and explain how social workers can support them.  
(5x2=10)

### **PART –B**

**Answer any 3 Questions in not less than 200 words & Each Question Carries 4 Marks**

7. Discuss the impact of adverse childhood experiences (ACEs) on mental and physical health outcomes in adulthood.
8. Describe the process of crisis assessment and triage, highlighting its importance in crisis intervention.
9. Analyze the challenges and opportunities of collaborating with community resources in crisis response.
10. Compare and contrast two crisis intervention techniques, highlighting their effectiveness in different contexts.
11. Trauma across life span- Discuss (3x4=12)

### **PART –C**

**Answer any 3 Questions in not less than 500 words& Each Question Carries 6 Marks**

12. Discuss how trauma-informed care principles can be integrated into social work practice, providing examples from real-world scenarios.
13. Integration of trauma and crisis intervention skills into social work practice requires ongoing reflection and skill development. Discuss your experience in integrating these skills, challenges faced, and strategies for enhancing your practice effectiveness.
14. Intersectionality acknowledges that individuals may experience multiple forms of oppression simultaneously. Using the lens of intersectionality, analyze how trauma and crisis impact marginalized populations differently, and discuss strategies for addressing their unique needs.
15. Explore the concept of trauma and resilience, drawing from research and practice examples to illustrate how social workers can foster resilience in individuals and communities affected by trauma.
16. Develop a community based trauma care plan for a Gramapanchat  
(3x6=18)

**SEMESTER -IV**

**MWMSW04E19 (CD)- Environmental Justice**

Credits -3

Total Hours - 45

Hours/week -4

## **COURSE OBJECTIVES**

1. Understand the concept of Environment and its importance in development
2. Understand the concept of Bio diversity and Natural Resources
3. Acquire knowledge on Environmental Justice
4. Understand the Environment Impact Assessment process
5. Learn about sustainable environmental management

## **COURSE OUTCOMES**

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

1. Apply environmental justice in social work practices
2. Demonstrate Competency in incorporating environment protection / conservation aspects while planning and implementing projects and programmes
3. Participate in and Guide Environment Impact Assessment of projects and programmes
4. Guide the stakeholders in the activities for environment protection / conservation

### **Unit I: Concept of environment and environmental justice- 05 Hours**

Concept of Environment

Natural Resources- Concept, Definition, Types of Natural Resources (Soil, Water, Minerals, Rock, Air, Plant & Animal diversity, Fossil Fuels)

Bio diversity- concept and definition

Concept of Environmental Justice

Role of environment in sustainable development

### **Unit II:Major environmental problems -08 Hours**

Loss of Bio diversity, Degradation of Soil & Water resources, Deforestation, Carbon emission, Global Warming and related glacier melting and sea level rise, Waste dumping, Air pollution, Food and Water insecurity, Extreme weather events

### **Unit III: Environment Impact Assessment (EIA)– 08 Hours**

What and why of EIA, Objectives of EIA, Historical understanding of EIA & EIA Notification 2006, EIA procedure and steps

### **Module – IV: Understanding of Important International Conventions and National Green Tribunal - 12 hours**

Ramsar Convention 1971, Stockholm Convention 2001, Montreal Protocol 1987, Kyoto Protocol 1997, United Nations Framework Convention on Climate Change (UNFCCC) 1992, Rio Summit 1992, Conference of the Parties (COP)



**Unit V: Major measures for environment protection / conservation- 12 hours**

Judicious use and scientific management of Natural Resources, Watershed Management, Scientific Waste Management, Carbon sink, Climate Smart Agriculture Practices, Use of alternative energy sources, sustainable consumption and production, green approach in industries and services

**TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

**References:**

1. Kumar, S., Singh, P., Verma, K., Kumar, P., & Yadav, A. (2022). Environmental Issues and their Possible Solutions for Sustainable Development, India: A Review. *Current World Environment*, 17(3), 531-541.
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## Model Question Paper

### MWMSW04E19 (CD)- Environmental Justice

**Time: 3 Hrs**

**Max. Marks:40**

#### PART –A

**Answer any 5 Questions & Each Question Carries 2 Marks**

1. Environment

2. Bio diversity
3. Natural Resources
4. Environmental Justice
5. Deforestation
6. Global Warming

(5x2=10)

#### **PART –B**

**Answer any 3 Questions in not less than 200 words& Each Question Carries 4 Marks**

7. Explain Major types of Natural resources
8. Watershed Management is an environment conservation approach- Substantiate with examples
9. Environmental justice is key to sustainable development- Explain
10. How waste dumping causes environmental problems- Analyze the statement with evidences
11. What are the major causes for water insecurity (3x4=12)

#### **PART –C**

**Answer any 3 Questions in not less than 500 words& Each Question Carries 6 Marks**

12. Narrate the process/steps of Environment Impact Assessment
13. Identify major environmental problems of your area and propose measures for solving the environmental problems
14. Analyse the decisions of Important International Conventions in addressing environmental problems
15. National Green Tribunal has a pivotal role in the conservation of environment in India- Discuss
16. Climate Smart Agricultural Practices is efficient to withstand climate change related problems in agriculture- Elucidate with examples (3x6=18)

### **SEMESTER - IV**

#### **MWMSW04E20 (CD): SOCIAL ENTREPRENEURSHIP AND INNOVATION**

Credits 3

Total Hours-45

Hours/week 4

## **COURSE OBJECTIVES**

1. Understand the concept of social entrepreneurship and its relevance in social work practice.
2. Develop knowledge in planning social enterprises
3. Understand scope and challenges in social entrepreneurship

## **COURSE OUTCOME**

On successful completion of this course:

1. Understand the role of social entrepreneurship and its role in addressing social issues
2. Analyse various models of social entrepreneurship and innovation
3. Critically evaluate the case studies of successful social entrepreneurship
4. Apply innovative approaches to address complex social problems
5. Collaborate with stakeholders in creating sustainable social impact

## **MODULE 1**

**(12 hrs)**

1. Concept, Definition, objectives and contributions of Social Entrepreneurship
2. Social enterprises, triple bottom line (people, profit and planet)
3. Historical development of social entrepreneurship
4. Social innovation theory, resource-based theory, institutional theory
5. Models of Social Entrepreneurship: nonprofit social entrepreneurship, cooperative models, for profit social entrepreneurship, hybrid models

## **MODULE II**

**(12 hrs)**

1. Social enterprise planning and development: mission and vision statement, business models and Business plan preparation, legal framework for social enterprise
2. Funding and resource mobilization: financing options for social enterprises, fundraising strategies, grant writing and proposal development
3. Startup eco system – Concept, definition, objectives

#### 4. Challenges of social enterprises

### **MODULE III**

**(9 hrs)**

1. Measuring social impact of social enterprises: social impact measurement frameworks, outcome evaluation, reporting and accountability
2. Case studies in social entrepreneurship: analysis of successful social enterprises, lessons learnt and best practices
3. Ethical considerations in social entrepreneurship: ethical dilemmas and decision making, social justice and equity, responsible leadership

### **MODULE IV- Innovation**

**(08 hrs)**

1. Innovation: types of innovation, creativity, invention and innovation, relevance of technology, Indian innovations and opportunities
2. Patents, trademark, intellectual property, Enhancing Innovation Potential & Formulating strategies for Innovation
3. Strategies for growth and scalability, replication and adaptation, partnership and collaboration

### **Module V- Practical session**

**(04 hrs)**

Practical session on developing a social enterprise idea and designing of it

### **TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Practical sessions
- Discussions

### **REFERENCES**

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2. John Bessant and Joe Tidd, Innovation and Entrepreneurship
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13. <https://ssir.org/>
14. <https://socialenterprise.us/>
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### **Model Question Paper**

**MWMSW04E20 (CD): SOCIAL ENTREPRENEURSHIP AND INNOVATION**

**Time: 3 Hrs**

**Max. Marks:40**

## **PART –A**

**Answer any 5 Questions & Each Question Carries 2 Marks**

1. Define Social Entrepreneurship
2. Explain Innovation
3. What is a Unicorn in Enterprise?
4. Expand MUDRA
5. Stakeholder Satisfaction
6. Triple Bottle Line (5x2=10)

## **PART –B**

**Answer any 3 Questions in not less than 200 words & Each Question Carries 4 Marks**

7. Describe the importance of social entrepreneurship in addressing the social problems
8. Discuss the objectives and contributions of social entrepreneurship
9. Illustrate the Indian scenario in the successful models of social enterprises
10. Evaluate the dimensions of innovation in the redressal of social issues
11. Explain Tripple Bottom Line (3x4=12)

## **PART –C**

**Answer any 3 Questions in not less than 500 words& Each Question Carries 6 Marks**

12. Explain the ethical dilemmas and considerations in social entrepreneurship
13. Explain the various theories of social entrepreneurship and enterprises
14. What is Patents, trademark, intellectual property, Enhancing Innovation Potential & Formulating strategies for Innovation in a successful enterprise.
15. Pitch an idea for a social enterprise in addressing the issues of environmental hazards
16. Describe the stages of development of a Social Enterprise with specific examples (3x6=18)

## **SEMESTER IV**

**MWMSW04E21 (CD) - LOCAL SELF GOVERNANCE SYSTEMS AND PRACTICE**

Credits: 6

Total Hours- 45

Hours/ Week: 4

### **COURSE OBJECTIVE**

1. Understand the concepts of local self-governance system and the historic background

2. Learn the major legislations related to the local governance and its evolution
3. Learn the functions and structures of local governance
4. Understand the concept of models of local governance
5. Learn the Kerala model of local governance

### **Course Outcomes**

1. Learners will gain a thorough understanding of the theory, history, and practice of local self-government in India
2. Learners will develop the ability to critically analyse legislative frameworks, institutional structures, and governance models
3. Learners will be equipped to evaluate the effectiveness of decentralization policies and propose recommendations for improvement
4. Learners will gain insights into the functioning of PRIs and the challenges and opportunities in local governance
5. Learners will understand the principles of good governance and their importance in fostering sustainable development at the local level

### **Module I**

#### **Meaning of Local Self-Government**

**(08 Hrs)**

Concept of Local Self Government (LSG), Need & Features of Local Self Government.

Philosophies of Mahatma Gandhi and Vinoba Bhave on Local Self Governance: Gram Swaraj and Bhoodan

The concept of autonomy and decentralization, its significance in local self-government.

### **Module II**

#### **Evolution of Local Self-Governance in India**

**(16 Hrs)**

Development of Local Self Government in Pre-independence period

An overview of Committees constituted for the development of Local Self Governance: (i) Belwant Rai Mehta Committee (1957), (ii) Ashok Mehta Committee (1977-1978), (iii) GVK Rao Committee (1985), L M Singhvi Committee (1986) and major recommendations of the committees

Salient Features of 73<sup>rd</sup> Constitutional Amendment and Eleventh Schedule of the Constitution

Salient Features of 74<sup>th</sup> Constitutional Amendment and Twelfth Schedule of the Constitution

### **Module III**

**(16 Hrs)**

#### **Structure and Functioning of Panchayati Raj Institutions in Kerala**

An overview of The Kerala Panchayati Raj Act 1994, The Kerala Municipality Act 1994

Three-tier structure - Gram Panchayat, Panchayat Samiti, and Zilla Parishad, Powers, functions, and responsibilities of each tier

Composition, election process, and reservation policy



Financial resources and fiscal autonomy of PRIs

Planning System of PRIs- Grama Sabha: Structure, significance and powers, Process of planning and approval systems including DPC

Training and capacity-building of PRI functionaries, Role of KILA in Capacity building

Panchayat Extension to Scheduled Areas (PESA) Act, 1996 (Salient Features, challenges in implementation, criticism)

#### **Module IV**

**(05 Hrs)**

#### **Models of Local Governance and Good Governance**

Models of Local Governance: Localist, Individualist, Mobilization and Centralist

Good Governance – 8 Characteristics of good governance, Citizen's Charter: Components, objectives and features

An overview of Salient features of Kerala Model of Decentralization

#### **Reference**

1. Sachdeva, P. (2011). *Local Self Government in India*. NOIDA: Dorling Kindersley (India) Pvt. Ltd.
2. Agrawal, Meenu, 2005. —Women Towards Political Mobilisation in Panchayati Raj Institutions, in J.L. Singh (ed.), *Women and Panchayati Raj*, Delhi, Sunrise Publications.
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<https://www.studocu.com/in/document/icfai-university-dehradun/constitutional-law/historical-background-of-village-administration/50253019>

#### **Model Question Paper**

#### **MWMSW04E21: LOCAL SELF GOVERNANCE SYSTEMS AND PRACTICE**

**Time: 3 Hours**

**Max. Marks: 40**

#### **PART – A**

**Answer any 5 questions. Each question carries 2 marks**

1. Define Local Self Government (LSG)

2. Define decentralisation
3. Article 40 of Directive Principle of State Policy
4. Three- tire structure of Panchayati Raj
5. District Planning Committee
6. Citizen's Charter

**(5x2=10)**

#### **PART – B**

**Answer any 3 questions in not less than 200 words. Each question carries 4 marks**

7. Explain the philosophy of Mahatma Gandhi on Gram Swaraj.
8. Summarize the development of local self-government on pre-independence Period
9. Name two committees constituted for the development of local self-governance and briefly outline their recommendations.
10. Discuss the financial resources available to PRIs and their fiscal autonomy.
11. Describe the key features of the Kerala Model of Decentralization?

**(3x4=12)**

#### **PART – C**

**Answer any 3 questions in not less than 500 words. Each question carries 6 marks**

12. Analyse the concept of Gram Swaraj and its relevance in contemporary local governance
13. Compare the philosophies of Mahatma Gandhi and Vinoba Bhave on Local Self Governance.
14. Analyze the objectives and provisions of the Panchayat Extension to Scheduled Areas (PESA) Act, 1996.
15. Evaluate the effectiveness of training and capacity-building programs for PRI functionaries.
16. Critically commend of the effectiveness of the Peoples Planning Campaign in Kerala's decentralization efforts.**(3x6=18)**

#### **SEMESTER - IV**

#### **MWMSW04E22 (CD) SOCIAL INCLUSION AND EMPOWERMENT**

**Credits 3**

**Total hours 45**

**Hours/week 4**

### **COURSE OBJECTIVES**

1. Understand the concept of social inclusion and its relevance in social work practice.
2. Critically analyze the factors contributing to social exclusion and marginalization.
3. Evaluate the philosophical assumptions and values of social work.

### **COURSE OUTCOME**

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

1. The learner will be able to perceive the social inclusion and its significance in the progress of an individual
2. The learner will explore theoretical frameworks and models of empowerment
3. The learner will examine strategies for promoting social inclusion and empowering marginalized individuals and communities
4. The learner will develop practical skills for advocating for inclusive policies and practices
5. The learner will partake in the policy formulation in addressing the issues of exclusionary practices in the society.

### **MODULE 1 – Understanding Vulnerability and Social Inclusion (12 hrs)**

- Vulnerability and forms of vulnerability
- Definition, objectives and functions of Social Inclusion
- Theoretical understanding of Marginalization, Patterns and Forms of Marginalization: Sources and dimensions of Marginalization
- Conceptual understanding of Social Inclusion: Meaning and Definitions and forms of Social Inclusion. Theoretical understanding of Social Inclusion

### **MODULE II- Needs of marginalised sections of the community (12 hrs)**

Understanding the needs of marginalized sections: Scheduled Caste, Scheduled Tribes including PVTGs, differently abled, LGBT, Women, Migrants, Street Children, Slum dwellers, people living with HIV/AIDS, people living under the influence of addictions.

### **MODULE III – Remedies**

**(12 hrs)**

Constitutional remedies, policies and inclusive programmes, Reservation policies. Efforts of INGOs and NGOs in working with marginalized population, role of professional social workers in working with marginalized categories.

### **MODULE IV - Empowerment**

**(9 hrs)**

- Empowerment: Definition, Scope and Objectives, types of empowerments- Personal, Social, Economic, Political, Community, Gender, Environmental, Organisational and Digital empowerment
- Roles of Empowerment

### **TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

### **REFERENCES**

1. Byrne, D. S. 2005. Social exclusion, Open University Press , Maidenhead England ; New York:
2. Chatterjee. C and Sheoran, G (2007), vulnerable group in India. The centre for enquire to Health & allied theories (CEHAT), Mumbai.
3. Debel K. Singha Roy, (2001), Social Development and the empowerment of Marginalized group, perspectives and strategies, Sage Publications, New Delhi.
4. Grusky, David, (2001) Social Stratification: Race, Class, and Gender in Sociological Perspective. Colorado: Westview Press.
5. Gupta, Dipankar (1991), Social Stratification, Oxford University Press, New Delhi. Kirsch, Max, ed., Inclusion and Exclusion in the Global Arena, New York: Routledge, 2006
6. Le Grand & Piachaud 2002, Understanding Social Exclusion, ed. Hills, Oxford University Press
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13. Ghanshyam Shah, et al, (2006), Rural Untouchability in India, New Delhi: Sage, Thorat S.K.: Caste exclusion/Discrimination and deprivation: The situation of Dalit in India Concept paper for DFID Delhi.
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### **Model Question Paper**

#### **MWMSW04E22 (CD) SOCIAL INCLUSION AND EMPOWERMENT**

**Time: 3 Hrs**

**Max. Marks:40**

### **PART –A**

**Answer any 5 Questions & Each Question Carries 2 Marks**

1. Define Marginalization
2. Explain Social Inclusion
3. What is Vulnerability
4. PVTG
5. Street Children
6. Empowerment

**(5x2=10)**

### **PART –B**

**Answer any 3 Questions in not less than 200 words & Each Question Carries 4 Marks**

7. Describe the relevance of understanding the social inclusion in the society
8. Discuss the theoretical background of marginalization
9. Name few schemes in India to promote the inclusionary practices among the marginalized
10. Give an account of various legislation in addressing the social division
11. Efforts of INGOs and NGOs in working with marginalized population

**(3x4=12)**

### **PART –C**

**Answer any 3 Questions in not less than 500 words & Each Question Carries 6 Marks**

11. Explain the constitutional remedies and different Acts in safeguarding the rights of various marginalised sections in India.
12. Explain the various theories of Social Inclusion with appropriate examples
13. Analyse various types of empowerments with examples
14. Design a project to be submitted to a Company for Empowerment of vulnerable sections of the community under its CSR
15. Suggest strategies for the empowerment of the vulnerable sections of the community, based on your field work experience
16. 'Women and Children are still remaining as vulnerable sections'- Critically analyse this statement with examples.

**(3x6=18)**

### **SEMESTER IV**

#### **MWMSW04E23 - LABOUR LEGISLATIONS**

Credits- 3

Total Hours- 45

Hours/Week 4

**COURSE OBJECTIVES:**

1. Gain comprehensive knowledge of the historical evolution of labour legislation.
2. To know the judicial setup of Labour Laws.
3. To learn salient features of welfare and wage legislations.
4. To understand the laws related to working conditions in different settings.

**COURSE OUTCOME:**

1. The learner will know the development of labour legislations.
2. The learner will understand the judicial setup of labour laws.
3. The learner will understand salient features of welfare and wage legislations.
4. The learner will learn the laws relating to industrial relations, social security and working conditions.

**MODULE I- History & Development of labour legislations in India (10 Hrs)**

Meaning and importance of labour legislation, classifications of Labour legislation in India, Principles of Labour Legislation. International labour organization (ILO).

**MODULE II - Laws relating to working conditions (12 Hrs)**

Factories Act, shops and establishment act, contract labour (abolition and regulation) Act, The plantations Act, The indian mine act, Motor transport act, The special economic zones act 2005. construction workers, Beedi and cigar workers act.

**MODULE III- Legislations related to Wages & Social Security (15 Hrs)**

Laws relating to Wages-The Minimum Wages Act- The Payment of Wages Act-Equal Remuneration Act-Payment of Bonus Act. Laws relating to Social Security- Employees Provident Fund Act- Employees State Insurance Act-Workmen's Compensation Act-Payment of Gratuity Act-Maternity Benefit Act. Unorganized Workers Social Security Act, 2008.

**MODULE IV - Employment & Service conditions (08 Hrs)**

Laws relating to employment, service conditions, Employee Relations- The Industrial Disputes Act- Trade Unions Act- Industrial Employment (Standing Orders) Act.

### TEACHING METHODOLOGY

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

### References:

1. Garg, K. C., Sharma, Mukesh, & Sareen, V. K. (2002). *Commercial and Labour Laws*. Ludhiana: Kalyani Publishers.
2. Kumar, H. L. (2000). *Practical Guide to Labour Management*. New Delhi: Universal Law Publishing.
3. Arora, R. (2000). *Labour Law*. New Delhi: Himalaya Publication House.

### MODEL QUESTION PAPER

#### MWMSW04E23 - LABOUR LEGISLATIONS

**Time** : **3** **Hrs**  
**Max.Marks:40**



## **PART A**

**Answer any 3 Questions & each question carries 2 marks**

1. International labour organization.
2. Labour administration.
3. Constitutional safeguard for labour welfare.
4. Employees provident fund organization
5. Minimum wage act
6. Explain the eligibility requirements for Payment of gratuity. **(5x2=10)**

## **PART B**

**Answer any 3 questions not less than 200 words each question carries 4 marks**

7. Describe functions of ILO.
8. Distinguish between industrial law and common law.
9. What are the objectives of the contract labour Act.
10. Explain the different schemes under the Employee Provident Fund Scheme.
11. Classify labour legislation as per functions.  
**(3x4=12)**

## **PART C**

**Answer any 3 Questions in not less than 500 words & each question carries 6 marks**

12. Explain the provisions of the employees compensation act.
13. Explain the origin and growth of labour legislation in India.
14. Critically examine the importance of ILO on labour legislation and discuss the objectives of ILO.
15. Explain scope and coverage of maternity benefit act.
16. State the salient features of any two legislation related to working condition  
**(3x6=18)**

## **SEMESTER IV**

**MWMSW04E24 - INDUSTRIAL RELATIONS**

Credit- 3

Total Hour-45

Hours/Week 4

### **COURSE OBJECTIVES**

1. To understand the concept, approaches of industrial relations.
2. To develop an understanding about the various factors influencing the IR
3. To develop the knowledge on various statutory / legal aspects
4. To understand the intervention strategies and role of government.

### **COURSE OUTCOMES**

1. The learners will be able to know the meaning, scope, actors and approaches of industrial relations.
2. The learners will acquire knowledge on legal provisions relating to industrial disputes, disciplinary procedures and trade unions.
3. The learners will be able to appreciate the skills, ethical principles and values required by industrial relations professionals.
4. The learners will understand the roles and functions of trade unions in industrial relations and the importance of collective bargaining and workers' participation in management in achieving industrial peace.

### **MODULE I - Industrial Relations(12 Hrs)**

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

### **MODULE II - Industrial discipline (15 Hrs)**

Industrial discipline -Meaning, principles, goals, tools of industrial discipline; causes for indiscipline and misconducts - Hot Stove Rule and Principles of Natural Justice - Code of Discipline in Industry - Procedure for Disciplinary Action – The Industrial Employment Standing Orders Act, 1946.

Industrial Dispute - Meaning, Causes, and forms of disputes: Industrial Disputes Act, 1947 - Grievances: Meaning, Causes and Redressal Procedure.

### **MODULE III- Mechanisms of industrial relations (12 Hrs)**

Mechanisms of industrial relations - Negotiation and collective bargaining, productivity bargaining, multi - union bargaining, patterns of negotiation, bargaining relationship - process procedures, subject matter, legal and psychological aspects of collective bargaining, its advantages and limitations.

### **MODULE IV-Trade Unions (06 Hrs)**

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

### **TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

### **References:**

1. Bhola, A., & Jain, J. N. (2009). Modern industrial relations and labour laws. New Delhi: Regal Publications.
2. Monappa, A. (1989). Industrial relations. New Delhi: Tata Magraw-Hill.
3. Singh, B. D. (2010). Industrial relations and labour laws. New Delhi: Excel Books Publications.
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9. Jain, J. N. (2009). Modern industrial relations and labour laws. New Delhi: Regal Publications.
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### **MODEL QUESTION PAPER**

### **MWMSW04E24 - INDUSTRIAL RELATIONS**

**CBCSS - OBE**  
**(2023 Admission onwards)**

**Time: 3 Hrs**

**Max. Marks :40**

**PART A**

**Answer any 5 questions & each carries 2 marks**

1. Mention two objectives of Industrial Relations.
2. Mention two characteristics of Collective Bargaining in India.
3. Define 'Trade Union'.
4. Industrial dispute.
5. Grievances.
6. What is meant by Union Management Relations?  
**(5x2=10)**

**PART B**

**Answer any 3 Questions in not less than 200 words & Each question carries 4 marks**

7. Write short notes on the Code of Discipline.
8. Briefly describe the factors determining Industrial Relations.
9. Highlight the features of a Trade Union.
10. Write a brief note on the functions of Trade Unions in India.
11. Write short notes on the Principles of Collective Bargaining.  
**(3x4=12)**

**PART C**

**Answer any 3 questions in not less than 500 words & each question carries 6 marks**

12. Elaborately discuss the origin and growth of Trade Union Movement in India.
13. Explain in detail code of conduct and Code of Discipline in Industry.
14. Give a detailed note about industrial relations.
15. Explain the factors influencing Collective Bargaining with examples.
16. Critically examine the application of workers participation in management in the present day context.  
**(3x6=18)**

**Semester – IV**

**MWMSW04E25 (HR) Human Resource Training and Development**

Credits -3

Total Hours-45

Hours/Week -4

**Course Objectives:**

1. To understand the conceptual framework of Human Resource Development.
2. To analyze the role of HRD in organizational effectiveness and social work practice.
3. To explore various approaches and strategies in HRD and Training.
4. To develop skills in designing, implementing, and evaluating training programs.
5. To critically examine ethical considerations and cultural competence in HRD and Training.

**Course Outcomes:**

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

1. Demonstrate a comprehensive understanding of the theoretical foundations and practical applications of Human Resource Development and Training.
2. Apply needs assessment techniques to identify training needs within social work organizations and communities.
3. Design, implement, and evaluate effective training programs using a variety of methods and techniques.
4. Critically analyze ethical issues and cultural considerations in HRD and Training, and integrate them into professional practice.
5. Identify and explore emerging trends and innovations in HRD and Training relevant to the field of social work.

**Module 1: Introduction to Human Resource Development (9 Hours)**

- Overview of HRD: Concept, objectives, scope, need and significance.
- Historical development and evolution of HRD.
- Theoretical perspectives in HRD.
- Relationship between HRD and organizational effectiveness.
- Principles of HRD, Employee Counseling.

**Module 2: Needs Assessment and Analysis (9 Hours)**

- Introduction to needs assessment: Concept and importance, issues in needs assessment.

- Methods and tools for conducting needs assessment.
- Analyzing organizational, group, and individual training needs.
- Application of needs assessment in social work settings.

**Module 3: Training Design and Delivery (9 Hours)**

- Principles of training design: Objectives, content, and methods.
- Basic principles of training and development, Training Policy.
- Approaches to training: Traditional vs. Modern methods.
- Training delivery techniques: Classroom training, e-learning, simulations, etc.
- Designing culturally competent and inclusive training programs.

**Module 4: Training Implementation and Evaluation (9 Hours)**

- Implementation strategies: Planning, scheduling, and logistics.
- Evaluation of training effectiveness: Kirkpatrick's model and beyond.
- Assessing learning outcomes and organizational impact.
- Addressing challenges and refining training initiatives.

**Module 5: Ethical Considerations and Emerging Trends (9 Hours)**

- Ethical principles in HRD and Training.
- Cultural competence and diversity considerations.
- Emerging trends and innovations in HRD and Training.
- Case studies and best practices in social work HRD.

**TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

**References:**

1. Noe, R. A. (2019). Employee Training and Development. McGraw-Hill Education.

2. Goldstein, I. L., & Ford, J. K. (2002). *Training in Organizations: Needs Assessment, Development, and Evaluation* (4th ed.). Cengage Learning.
3. Swanson, R. A., & Holton, E. F. (2009). *Foundations of Human Resource Development*. Berrett-Koehler Publishers.
4. Beardwell, J., & Claydon, T. (2010). *Human Resource Management: A Contemporary Approach*. Prentice Hall.
5. Wilson, J. P. (Ed.). (2016). *Human Resource Development: Learning & Training for Individuals & Organizations*. Kogan Page Publishers.
6. Mathis, R. L., & Jackson, J. H. (2010). *Human Resource Management*. Cengage Learning.
7. Wilson, J. P. (Ed.). (2016). *Human Resource Development: Learning & Training for Individuals & Organizations*. Kogan Page Publishers.
8. Balakrishnan, Lalitha and Srividhya (2011) *Human Resource Development*. Himalaya Publishers.
9. Tripathi, PC. *Personnel Management & Industrial Relations*. Sulthan Chand & Sons Publishers.
10. Aswathappa, K(2006). *Human Resource & Personnel Management*. Tata McGraw-Hill Publishers.
11. Edwin Flippo, *Principles of Personnel Management*. Tata McGraw-Hill Publishers.
12. C.B. Mammoria, *Personnel Management*. Himalaya Publishers.

## Model Question Paper

### MWMSW04E25 (HR) Human Resource Training and Development

Time: 3 Hrs

Max. Marks:40

#### PART –A

Answer any 5 Questions & Each Question Carries 2 Marks

1. Human Resource Development
2. Training
3. Organisation Effectiveness
4. Evaluation
5. E- Learning
6. Logistics

(5x2=10)

#### PART –B

Answer any 3 Questions in not less than 200 words& Each Question Carries 4 Marks

7. Explain Major training techniques
8. Write a note on Kirkpatrick's model of training evaluation
9. Describe various approaches to training
10. What is Cultural competence and diversity considerations in HRD
11. Write about the relationships between HRD and organizational effectiveness

(3x4=12)

#### PART –C

Answer any 3 Questions in not less than 500 words& Each Question Carries 6 Marks

12. Narrate the Emerging trends and innovations in HRD and Training
13. Explain the process of assessing learning outcomes and organizational impact with examples
14. How can social workers navigate ethical dilemmas while designing and implementing training programs? – Explain
15. Prepare a training need assessment plan for the employees of a textile industry
16. Discuss the ethical considerations involved in HRD and training, particularly in the context of social work practice (3x6=18)



## **SEMESTER 4**

### **MWMSW04E26(HR) - CORPORATE SOCIAL RESPONSIBILITY(CSR)**

Credits 3

Total Hours 45

Hours/week 4

#### **COURSE OBJECTIVES**

1. To develop a holistic understanding of the concept CSR
2. To provide the knowledge of Corporate Social Responsibility in the professional social work context
3. To enable the students to understand the business ethics and Corporate Social Responsibility in global scenario
4. To enable an understanding of sustainable development, SDGs and development in the context of corporate citizenship
5. To gain knowledge on the impact of CSR implementation on corporate culture, particularly as it relates to social issues

#### **COURSE OUTCOME**

##### **On successful completion of this course:**

1. The learner will be equipped with knowledge and skills for undertaking Corporate Social Responsibility.
2. The learner will understand the theoretical underpinnings and legal guidelines developed to undertake CSR
3. The learner will develop competencies for effective field interventions, research and management of CSR projects.
4. The learner will develop an insight into present CSR strategies of model business Organization
5. The learner will understand the scope and complexity of corporate social responsibility (CSR) in India.

## **COURSE CONTENTS**

### **MODULE 1 - Understanding CSR**

**(11 hrs)**

Meaning, Importance, Definition and objectives of CSR, Components of CSR, History and Evolution of CSR in the Indian context, CSR Principles

Concept of Corporate philanthropy, Corporate Citizenship, CSR through triple bottom line and Sustainable Business; relation between CSR and Corporate governance

CSR as a business tool for development

### **MODULE2- CSR Legislation in India(11Hours)**

Section 135 of Companies Act 2013, Scope for CSR Activities under Schedule VII, Appointment of Independent Directors on the Board, and Computation of Net Profit's Implementing Process in India; IICA format for Annual report on CSR activities, CSR Audit & Reporting Guidelines by Companies Act 2013

Role of government in promoting CSR.

### **MODULE3-Sustainability aspects**

**(11 hrs)**

Sustainability in CSR, CSR practices in domestic and international area; Role of business society, Role and contributions of voluntary organizations to CSR initiatives.

Issues in CSR: Environmental and Social issues, Labour and related issues, Ethical and Governance issues.

### **MODULE 4 - Models of CSR (12 hrs)**

Models of CSR- Sustainability models, Business Ethics and Corporate Governance, Business Model, Social Marketing, Crowdfunding, Social Entrepreneurship, Social Stock Exchange

Role and expectations of social workers in CSR programmes- Preparing CSR project, preparing due diligence report, Monitoring and evaluation of CSR Interventions. CSR Documentation and report writing.

## **TEACHING METHODOLOGY**

- Classroom lectures
- Case presentations
- Assignments
- Video tutorials
- Discussions

## REFERENCES

- Baxi, C. (2005). *Corporate social responsibility: Concepts and cases : The Indian experience*. New Delhi, India: Excel Books.
- Reddy, Sumati and Stefan Seuring. (2004). *Corporate Social Responsibility: Sustainable Supply Chains*. Hyderabad: ICFAI University Press.
- Benn & Bolton, (2011). *Key concepts in corporate social responsibility. Australia: Sage Publications Ltd*.
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- Brummer, J.J. (1991). *Corporate Responsibility and Legitimacy: An interdisciplinary analysis*. Westport, CT: Greenwood Press.
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- Crane, A. et al., (2008). *The Oxford handbook of corporate social responsibility*. New York: Oxford University Press Inc.
- Werther, W. B. & Chandler, D. (2011). *Strategic corporate social responsibility. Thousand Oaks, CA: Sage*
- Mark S. Schwartz , *Corporate Social Responsibility: An Ethical Approach -*
- Wayne Visser and Nick Tolhurst , *The World Guide to CSR*
- Sanjay K Agarwal , *Corporate Social Responsibility in India*
- M. A. Quaddus, Muhammed Abu B. Siddique, *Handbook of Corporate Sustainability: Frameworks, Strategies and Tools*

## Model Question Paper

### MWMSW04E26(HR) - CORPORATE SOCIAL RESPONSIBILITY(CSR)

**Time: 3 Hours**  
**40**

**Max. Marks:**

#### PART – A

**Answer any 5 questions. Each question carries 2 marks**

1. Corporate philanthropy
2. Corporate Social Responsibility (CSR)
3. Crowdfunding
4. Social Entrepreneurship
5. Sustainability
6. Triple bottom line approach

**(5x2=10)**

#### PART – B

**Answer any 3 questions in not less than 200 words. Each question carries 4 marks**

7. Bring out the needs and significance of CSR
8. What are some examples of CSR initiatives?
9. What are the challenges companies face in implementing CSR?
10. What are the basic Principles of CSR?
11. Explain Scope for CSR Activities under Schedule VII?

**(3x4=12)**

#### PART – C

**Answer any 3 questions in not less than 500 words. Each question carries 6 marks**

12. What is the Companies Act, 2013, and what role does it play in regulating Corporate Social Responsibility (CSR) in India?

13. Examine the role of non-governmental organizations (NGOs) and civil society organizations in promoting CSR compliance and accountability among companies in India?

14. How can social workers contribute to the evaluation and monitoring of CSR programs to ensure they are achieving their intended social outcomes and making a positive impact on communities?

15. What is the Triple Bottom Line (TBL) approach to CSR, and how does it differ from other CSR models?

16. Examine the challenges associated with measuring the impact and effectiveness of CSR initiatives?**(3x6=18)**

## **MWMSW04C24 Research Project**

### **Templates for Presentation in Viva-Voce Examination**

Name of the Student:

Register No:

Name of the College:

1. Title of the study
2. Statement of the Research Problem (In brief)
3. Significance of the study (in brief)
4. Research Methodology and design
  - Type of Study design
  - Objectives of the study
  - Theoretical framework
  - Hypothesis
  - Conceptual model and Variables
  - Pilot study
  - Population
  - Sampling design (Sample Source, Sample size, Sampling method, etc)
  - Methods & Tools used for data collection
  - Methods/tools used for analysis of data
5. Hypothesis testing
6. Key findings (maximum 5-8)
7. Major recommendations (Maximum 5)
8. Major References (Maximum 5)

## **Format for Presentation in Field Practicum Viva-Voce including Internship**

Semester:

Name of the Course:

Name of the Student:

Register No:

Name of the College:

1. Name of the Organization/Agency/institution
2. Duration of Field Practicum/Internship
3. Major activities of the Organization/Agency/institution (Maximum 5)
4. List out the major activities the student underwent / participated/attended as part of Field Practicum/Internship (Give few photographs as well)
5. Major activities undertaken by the student as part of Field Practicum/Internship (Give few photographs as well)
6. Innovative activities performed by the student (Give few photographs as well)
7. List out major professional learning of the student (Maximum 5)
8. List out major professional skills gained (Maximum 5)
9. Outcome of the Field Practicum/Internship as against the objectives