

**DEPARTMENT OF SOCIAL WORK  
SCHOOL OF SOCIAL SCIENCES AND HUMANITIES**

**COURSE HANDBOOK**

**MASTER OF SOCIAL WORK**

**(w.e.f. 2021-22)**



**CENTRAL UNIVERSITY OF TAMIL NADU**

*(Established by an Act of Parliament, 2009)*

**Neelakudi Campus, Kandalancherry**

**Thiruvavur- 610005, Tamil Nadu, India**

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## **I. Introduction**

**Master of Social Work** is an academic and professional discipline that seeks to facilitate the welfare and development of individuals, families, and groups and communities. It aims to promote social change, development, cohesion, empowerment and overall well-being of the individual. Reinforced by the principles of social justice, human rights, collective responsibility, and respect for diversities, social work engages people and structures to address life challenges MSW being a Professional course with an equal importance for theory and practice, the students are ensured of hands-on experience in the practice of Social Work skills like, Social Case work, Social Group Work and Community Organization. The Department of Social Work, School of Social Sciences and Humanities, Central University of Tamil Nadu ensures the students with multi-pronged strategy of skill and ability enhancement through well structured Field Work Practicum.

## **II. About Central University of Tamil Nadu**

Central University of Tamil Nadu (CUTN) is an institution of higher education established by an Act of Parliament in 2009. The University aims at the fashioning of an enlightened society founded on a relentless pursuit of excellence through innovation in teaching-learning process, interdisciplinary studies and research. With a host of the diversified integrated postgraduate, postgraduate, doctoral programmes and diploma and certificate courses of community college both already rolled out and on the anvil, the University has been keen to stay abreast of the ever expanding academic frontiers.

## **III. About School of Social Sciences and Humanities**

Over the last few years the School of Social Sciences and Humanities in CUTN has evolved from the single Post Graduate Programme in English studies to include four other programmes in Tamil, Hindi, Economics and Social Work. Each programme is designed with a cultural focus and is multidisciplinary in nature. The departments also benefit mutually from each other due to the interdisciplinary learning atmosphere. All the departments together cover wide areas of studies which include development economics, anthropology, ecology, philosophy, media studies, dalit literature, folklore, classical languages, health and development social work practice to name the few. The Departments are equipped with experienced and skilled faculty from across the states to maintain the academic vibrancy. All together the School is equipped to take the University to newer heights in the coming future in the field of social sciences and humanities.

#### IV. About the Department of Social Work

The Department of Social Work, Central University of Tamil Nadu which is part of the School of Social Sciences and Humanities, CUTN was established in 2013 to provide professional training in the discipline of Social Work. The Department currently offers Master of Social Work, PhD (Social Work) and Post-Doctoral Fellowship in Social Work.

#### Faculty Team and Technical Assistant in the Department

Name of the Faculty	Qualification	Area of specialisation
<b>Prof. Sigamani P</b>	M.A. M.Phil. Ph.D (JNU). PDF (USA)FRSA (UK), FRSPH (UK)	Public Health & Human Resource Management
<b>Dr. P. Udhaya Kumar</b>	MSW, M.Phil, PhD	Mental Health
<b>Dr. N. Sivakami</b>	MSW, M.Phil, PhD	Community Development
<b>Dr.K.P.Chitra</b>	MSW, PhD	Community Development
<b>Dr. Chittaranjan Subudhi</b>	MSW, PhD	Mental Health & Family and Child Welfare
Technical Assistant		
<b>Ms. S. Nandhini</b>	MSW	

#### V. Vision & Mission

**Vision:** To be a centre of continuous learning and practice, functioning within a secular, rights based and inclusive development framework contributing towards the creation of an egalitarian society

#### Mission

- Building a dynamic, interdisciplinary and critical learning atmosphere towards developing culturally competent Social Work practitioners equipped to contribute creatively in micro, mezzo and macro areas of practice.
- Thriving to be a unique space for higher education in a rural setting with innovative and updated pedagogical tools and techniques for efficient knowledge delivery.
- Developing subject based expertise towards consultancy and public policy formulation in diverse social sectors in the state, national and international level.
- Functioning as a change agent through advocacy and provision of responsive service delivery to address contemporary social issues.

The Department currently offers a regular two years fulltime postgraduate programme in Social Work, titled as Master of Social Work (MSW) with the following specialisations:

- 1. Medical & Psychiatric Social Work**
- 2. Community Development**
- 3. Human Resource Management**

#### **VI. Objectives of the MSW Programme**

- To encourage critical and reflective social work practice.
- To extend and apply at an advanced level the knowledge, values, skills and theoretical approaches which underpin professional practice.
- To critically appraise and apply research to inform Evidence Based practice (EBP).
- To integrate work- based learning with the study and application of theory.
- To foster personal and professional development and the development of others.
- Creation and provision of socially relevant and high-quality professional education in wide range of inter-disciplinary areas of social sciences.
- Develop a deepened and advanced competence in Social Work practice and research.
- Prepare students to be critical practitioners and agents of social change.

#### **VII. Perspectives of the Course**

The Department of Social Work focus on the interdisciplinary perspective to provide the students with the broad perspective required for becoming an effective Social Work Professional and transitional nature of working life, replacing linear models that disregard disciplinary boundaries. Hence students exposed to the different disciplines through multi-disciplinary approach will synthesise knowledge from the different disciplines and interpret the problems and issues through their social work discipline. The Department makes a conscious effort to integrate the inter-disciplinary perspectives into a coherent Social Work framework requiring an understanding of methodologies.

- **Medium of Instruction: English**
- **Course Duration: Two Years – (Full Time)**

## **VIII. Eligibility Criteria**

Any Bachelor's degree from a recognized university with at least 55% marks for general category, 50% marks OBC (Non-creamy Layer) and 45% marks for SC/ST/PWD candidates at Graduate level.

**Total Intake: 20 (10 General, 5 OBC, 3 SC, 2 ST) + 2 EWS**

Candidates seeking admission to the MSW Course should apply and appear for CUCET- Central Universities Common Entrance Test for the respective academic year, the details of which will be updated in the website and the shortlisted candidates will be called for counselling.

## **IX. Programme Structure**

### **➤ No. of Semesters: 4**

The First and second Semesters of the Programme will be generic and the third and fourth semesters will be specialization based. The Details of the Core and The Elective papers are given in detail in the Syllabus. Paralleled with In-depth Field Work exposure and theory, the student evaluation is based on the following criteria

### **Course Evaluation for Theory papers**

CIA - Assignments/ Seminar Presentations/ Case Studies/ Skill lab reports - 40 marks

End Semester Examinations - 60 marks

### **Course Evaluation for Field Work Practicum**

Field Work Evaluation will be made on the basis of the Internal Assessment, Group Conference and Viva-voce conducted by the Department.



# Master of Social Work (MSW)

(w.e.f. 2021-2022)

## PROGRAMME STRUCTURE

Course Code	Course Title	Course	Credit	CIA				Page No
				CIA	ESE	Viva Voce	Total	
<b>Semester I</b>								
<b>Core courses</b>								
SW 101	History and Philosophy of Social Work	Core	4	40	60	-	100	13
SW 102	Social Science for Social Work Practice	Core	4	40	60	-	100	16
SW 103	Working with Individuals	Core	4	40	60	-	100	19
SW 104	Social Work practice with groups	Core	4	40	60	-	100	22
<b>Electives courses</b>								
SWE 105	Psychology for Social Work practice	DSE-I	3	40	60	-	100	26
SWE 106	Corporate Social Responsibility							29
<b>Field Work Practice- Skill Enhancement courses</b>								
SWF 107	Field Work Practice (Concurrent)- I	Core	6	150		50	200	120
<b>Ability Enhancement courses</b>								
SWF 108	Skill Lab-I 1. Communication 2. Report Writing 3. Public Speaking 4. Theatre Skills 5. Social Work Competencies		2	100			100	32
<b>Total Credit/Marks</b>			<b>27</b>				<b>800</b>	
<b>Semester II</b>								
<b>Core courses</b>								
SW 201	Working with Communities and Social Action	Core	4	40	60	-	100	35
SW 202	Social Work Research	Core	4	40	60	-	100	37
SW 203	Social Policy and Legislation	Core	4	40	60	-	100	40
SW 204	Counselling: Theory and Practice	Core	4	40	60	-	100	43
<b>Electives courses</b>								
SWE 205	Gender and Development	DSE-II	3	40	60	-	100	47
SWE 206	Social Entrepreneurship and Sustainable Development							50
<b>Field Work Practice- Skill Enhancement courses</b>								
SWF 207	Field Work Practice (Concurrent) II	Core	6	150		50	200	126
<b>Ability Enhancement courses</b>								
SWF208	Skill Lab-II 1. Research Proposal Writing 2. Literature Review Skills 3. Interviewing/FGD Skills 4. Policy briefing/legislative review 5. Counselling Skills		2	100			100	52
<b>Total Credit/Marks</b>			<b>27</b>				<b>800</b>	

Semester III								
Core courses								
SW 301 A	Elements of Mental Health	Core	4	40	60	-	100	55
SW 301 B	Sustainable Rural Community Development							58
SW 301 C	Foundations of Management							61
SW 302 A	Health System Management	Core	4	40	60	-	100	64
SW 302 B	Sustainable Urban Community Development							66
SW 302 C	Human Resource Management and Organisational Behaviour							69
SW 303	Social Welfare Administration	Core	4	40	60	-	100	72
Electives courses								
SWE 304	Information and Communication Technologies(ICTs) for Social Development	DSE -III	3	40	60	-	100	76
SWE 305	Green Social Work							79
Field Work Practice- Skill Enhancement courses								
SWF 307	Field Work Practice (Concurrent) III	Core	6	150		50	200	127
Ability Enhancement courses								
SWF308	Skill Lab-III 1. GPS/GIS Basics 2. Documentation Skills 3. Leadership Skills 4. Social Media skills 5. Administrative & Managerial Skills		2	100			100	82
<b>Total Credit/Marks</b>			<b>23</b>				<b>700</b>	
Semester IV								
Core courses								
SW 401A	Psychiatric Social Work	Core	4	40	60	-	100	85
SW 401B	Tribal Social Work							88
SW 401C	Labour Welfare and Industrial Relations							90
SW 402A	Medical Social Work	Core	4	40	60	-	100	93
SW 402B	Participatory Approaches in Development							96
SW 402C	Human Resource Development and Organisational Dynamics							99
SW 403	Project and Non Profit Management	Core	4	40	60	-	100	102
Electives courses								
SWE 405	Disaster Management and Social Work	DSE IV	3	40	60	-	100	105
SWE 406	Social Work practice with Persons with Disability							108
Field Work Practice- Skill Enhancement courses								
SWF 407	Field Work Practice (Concurrent) IV	Core	6	150		50	200	127
SWF 408	Block Placement	Core	6	150		50	200	129
SWF 409	Research Project	Core	6	50		50	100	129
Ability Enhancement courses								
SWF410	Skill Lab-IV 1. Participatory Learning & Action 2. Academic Writing Skills 3. Organisation Skills 4. Public Relation/Networking Skills 5. Project Formulation and Evaluation		2	100			100	110
<b>Total Credit/Marks</b>			<b>35</b>				<b>1000</b>	
<b>Total</b>			<b>114</b>				<b>3300</b>	

CIA – Continuous Internal Assessment

ESE – End Semester Examination

DSE - Discipline Specific Elective

A = Medical and Psychiatry

B = Community Development

C = Human Resource Management

## **SEMESTER I**

## **CORE COURSES**

<b>SW 101</b>	<b>HISTORY AND PHILOSOPHY OF SOCIAL WORK</b>		
<b>Course Credit</b>	<b>04</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To develop an insight into the historical context and development of Social Work profession and Education.</li> <li>2. To impart knowledge on the philosophy, methods, skills and fields of Social Work.</li> <li>3. To develop an understanding on the theoretical framework of Social Work.</li> </ol>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• General understanding of the global and Indian society and social issues</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Lecture/ Seminars/ Skill labs/External Lectures</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Conceptual clarity and in-depth knowledge on Social Work Profession</li> </ul>		

### **Course Outline**

#### **UNIT I: History of Social Work Profession**

Historical development of Social Work profession: Global Religious charity, Organised or Scientific Charity, State Welfare Systems, Emergence of professional Social Work; Emergence of Social Work Practice in USA and UK and India.

#### **UNIT II: Philosophy of Social Work**

Social Work: Definition, Goals, Objectives, Values, Principles, Code of Ethics; Concepts of Primary & Secondary/Micro, Mezzo and Macro methods in Social Work; Knowledge and Skills for Social Work practice; Concepts in Social Work - Social Service; Social Welfare; Social Reform; Social Security, Social Justice, Human Rights, Power and Empowerment, Identity, Agency, Intersectionality, Public Sphere, Governance; Scope of Social Work.

#### **UNIT III: Perspectives and approaches in Social Work practice**

Systems perspective, Strengths perspective, Gandhian Perspectives in Social Work, Ambedkar perspectives in Social Work, Rights based approach, Task-centred approach, Critical Social Work, Structural Social Work, Anti-oppressive social work, Anti-discriminatory Social Work, Subaltern Social Work.

#### **UNIT IV: Fields of Social Work**

Traditional and emerging fields of Social Work: Family and Child Welfare, Industrial social work, Medical and Psychiatric Social Work, Social work with communities, Correctional Social Work, School Social Work, Youth Social Work, Geriatric Social Work; Ecological Social Work, Social Work with Persons with Disabilities, Dalit and Tribal Social Work, Social Work with LGBTI, Migrant Social Work, Refugee Social Work, Disaster Social Work, Feminist Social Work.

#### **UNIT V: Emergence of Social Work Education and Practice**

History of Social Work education; Theory- Field integration in Social Work education, Importance of field work, documentation and supervision; Evidence Based Practice (EBP) in Social Work; Indigenisation of Social Work Education and Practice; Professionalisation of Social Work and challenges, Professional Associations of Social Work – Local, National and International, Collaboration and networking in Social Work, Digitalisation of Social Work education.

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<b>SW 102</b>	<b>SOCIAL SCIENCE FOR SOCIAL WORK PRACTICE</b>		
<b>Course Credit</b>	<b>4</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To develop an understanding of different social science concepts and its significance to Social Work.</li> <li>• To develop an understanding of the basic concepts and theories in Sociology, Psychology, Economics and Political Science.</li> <li>• To enable students to relate the concepts in social sciences with Social Work practice</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Knowledge about the social, psychological and economical patterns of the society</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Skill Lab/ Extension Lecture, Lecture Method, Group Work method, Tutorial, Individual and Group Presentation</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• The students will get conceptual and theoretical clarity on concepts related to sociology, psychology, economics and political science.</li> </ul>		

### **Course Outline**

#### **Unit I: Introduction to Sociology**

Introduction to Sociology - Concept of Society- Meaning, types and characteristics – Individual and Society – Community – Rural, Urban and Tribal Communities - Social Organizations - Meaning and Forms - Concept of Associations - Difference between Society, Community and Association. Social Groups – meaning, types and characteristics. Social Processes: Social Interaction, Cooperation, Competition, Conflict, Subjugation, Accommodation and Assimilation

#### **Unit II: Social Institutions**

Social Institutions - Marriage, Family, Education, Religion – Meaning, Types and Functions – Social Structure - Role and Status, Power and Authority; Culture - Meaning and Characteristics; Social Stratification – Meaning and functions, Caste, Class and Race, Social Mobility – Concept and types of social mobility.



### **Unit III: Sociological Theories**

Sociological Theories: Contributions of August Comte, Herbert Spencer, Karl Marx, Emile Durkheim, Max Weber, Foucault, Habermas, Hannah Arendt, Bourdieu and Indian Social Thinkers: Gandhi, R.K. Mukherjee, G.R.Madan, Majumdar, M.N. Srinivas, Ambedkar, Gail Omvedt, Ranajit Guha.

### **Unit IV: Introduction to Psychology**

Psychology - Meaning, Definition, Fields and Methods, Concept of Human Behaviour, Needs and Motives, Cognition, Memory, Intelligence. Motivation: Meaning, definition, types and characteristics of motives. Personality: Meaning, Definition, types and factors influencing Personality and structure, relevance of Psychology to Social Work practice.

### **Unit V: Foundations of Economics and Political system**

Economy, Concepts, Types, Sectors, Policy, Economic institutions – National and International; Political Institutions - Concept and Types of State, Government, Democracy, Governance, Organisation, Bureaucracy, Relations between Centre and State

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<b>SW 103</b>	<b>WORKING WITH INDIVIDUALS</b>		
<b>Course Credit</b>	4	<b>Course Marks</b>	100
<b>Course Objectives</b>	<p>To promote an understanding of the conceptual foundations of social casework.</p> <p>To enhance understanding of the basic concepts, tools and techniques in working with individuals in problem solving and in developmental work</p> <p>To impart knowledge and skills in the application of casework tools and techniques.</p> <p>To enhance the understanding of the theoretical foundations of social casework from the western, indigenous perspectives.</p>		
<b>Pre-requisites</b>	The students should have minimum knowledge about the existing problems faced by the society.		
<b>Pedagogy</b>	Skill Lab/ Extension Lecture, Lecture Method, Tutorial, Individual Conference and Group Presentation		
<b>Learning Outcomes</b>	The students will get knowledge about the different problems faced by the Individuals and the theories to deal with them		
<b>Course Evaluation</b>	Internal Assessment: 40 Mark (Internal Test and Assignment) Semester end Examination: 60 Mark		

### **UNIT I: Introduction to Case Work**

Social Casework as a method of Social Work – Concept, Definition, Objectives, and Principles. Historical development of Social Casework in the west and India. Importance of relationship in case work.

### **UNIT II: Case Work Components and Process**

Components of Case Work, Process of Case Work: Intake; Study; Assessment / Social Diagnosis; Treatment / Intervention; Evaluation: Termination; Follow-up. Transference and counter-transference in social case work

### **UNIT III: Tools and techniques in Case Work**

Tools and techniques in casework: listening, observation, Interview – home visits, referrals, techniques in practice – ventilation, emotional support, action oriented support, advocacy,

environment modification, modelling, role-playing and confrontation – Case history taking, Record keeping – Face sheet, Narrative, Process and Summary recording.

#### **UNIT IV: Theoretical Approaches to Case Work**

Approaches: Psycho Social approach, Psychodynamic, and crisis intervention: application of these approaches to understand clients and their contexts. Indian Approaches to Casework: Spiritual and Professional. Evidence Based and Strength Based Casework. Radical and Critical Approaches to Casework

#### **UNIT V: Case Work Practice in different settings**

Social Case Work in different settings: Family and Child Welfare, Educational setting, Correctional and Industrial settings, De-addiction, Community, Medical and Psychiatric institutions, working with older adults, persons with disability, Youth and Delinquency, LGBT, use of self in case work practice; Understanding resistance and reluctance in case work practice. Casework in Indian Cultural Context: Relevance, Limitations and Future

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<b>SW 104</b>	<b>SOCIAL WORK PRACTICE WITH GROUPS</b>		
<b>Course Credit</b>	<b>4</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand of group work as a method of professional social work</li> <li>• To develop the ability to critically analyze problems of groups and factors affecting them.</li> <li>• To enhance understanding of the basic concepts, tools and techniques in working with groups in problem solving and in developmental work.</li> </ul>		
<b>Pre-requisites</b>	Ability to understand social group work as a method of social work		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Lecture Method, Group Work method, Tutorial, Individual and Group Presentation, Skill Lab/ Extension Lecture</li> </ul>		
<b>Learning Outcomes</b>	Understand the significance of Social Group work and its application in various fields		

### **Course Outline**

#### **Unit I: Historical Evolution and concepts of Social Group Work**

Concept of group and its importance of groups in human life cycle; Group as an Instrument of Change; Definition of social group work; Characteristics of social group work; History and development of social group work; Principles and Purpose of Group work.

#### **Unit II: Approaches of Group Work**

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

#### **Unit III: Process of Social Group Work**

Stages of Social Group Work: Planning stage, Beginning stage, Middle stage, and Termination stage and Follow up; Group process, Group dynamics – Concept, and Areas – Communication and Interaction Patterns, Group Cohesion, Social Control Dynamics and Group Culture ,Leadership Development and Team building; Factors of Group formation.

#### **Unit IV: Techniques of Social Group**

Group Work Recording- Use of Social Group Work records, Principles and Problems of Group Work Recording; Group therapy: Significance of Group therapy, Programme planning in Social Group Work, Use of Psychodrama and Socio-drama; Different Therapeutic approaches Transactional analysis, T groups, Gestalt, Role play, Buzz group and Brain storming.

#### **Unit V: Group Work in Practice**

Social Group Work in Correctional, Hospital, Educational, Industries, Old age homes and Communities; Use of sociometry for Group work; Scope and Limitations of Group Work in different fields of Social Work; Knowledge and skills of a Group worker; Group worker as an Enabler, Guide, Facilitator and Therapist.

#### **References**

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## **DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES**

<b>SWE 105</b>	<b>PSYCHOLOGY FOR SOCIAL WORK PRACTICE</b>		
<b>Course Credit</b>	<b>3</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the evolution of personality across individual life span.</li> <li>• To understand the nature and development of human behaviour in socio-cultural context.</li> <li>• To equip the student with a broad knowledge of abnormal behavior with specific reference to select abnormal behaviour.</li> <li>• To facilitate the integration of above knowledge with social work practice.</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Ability to understand the basic concepts of Human behavior.</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Lecture, Tutorial, Assignments/ Seminar, Skill lab and Extension Lecture</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Understand the fundamental components of Psychology and its linkage to social work Practice.</li> <li>• Understand growth and development of individual at various stages in the life span.</li> <li>• Learn to apply concepts and theories of psychology in social work practice.</li> </ul>		

### **Course Outline**

#### **Unit –I: Perspectives in Psychology**

Psychology - Meaning, Definition, Fields and Methods, Introduction to Schools of Psychology, Gestalt psychology, Humanistic Psychology, Cognitive Psychology; Relevance of Psychology to Social Work Profession.

#### **Unit – II: Human Growth and Development**

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

### **Unit- III: Personality**

Personality: Definition-Nature-Theories of Personality - Psychoanalysis, Behavioral, Cognitive and Humanistic theories of Personality; Factors influencing Personality Development. Theories – Cognitive Development – Piaget, Moral Development – Kohlberg.

### **Unit – IV: Psychological Process in Behaviour**

Psychological Processes in Behaviour: Needs and Motives, Cognition, Memory, Intelligence. Motivation: Meaning, definition, types and characteristics of motives. Perception: Concept, characteristics, process and factors influencing perception. Attitudes: Concept, Nature of attitudes, stereotypes and prejudice, formation of attitudes and attitudinal change.

### **Unit- V: Abnormal Psychology**

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

### **References**

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- Specht, J. (2017). *Personality development across the lifespan* (1<sup>st</sup> ed.). London: Academic Press.

<b>SWE 106</b>	<b>CORPORATE SOCIAL RESPONSIBILITY</b>		
<b>Course Credit</b>	<b>3</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the need and scope of corporate social responsibility</li> <li>• To gain knowledge on the impact of CSR implementation on corporate culture, particularly as it relates to social issues</li> <li>• To acquire knowledge and skills to frame CSR policies and practices appropriate to Global business.</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Ability to understand Corporate social responsibility and its importance in the current scenario.</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Lecture Method, Tutorial, Individual and Group Presentation, Skill Lab/ Extension Lecture , Visit to Corporate Industries/Communities</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Understand the significance of Corporate Social Responsibility and its role in development.</li> </ul>		

### **Course Outline**

#### **UNIT 1: Evolution of CSR**

Social Responsibility – Corporate Social Responsibility – Meaning, definition and scope of CSR, Evolution of CSR , Business Ethics of CSR,Carroll’s Model of CSR (Pyramid of CSR) .

#### **UNIT 2: Stakeholders and CSR**

Stakeholders and perspectives - Interest Groups Related to CSR – Tools of CSR – Role of Business in society, Role of stakeholders, Implementing CSR – CSR in the workplace ,CSR in the community, CSR in the ecological environment.

#### **UNIT 3: CSR Policy**

Designing a CSR policy, Factors influencing CSR policy, Managing CSR in an organization, CSR Audit: ISO 26000, Role of HR Professionals in CSR, Legal provisions and specifications on CSR, Corporate Governance and CSR.

#### **UNIT 4: CSR and MDG**

Understanding CSR and Millennium Development Goals (MDG), UN Global Impact, Global Reporting Initiative (GRI), Globalization and CSR, Models of CSR, Global Recognitions of CSR.

## UNIT 5: CSR in India

CSR provisions of the Companies Act 2013, CSR Awards in India, Role of social workers in CSR, National CSR Hub, Success and Failure with CSR initiatives.

### References

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- Bradshaw, T. and D. Vogel. (1981). *Corporations and their critics: Issues and answers to the problems of corporate social responsibility*. New York: McGraw Hill Book Company
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William B Werther, Jr, David Chandler, 2010 Strategic Corporate Social Responsibility, Stakeholders in a Global Environment, Second Edition, SAGE Publications, New Delhi

## ABILITY ENHANCEMENT COURSE

### Semester-I

<b>SWF 108</b>	<b>SKILL LAB- I</b>		
<b>Course Credit</b>	<b>2</b>	<b>Course Marks</b>	<b>100</b>
<b>Skills</b>	<ol style="list-style-type: none"><li><b>1. Communication</b></li><li><b>2. Report Writing</b></li><li><b>3. Public Speaking</b></li><li><b>4. Theatre Skills</b></li><li><b>5. Social Work Competencies</b></li></ol>		



## **SEMESTER II**

## **CORE COURSES**

<b>SW 201</b>	<b>WORKING WITH COMMUNITIES AND SOCIAL ACTION</b>		
<b>Course Credit</b>	<b>4</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To gain knowledge about the primary method of social work practice with communities.</li> <li>2. To understand the techniques and approaches of social work practice with communities.</li> <li>3. To acquire the skill of working with communities.</li> </ol>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Familiarity with diverse community settings</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Lecture, Tutorial</li> <li>• Assignments / Seminars</li> <li>• End Semester Examinations</li> <li>• Skill Lab/ Extension Lecture</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Students will learn community organisation and its models</li> <li>• Students will get knowledge on methods of community organization</li> </ul>		

### **Course Outline**

#### **UNIT I: Introduction**

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

#### **UNIT II: Models of community organization**

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

#### **UNIT III: Methods of community organization**

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

#### **UNIT IV: Community Organization and Advocacy**

Community organization and advocacy: tool, Strategy for advocacy, Campaigning, Lobbying, Role of media and public opinion in advocacy – Coalition and Network building, linking up protest movements with development work.

#### **UNIT V: Social Action**

Social work and social action, history of social action in India, Radical or emancipatory social work; Rights based approach, Different forms of protest, various contributions to the theory of social action (Lees, Saul Alinsky, Paulo Friere, Ambedkar Mahatma Gandhi (Sarvodaya) and Siddique.) Strategies for social action from various social movements.

#### **Reference**

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- Keith Popple, Paul Stepney, (2008) Social Work and the Community: A Critical Context for Practice, Palgrave Macmillan

SW 202	SOCIAL WORK RESEARCH		
Course Credit	4	Course Marks	100
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To introduce the students to the core concepts, principles, methods and procedures of social work research.</li> <li>• To understand the research process, meaning, scope, and importance of social work research.</li> <li>• To understand the nature and process of mixed methods and Research writing.</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Ability to understand the basic concepts of Research and statistics</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Lecture/Skill Lab/ Extension Lecture</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Understanding and skills in the approaches, techniques and challenges of conducting social work research</li> </ul>		

### Course Outline

#### UNIT I: Introduction to Social Work Research

Scientific inquiry-Social Science Research: Concept, Definition, Objectives, Functions, Characteristics, steps, Scope and Limitations; Social Work Research; Basic elements in Social Research: Variable, Concept, Construct, Fact, Theory and Hypothesis. Difference between social science research and social work research – Ethical Issues and value based ethical dilemmas in social work research- Frameworks for Social Work Research.

#### UNIT II: Research Process

Forming research questions and problem, Objectives, Theoretical framework, Formulation of hypotheses and other steps in Research process; Literature Review and Literature Survey - Problem Identification □ Specification of Research Questions - Rationale and Study Objectives – operational definitions: Research Designs: Need for Research design, Features of a relevant research design; Types of Research designs: Exploratory, Formulate, Descriptive, Diagnostic, Experimental, Evaluative, Case Study and Participatory Research. Qualitative Research: Systems approach, Case Study method and Content Analysis.

### **UNIT III: Sampling Methods and Techniques**

Its importance, Purpose; Types of Sampling: Probability and Non probability; Sources of Data: Primary and Secondary; Methods of Data Collection: Observation, Participant observation, Case study and Interview – Nature and Importance, Types of interviews; Tools of Data collection: Mailed questionnaire and Interview schedule; Construction and qualities; Uses of scaling techniques.

### **UNIT IV: Levels of measurements**

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

### **UNIT V: Writing in Research:**

Relevance of Mixed Methods in Social Work Research, Approaches and process- Data editing, analysis and interpretation-Writing a research thesis/report - Social work research report content and formats – Research output, Plagiarism, Preparation of manuscripts for conferences and journals- preparation of policy brief- Evidence based Social Work- Integration of Research and Practice.

### **References**

- Alston, M. Bocoles, W. (Indian Edition 2003). *Research for social workers: An introduction to methods*. Jaipur: Rawat Publications
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Goode, W.J., Hatt, P.K. (1981) *Methods in Social Research*, Singapore: McGraw Hill

Gregory, Ivan. 2005 *Ethics in Research Continuum*, London

Grinell, Richard M. (Jr.) (1988). *Social Work Research and Evaluation*, Illinois F. E.

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Kidder, Louise H. (1981) *Research Methods in Social Relations*, New York: CBS

Krishnaswamy, O. R. (1993). *Methodology for Research in Social Science*, Himalaya Publilshers.

Laldas, D. K. (2000). *Practice of Social Research*, Jaipur: Rawat

Kumar, Ranjit. (2005). *Research methodology*. New Delhi: Pearson Education

SW 203	SOCIAL POLICY AND LEGISLATION		
Course Credit	4	Course Marks	100
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To develop conceptual and critical knowledge of social policies and legislations in India</li> <li>To develop conceptual clarity about social exclusion, marginalization and rights violation</li> <li>To develop knowledge and analytical skills for critical policy and legislative review for social work practice</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>Basic understanding of social exclusion and human rights violations in the Indian Context</li> <li>Basic knowledge of the policy and legislative framework in India</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>Lecture, Case study, Article Review, Policy Review, Assignment, Seminar, Extension lecture, Skill lab, Tutorial</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Critical knowhow of social policies and legislations in India</li> <li>Improved knowledge and skills for policy and legislative review</li> <li>Improved skills for social advocacy</li> </ul>		

### Course Outline

#### UNIT – I: Social policy and legislation

Social policy: Concept and Scope, Distinction between Social and Economic Policies, Social Policy - Local to Global Scenario; Concept of Welfare state in Developed and developing countries; History of Social Policy in India; Social Legislation: Concept and Scope; History of Social legislation in India; Constitutional Roots of Social Policy and Social Legislations in India: Fundamental rights and Directive principles of State Policy; Concept of Constitutional Morality.

#### UNIT – II: Social policy and legislation for inclusive development

Social Exclusion and Marginalisation – Concept and practice, Types of marginalization – Social, economic, political, cultural; Impact of Social Exclusion, Marginalisation and Human rights violations on Communities - Dalit, Tribes, Minorities, Women, Children, Elderly, Challenged, Sexual Minorities, refugees, migrants, prisoners; Social policies and legislative measures for inclusive and rights-based development.



### **UNIT – III: Sectoral interventions in Social Policy**

Sector wise social policies and social welfare programmes in India – Education, Health, Mental Health, Housing, Food and Nutrition, Population, Environment, Social Security, Poverty Alleviation, Employment, Labour Welfare, Challenged, Women, Children, Elderly, Rural/Urban/Tribal/Dalit, Sexual Minorities, People with disability, Informal Sector, Reservation.

### **UNIT IV: Social legislations for social protection**

The Juvenile Justice (Care and Protection of Children) Act 2015, The Child Labour Amendment (Prohibition and Regulation) Act 2016, The Protection of Children from Sexual Offences Act 2012, The Sexual Harassment of Women at Workplace Act 2013, The Pre-natal Diagnostic Techniques Act 1994, Protection of Women from Domestic Violence Act 2005, The Family Courts Act 1984, Equal Remuneration Act 1976, The Maintenance and Welfare of Parents and Senior Citizens Act 2007, The Prohibition of Employment as Manual Scavengers and their Rehabilitation Act 2013, The SC & ST (Prevention of atrocities) Act 1989, Rights of Persons with disabilities Act 2016, Transgender Persons (Protection of Rights) Act 2019, Interstate Migrant Workmen Act 1979, The Environment (Protection) Act 1986, Right To Information Act 2005, Right to Education Act 2009, National Human Rights Act 1993, The Legal Services Authority Act 1987, Public Interest Litigation.

### **Unit V: Critical Policy and legislative review for Social Work practice**

Social advocacy and Social Work, Critical Social Policy and legislative analysis, Policy and Legislative Briefs, Scope of policy and legislative studies for Social Work

### **References**

- Dreze, J. (2016). Social Policy. Orient Blackswan
- Titmuss, R. M. (1974). Social policy (pp. 1-2). London: Allen & Unwin.
- Policies & Bare Acts, Government of India
- Becker, S., Bryman, A., & Ferguson, H. (2012). Understanding research for social policy and social work: themes, methods and approaches. Policy Press.
- Clarke, J. (2004). Changing welfare, changing states: New directions in social policy. Sage.
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SW 204	COUNSELLING: THEORY AND PRACTICE		
Course Credit	4	Course Marks	100
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To develop a holistic understanding of counselling as a tool for help.</li> <li>To acquire knowledge of various approaches, their theoretical under-pinning for goals, values, process and techniques</li> <li>To develop ability to recognize and synthesize attitudes and values the enhance investment of self in the counsellor's role</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>Basic understanding of Counselling</li> <li>Knowledge in human behavior</li> <li>Adherence to the highest standards of conduct and ethics</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>Lecture, Focus Group Discussion (FGD), Counseling Demonstration, Case Presentation, Role Play, Exercise Sheet for Listening and Responding and Visit to Family Counseling Centre.Skill Lab/ Extension Lecture</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>To develop an understanding of the interlink between Counselling and Social Work.</li> <li>To learn generic and specific counselling skills to practice at micro and mezzo level.</li> <li>To understand the areas of assessment with respect to specific situations as well as the core principles of counselling in diverse fields.</li> </ul>		

### Course Outline

#### Unit I: Counselling and its Methods

Counselling: concepts, aims, objectives and goals. Philosophical bases of Counseling and its principles. Methods of Counselling: Directive, Non-Directive and Eclectic counseling. Interviewing in Counseling. Counseling as a helping profession. Application of counselling in social work practice.

#### Unit II: Theoretical Foundations of Counselling

Psychoanalytic Theory; Psychoanalysis, Transactional Analysis, Client Centered Therapy, Existential Counselling, Gestalt Therapy, Behaviour Therapy, Rational Emotive Behavioral Therapy (REBT), Reality Therapy (RT) and Cognitive Therapy.

### **Unit III: Counselling Relationship and Techniques**

Counselling Relationship: Regard, Respect, Authenticity, Empathy and Genuineness; Counselling Process: Initiating Counselling, Attending Skills: Non-Verbal, Interacting with Clients, Termination, Follow-up, Transference and Counter-Transference; Counselling Techniques: Listening, Responding, Goal setting, Exploration, Summarization and Action. Ethical Issues: code of ethics for counselors.

### **Unit IV: Counselling in various settings**

Community and Mental Health Counselling, Crisis Counselling: theory, methods and techniques of crisis intervention. Marriage and Family Counselling, Marriage and Family Counselling, Correctional and Rehabilitation Counselling, Industrial Counseling, School Counseling and Guidance, Career Counseling with Adolescents, Alcoholic and De-Addiction Counseling, Supportive Counseling with PLHIV, TB Patients, PWDs, Counseling against suicidal thoughts.

### **Unit V: Guidance and its Applications**

Guidance: concepts, objectives, types, principles and ethics, career guidance and career choice; Factors influencing a person to choose a career, contents of career, vocational guidance, difference between counseling and guidance, functions of social worker in school setting. The role of teacher and administrators in school setting, role of school social worker and his relationship with other helping professionals.

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## **DISCIPLINE SPECIFIC ELECTIVE COURSES**

<b>SWE 205</b>	<b>GENDER AND DEVELOPMENT</b>		
<b>Course Credit</b>	<b>3</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To develop conceptual knowledge on gender and empowerment</li> <li>• To develop a critical understanding of gender and development towards social work practice</li> <li>• To develop knowledge on institutional framework, legal framework and strategies involved in women empowerment</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Basic understanding of the social issues faced by women/LGBTI</li> <li>• Basic understanding of institutional and legislative framework for women/LGBTI development</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Lecture, Case study, Newspaper analysis, Article Review, Assignment, Seminar, Film Review, Skill lab, Extension lecture, Tutorial</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>▪ Improved conceptual understanding of theories and discourses on gender</li> <li>▪ Improved skills for critical analysis of issues related to gender and development</li> <li>▪ Improved knowledge on strategies for women/LGBTI empowerment and development</li> </ul>		

### **Course Outline**

#### **UNIT 1: Feminist theories and gender movements**

Gender and sex – Conceptual understanding, Concepts of Gender sensitivity, Gender Consciousness, Gender equality; Intersectionality framework; Theorising feminisms; Feminist literature; Gender based movements in India and abroad; Queer Theory.

#### **UNIT 2: Marginalisation of women/Sexual Minorities**

Social exclusion and marginalization in the name of gender/sexual orientation – local to global; Discrimination through life span; Sexism and Misogyny, Double marginalization and exclusion with regard to Dalit, Tribal, Sexual Minorities; Human rights violations of women/LGBTI in domestic and public sphere; Challenges faced by widows, unwed mothers, single women, destitute, challenged, elderly women, women in informal sectors, women in work place, LGBTI.

### **UNIT 3: Violence against women/LGBTI**

Violence faced by women – Domestic violence, Sexual abuse, Rape, Mass Rape, sex trafficking, eve teasing, Infanticide and Foeticide, Dowry harassment and murders, Honour killings; Institutional violence against women by family, religion, state; Representation of women in media; Violence faced by LGBTI

### **UNIT 4: Women, LGBTI and Development**

Gender and rights based Development; Approaches on gender in development – welfare, empowerment, rights based; Policies and legislations for women – local to global; Reservation policies for women/sexual minorities; Development programmes for women/sexual minorities – local to global, Gender analysis, Gender Budgeting and Gender Auditing for Development projects

### **UNIT 5: Social work practice for gender development**

Scope of social work in gender studies; Scope of Social Work in Women Empowerment and Development; Queer Social Work practice; Role of NGOs/civil society/Government agencies in women/LGBTI empowerment and development.

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<b>SWE 206</b>	<b>SOCIAL ENTREPRENEURSHIP AND SUSTAINABLE DEVELOPMENT</b>		
<b>Course Credit</b>	<b>3</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Understand the concept of social entrepreneurship and the role of Social Workers in Social Entrepreneurship</li> <li>• Understand and analyses various models of contemporary social entrepreneurship</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• General understanding and a Quest to learn Social Entrepreneurship</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Case analysis on various models of Social Entrepreneurship, Case Presentations, Lectures and innovative SE Model presentations</li> <li>• Skill Lab/ Extension Lecture</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Conceptual Understanding on the concept of social entrepreneurship, Prospects and Challenges.</li> </ul>		

### **Course Outline**

#### **UNIT I: Concept of Entrepreneurship and Social Entrepreneurship**

Concept & Characteristics of an entrepreneur, functions and type of entrepreneurship. Entrepreneurship for social change and development. Formation of Social Capital Social entrepreneurs 'role in community development

#### **UNIT II: Social Entrepreneurship and sustainable Development**

Definition. Seven principles of social entrepreneurship: Perseverance to face challenges, urges to Experiment. Change Agents, Social Mission, Empowerment and Collaboration. Social entrepreneurship in Indian and Global Perspectives. Innovation, risks and reward systems in social enterprises. Role of social entrepreneurship towards sustainable development.

#### **UNIT III: Collaboration in Social Entrepreneurship**

Community participation in social entrepreneurship Analysis of Contemporary social entrepreneurship models. Micro finance for poor villages by Muhammad Yunus (Bangladesh) Child line and Aflaton of Jeroo Billimoria (India), Village based development by Joe Madiath (Orissa, India), Organizing self-employment women by Ela Bhatt (Ahmedabad, India) Ashoka network of Bill Drayton, Skoll foundation of Jeff Skoll (USA) low cost Rural Electrification

by Fabio Rosa (Brazil). Emerging models of social entrepreneurship in micro enterprises, green technologies,

### **UNIT VI Strategies for Social Entrepreneurship.**

Non Profit and public management tools, Social enterprise business plan. Entrepreneurial fund raising and marketing. Use of ICT and social media for social entrepreneurship development. Practical skills in ICT (training in software packages, Internet and web-channels).

### **UNIT V Social Marketing Concept of Social Marketing**

Causal Marketing and commercial sector marketing. Analyses of the Social Marketing Environment. Target audiences and goals. Developing Social Marketing Strategies. Ethical Principles guiding Social Marketing practice

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## ABILITY ENHANCEMENT COURSE

### Semester- II

<b>SWF 208</b>	<b>SKILL LAB- II</b>		
<b>Course Credit</b>	<b>2</b>	<b>Course Marks</b>	<b>100</b>
<b>Skills</b>	<ol style="list-style-type: none"><li>4. Research Proposal Writing</li><li>5. Literature Review Skills</li><li>6. Interviewing/FGD Skills</li><li>7. Policy briefing/legislative review</li><li>8. Counselling Skills</li></ol>		

## **SEMESTER III**

## **CORE COURSES**

<b>SW 301A</b>	<b>ELEMENTS OF MENTAL HEALTH</b>		
<b>Course Credit</b>	<b>4</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand concepts related to mental health, well-being and mental illness.</li> <li>• To understand the different models of mental health.</li> <li>• To understand Biopsychosocial approach to mental health and illness.</li> <li>• To understand different plans, programmes and legislation related to mental health and illness</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Basic understanding about mental health and mental illness</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Lecture, Tutorial</li> <li>• Assignments / Seminars</li> <li>• Semester end exam-written exam.</li> <li>• Skill Lab/ Extension Lecture</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Students will get an overall idea on issues related to Mental health and illness</li> </ul>		

### **Course Outline**

#### **UNIT I: Introduction to Psychiatry**

Historical development of Psychiatry as a field of Specialization, concepts of mental health, wellbeing, normality and abnormality. Models of mental health – Bio-psycho-social model, structural model and social determinants model, strengths perspective, recovery models, positive mental health and life skills, changing trends in mental health.

#### **UNIT II: Classification of Mental Disorders**

Introduction to psychopathology (signs and symptoms), classification and diagnostic systems in mental health, differential diagnosis, DSM -5 and ICD- 10. Psychiatric assessment: interviewing, case history taking and mental status examination, psychosocial and multidimensional assessment of mental disorders in psychiatric social work and psychosocial diagnosis.

### **UNIT III: Aetiology of Mental Disorders**

Mental disorders of adults: Schizophrenia, Bipolar Affective Disorder, Acute Psychosis, Obsessive Compulsive Disorder; Common mental illnesses – Anxiety disorders, depression, somatoform disorders, Personality disorders. Etiology, prevalence, psychosocial factors, prognosis and management of mental illness, pharmacology and psychosocial interventions; suicide, substance abuse, dementia and sexual disorders. Child psychiatry and Trans- cultural psychiatry, Cultural bound syndromes

### **UNIT IV: Treatment of Mental Disorders**

Treatment methods of Psychiatric disorders- physiological methods; psychotropic medicine, ECT and surgical. Psychological methods; psychotherapies, behaviour therapy, therapeutic community.

### **UNIT V: Community Mental Health**

Community Mental Health – Scope, concepts and perspectives. Community Mental Health Models in India, CMH practice integrated with the public health system, Voluntary Sector involvement in CMH programmes, community based rehabilitation models of mental health care. Innovative practice in community mental health - models from other countries, approaches to Community Mental Health. National Mental Health Program and District Mental Health programmes (DMHP).

### **References**

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<b>SW 301 B</b>	<b>SUSTAINABLE RURAL COMMUNITY DEVELOPMENT</b>		
<b>Course Credit</b>	<b>4</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To have a basic sociological understanding of the rural and tribal communities in India.</li> <li>• To get to know the various government policies and programmes meant for rural and tribal community development.</li> <li>• To have a critical understanding of the role of social workers in rural community development.</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Exposure to Rural communities and understanding of the dynamics of rural communities</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Video presentations, Lecture, Analytical Discussions</li> <li>• Skill Lab/ Extension Lecture</li> </ul>		
<b>Learning Outcomes</b>	Sociological understanding of the rural policies and programmes meant for Sustainable rural community development & livelihood promotions		

### **Course Outline**

#### **UNIT I: Community Development**

Meaning, Objectives, Scope, Principles, process, models; methods; Early experiments in rural development - Sriniketan experiment, Gurgaon experiment, Marthandam experiment, Etawa pilot project, Gandhian Constructive Programmes. Rural Community Development – Meaning, Problems of Rural communities, Approaches, Rural Development Programmes: IYA, NAEGA, SJGSY, PMRT, SSA, RTI, E- IRDP, TRYSEM, NREP, RLEGP, and JRY. SJGSY, MNREGA.

#### **UNIT-II: Rural Development Programmes**

Earlier Community Development Programmes: Area based Programmes: Target Group based Programmes Integrated Child Development Scheme(ICDS), Programme of Rural Health (National Rural Health Mission) and Total Sanitation Programme; Concept of Provision of Urban Infrastructure in Rural Areas (PURA), Role of Social Workers, Role of voluntary organizations' in rural community development, Problems and limitations.

### **UNIT III: Sustainable Development and Livelihood Promotion**

Concept, Meaning, Principles, Need, History and Importance of Sustainable Development and Livelihood Promotion. Understanding Livelihood Frame Work – Assets/Capitals – Natural, Physical, Financial, Human and Social. Vulnerability context, Policies and Process, Livelihood Strategies, Livelihood Outcomes and Sustainable Development. Livelihood Frame Work Analysis – Objectives of livelihood promotion

### **UNIT IV: Steps and Tools in designing livelihood intervention**

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

### **UNIT V: Interventions for rural development**

Markets and Livelihoods Value chain analysis Rural & Urban Livelihood Linkages – Methods of Interventions – Technology, Training, Marketing, Policy Advocacy, Asserting Rights, Developing Local Economy, Credit, Infrastructure and Institution Building – ownership and Management. Case studies in Livelihood Promotion – Watershed, Animal Husbandry, Micro enterprises

### **References**

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<b>SW 301 C</b>	<b>FOUNDATIONS OF MANAGEMENT</b>		
<b>Course Credit</b>	<b>4</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To familiarize with the meaning, basic concepts and functions of Management.</li> <li>• To understand the evolution of Management thought and processes.</li> <li>• To understand the contemporary Management practices and the Management practice areas.</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Ability to understand the ideas of Management and the way to implement it in an organization.</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Lecture Method</li> <li>• Case study Method</li> <li>• Tutorial</li> <li>• Individual and Group Presentation</li> <li>• Skill Lab/ Extension Lecture and Management Competencies</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Understand the significance of Management and the way for effective and efficient Management of Organizations.</li> </ul>		

### **Course Outline**

#### **Unit 1: Management**

Definition, Meaning and Concept, Nature, Characteristics, Scope and Purpose of Management, Difference between Management and Administration, Levels of Management, Managerial skills, Principles of Management, Values of Management and Significance of Management.

#### **Unit II: Approaches of Management**

Evolution and Development of Management Thought, Schools of Management Thought – Classical school, Scientific Management school, Behavioural school and Contemporary school. Approaches - Human Behavioral Approach, Social System Approach and Situational Approach.

### **Unit III: Functions of Management**

Meaning and concept, Features of Planning, Steps in Planning, Advantages and Disadvantages of Planning, Nature and purpose of organizing - Organization structure - Formal and informal groups and organization - Line and Staff authority - Departmentation - Span of control, Staffing – Recruitment and Selection , Orientation. Nature and Scope of Directing, Controlling - Process of controlling - Types of control – Techniques of Control, Requirements for effective control.

### **Unit IV: Contemporary Management**

Emerging Horizons of Management- Management Theory of Peter Drucker, Six Sigma, 5 S Framework, 7 S Framework, Japanese Management Technique, Challenges before Future Managers in 21st Century,

### **Unit V: Management Practice Areas**

Financial Management – Meaning and Concepts, Principles of Accountancy. Nature and scope of Production and Operations Management, Inventory control. Overview of Marketing Management – 7 P's of Marketing and Consumer Behaviour.

### **References**

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<b>SW 302 A</b>	<b>HEALTH SYSTEM MANAGEMENT</b>		
<b>Course Credit</b>	<b>4</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To develop an understanding about health and diseases.</li> <li>• To understand the legislations relating to Health in India.</li> <li>• To familiarize the students various Health Programmes and policies in India.</li> <li>• To understand the association between social work profession and health system.</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Ability to understand the concept of health and disease</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Skill Lab/ Extension Lecture/Tutorial/Audio Video Presentations</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Understanding of Health and Diseases and the legislations and programmes involved in it in India.</li> </ul>		

### **Course Outline**

#### **UNIT I: Health**

Concept, Dimensions- Common diseases in India : Magnitude, typology and Health indicators- Determinants and Indicators of Health, Concept of Curative, Preventive, Social and Community Medicine – Social and environment factors in the emergence of emerging and re-emerging infectious diseases.

#### **UNIT II: Disease, illness**

Concept, Causation, Factors and Types (Communicable and Non- Communicable) - Concepts of Disease Control, Disease Elimination, Disease Eradication, Monitoring and Surveillance, Sentinel Surveillance. Social Work in illness prevention and health promotion.

#### **UNIT III: Health System in India- legislations**

Health Legislation; ESI Act. 1948, Amendment 1975. MTP Act. 1971. Doctors Patients and the consumer protection act. 1986. PWD & Equal opportunities Act. 1995. Legislations in the mental health sector, International Conventions relevant to mental health – Convention on Rights of Persons with Disabilities (CRPD, 2007), Impact of political economy on population health.



#### **UNIT IV: Health System in India- Programmes**

Health Programmes in India: National Malaria Eradication Programme, National Leprosy Eradication Programme, National Tuberculosis Programme, National AIDS control Programme, Maternal & Child Health Programme; ICDS; Schools Health Programmes UIP; National Cancer Control Programme, National Diabetes Control Programme, National Family Welfare Programme, National Water Supply and Sanitation Programme, National Rural Health Mission, National Health Policies 1983, 2002 and 2017.

#### **UNIT V: Social Work in healthcare sector**

Social Work Response- health prevention and promotion, Levels of healthcare service delivery: Primary, Secondary and Tertiary care, Modes of Intervention: Health protection, Specific Protection, Early Diagnosis and Treatment, Disability Limitation and Rehabilitation. - Social Work Response: Communicable Diseases (Malaria, Tuberculosis and HIV AIDS) and Social Work Response: Life style Diseases (Diabetes and Cardiac Disorders and Cancer). Challenges to the development of a health care practice model for Medical Social Work in India.

#### **References**

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<b>SW 302 B</b>	<b>SUSTAINABLE URBAN COMMUNITY DEVELOPMENT</b>		
<b>Course Credit</b>	<b>4</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To develop theoretical knowledge on urbanisation</li> <li>• To develop critical understanding about urban problems and sustainable urban development</li> <li>• To train students for development practice in urban settings</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Basic understanding of urban problems</li> <li>• Basic understanding of urban development policies and programmes</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Lecture, Case study, Article Review, Assignment, Seminar, Field Visits, Skill labs, Extension Lecture, Tutorial</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Theoretical understanding of urbanization and development</li> <li>• Critical knowhow of development challenges in the urbanization process</li> <li>• Knowledge and skill building for development practice in urban settings</li> </ul>		

### **Course Outline**

#### **UNIT I: Urbanisation – Concept and features**

Global history of urban development, Rural-Urban linkages and contrast; Concept and Features -Urban Community, Urbanism, Urban bias, Urban Agglomeration; Process of urbanization, Types of Cities - Metropolis, Megalopolis, Cosmopolis; Features of Suburban regions, Satellite towns, Hinterlands, New towns, Town Panchayats; Theories of Urbanization, Concept and theories of migration, Classification and theories on slums, Concept of Ghettos.

#### **UNIT II: Urban Problems and marginalized groups**

Urban problems – local to global - urban poverty, landlessness, livelihood insecurity, poor housing, water and sanitation, solid, liquid and e-waste, drug addiction, crime, juvenile delinquency, sex trafficking, environmental destruction, domestic and industrial pollution, traffic pollution, climate change, public health, mental health, displacement; Structural inequities and marginalization in the city – Class, Caste, Religion, Region, Gender; Features and process of marginalization - Unorganized/Informal sectors, Street and Working Children,

Construction Workers, Urban poor, Migrant workers, slum population, domestic workers, Sex workers.

### **UNIT III: Urban Community Development**

Concept and practice - Urban Community Development; Urban Development Planning; Infrastructure development and Service Delivery in Urban areas; Urban Social Movements – local to global; Participatory Urban Development; Sustainable development Goals (SDGs) and urban communities; International agencies/platforms for urban development; Good models in Urban Development;

### **UNIT IV: Institutional and Legal framework for Urban Development in India**

History of Urban community development in India; Five Year Plans and Urban Development; Urban Governance - Structure and Functions of Urban Development agencies at National, State and Local levels; Central and State level Policies and Programmes for Urban Development – Development Sectors and Target Groups - Past and Present; Legislative provisions for Urban Governance and Development - 74th Constitutional amendment and salient features of Nagarpalika Act 1992, Town and Country Planning Act 1971, The Slum areas (Improvement and Clearance) Act 1956; Structure and functions of Urban Self-Governments; Role of voluntary agencies in Urban Development.

### **UNIT V: Development practice with urban communities**

Role of Urban Community Development workers in implementation of urban development Programmes; Application of Social Work Methods in Urban Development; Challenges in the implementation of Urban Community Development Programmes; Social/Environmental impact assessment of Urban Development programmes; Good practices and models in Urban Development; Scope of urban studies for evidence-based practice in social work

### **References**

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<b>SW 302 C</b>	<b>HUMAN RESOURCES MANAGEMENT AND ORGANIZATIONAL BEHAVIOUR</b>		
<b>Course Credit</b>	<b>4</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the different aspects of Management of Human resources in organizations</li> <li>• To facilitate learning of various concepts and skills required for effective utilization and development of human resources</li> <li>• To understand Organizational Behaviour and its applications in Organizations.</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Ability to understand the basic concepts of Human Resource Management and Organizational Behaviour</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Lecture Method</li> <li>• Case study Method</li> <li>• Tutorial</li> <li>• Individual and Group Presentation</li> <li>• Skill Lab / Extension Lecture</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Understand the significance of Human Resource, effective management of Human Resource and Organizational Behaviour in Organizations.</li> </ul>		

### **Course Outline**

#### **Unit I: Origin and Meaning of HRM**

Human Resource Management, Concept, Definition and Emergence of HRM Nature and Development of HRM in India, Distinguishing HRM from traditional Personnel Management, Process of transition from Personnel Management to Strategic Human Resource Management, HR Accounting, HR Costing and HR Auditing, Human Resource Information System.

#### **Unit II: Human Resource Acquisition**

Strategic Human Resource Planning- Methods, techniques and benefits, Job Analysis – Purpose, methods and approaches, Job Design – Approaches and methods, redesigning jobs, Recruitment Selection and Placement – Strategic approaches.

### **Unit III: Compensation and Performance Appraisal**

Approach to compensation – Pay for Performance, Share Option schemes, Profit Sharing Plans, Financial and Non- financial incentives. Performance Appraisal – Methods and Techniques, Legal and ethical issues involved in Appraisal Process, Performance Management and Human Resource Maximization.

### **Unit IV: Trends and Challenges in Human Resource Management**

Managing Work Force Diversity and Multiculturalism, HRM in service Industry, Knowledge Management and Talent Management, Organizational change and HR strategies for effective transformation.

### **Unit V: Organizational Behaviour**

Concept and Importance of Organizational Behaviour, Key Elements, Historical roots of OB, Models of OB, Individual Behaviour – Values, Attitudes, Perception, Motivation. Interpersonal Behaviour – Johari Window, Transactional Analysis, Group Behaviour – Inter group Behaviour, Group Vs Team, Leadership styles and Theories, Organization Design, Organization Change, Emerging changes in OB.

### **References**

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Roa,T.V (2004),*Performance Management and Appraisal System: HR Tool for Global Competitiveness*, Sage Publications, New Delhi.

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<b>SW 303</b>	<b>SOCIAL WELFARE ADMINISTRATION</b>		
<b>Course Credit</b>	<b>4</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand conceptual and critical knowledge of social welfare administration</li> <li>• To develop skills for social welfare administration</li> <li>• To develop knowledge, skills and competences for resource mobilization and project management.</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Knowledge of social welfare policies and programmes</li> <li>• Basic understanding of administrative procedures</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Lecture, Case study, Article Review, Assignment, Seminar, Field Visits, Skill Lab, Extension lecture, Tutorial</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Critical knowhow of social welfare administration</li> <li>• Skill development in management of service organisations</li> </ul>		

### **Course Outline**

#### **UNIT- I: Basic concepts of Administration**

Administration: Concept, Principles, Processes (POSDCoRB) and Scope; Concept of Public Administration, Social Welfare Administration: Concept, Nature, Processes and Scope; History of Social Welfare Administration in India; Functions of Social Welfare Administration; Different approaches in Administration – Welfare approach, empowerment approach, Rights based approach etc, Social Policies and Programmes of Centre and State, International approaches in Social Welfare administration; Social welfare administration in developed and developing countries

#### **UNIT – II: Social Welfare Agencies**

Social Welfare Agencies: - Organisational structure and functions, Social Welfare Administration Structure in Central, State, District and local levels – Ministries in charge, Central Social Welfare Board, State Social Welfare Board etc, Role of local self governments (Corporations, Municipalities, Panchayats) in Social Welfare Administration, Local, National



and International NGOs/Agencies in Social Welfare Administration, CSR activities in Social Welfare administration.

### **UNIT –III: Formation and Management of Service Organisations**

Formation and Management of Service Organisations - Legal procedures in registering an organization – Societies Registration Act 1860, Indian Trust Act 1882, The Companies Act 1956. Administrative Structure, Memorandum of Association, Bye laws, Constitution, Deed, Functions and responsibilities of governing board, committees and office bearers.

### **UNIT – IV: Project Management Tools**

Budgetary allocations for social welfare, Fund flow and management, Grants in Aid, Subsidies; Fund raising and Resource Mobilisation – regulations, procedures and strategies, Foreign Contribution Regulation Act 1976, Endowments and Donations, Income tax exemptions; Finance Management for administration – Budgeting, Accounting, Auditing, Documentation and Records

### **UNIT- V: Skills**

Administrative skills – Project formulation, Coordination and Implementation, Monitoring and Evaluation, Human Resource Development and Management; Office management skills – Record keeping and documentation - Writing reports, letters and minutes of meetings, Public relations, Networking, Space and infrastructure management, Technology updation.

## **References**

### **Essential Readings**

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- Austin, D. (2000). *Social work and social welfare administration: A historical perspective*.  
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### **Additional Readings**

- Batra, Nitin. (2004). *Administration of social welfare in India*. Raj Publishing House, Jaipur.
- Bhattacharya, Sanjay. (2009). *Social work administration and development*. Rawat Publications, New Delhi.
- Cammack, J. (2014). *Building Financial Management Capacity for NGOs and Community Organizations*. Practical Action Publishing.
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## **DISCIPLINE SPECIFIC ELECTIVES**

<b>SWE 304</b>	<b>INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTs) FOR SOCIAL DEVELOPMENT</b>		
<b>Course Credit</b>	<b>3</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To provide knowledge on the ICTs and their development in the society</li> <li>• To provide knowledge on the challenges and issues ICTs in the present society</li> <li>• To make the students to understand the real status of ICTs application through field visits</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• The students should have ability to understand the development based ICTs application.</li> <li>• The students need to have understand the basic ideas developmental process</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Lecture, Tutorial</li> <li>• Assignments / Seminars</li> <li>• Field Visits</li> <li>• Skill Lab/ Extension Lecture</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Students will be learned the role of information and communication technologies in different areas such as health, education, agriculture, finance, gender equality and climate change.</li> <li>• Get familiar on ICT models and its success and failure in the process of development</li> </ul>		

### **Course Outline**

#### **UNIT I: Introduction**

Introduction to ICTs, concept of development, field of development, Role of ICTs in Development; Current Status of ICTs in Development- Global and India Scenario of ICT for Development, knowledge management and network society

## **UNIT II: Applications of ICTs**

Applications of ICTs in various domains: education, Health (telehealth, telemedicine and health informatics), Gender Equality, Agriculture, Governance ( e Governance), social development (telecentres), political development, economic development ( e-commerce, e-money, e-banking) Mobiles for development, climate change and disaster management, ICT Networks for water management,

## **UNIT III: Implementation of ICTs for Development (ICTs4D)**

Implementation of ICT4D: ICT4D Projects in India, Critical analyses of ICT4D projects technology diffusion, constraints in adoption of ICTs, The ICTs policies for development, role of government and private sectors.

## **UNIT IV: Issues and impact of ICTs**

Issues and impact of ICTs for development-Individual, family, groups, community and society; social divide Vs. digital divide

## **References**

- Keniston, K. and D. Kumar (eds.) (2004) IT Experience in India: Bridging the Digital Divide, Sage Publications, New Delhi
- P. T. H. Unwin (2009) ICT4D: Information and Communication Technology for Development, Cambridge University Press
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- Kumar, D. (2006). Science and the Raj: A Study of British India, Oxford University Press,
- Latour. B. (1987). Science in Action: How to Follow Scientists and Engineers Through Society, Milton Keynes: Open University Press, 1987.
- Long, N.(2001). Development Sociology, Actor Perspectives, Routledge, London,
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- Meera, N. S., A. Jhamtani, and D. U. M. Rao (2004) Information and Communication Technology in Agricultural Development: A Comparative Analysis of Three Projects from India. Agren, 135
- Meera, N. S. (2008). ICTs in Agricultural Extension Tactical to Practical, Ganga Kaveri Publishing House
- Munyua, H. (2000) Information and Communication Technologies for Rural Development and Food for Society: Lessons from Field experiences in Developing Countries. SDimensions,
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- Castells, Manuel and Cardoso, Gustavo, eds, (2005). The Network Society: From Knowledge to Policy. Johns Hopkins Center for Transatlantic Relations, Washington,
- OECD, (2001), Information and Communication Technologies and Rural Development
- J. H. Erik Andriessen, Paul L. Koopman, (1996) The Introduction of Information and Communication Technology (ICT) in .Organisations, The European Journal of Work and Organisational Psychology

<b>SWE 305</b>	<b>GREEN SOCIALWORK</b>		
<b>Course Credit</b>	<b>3</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To develop theoretical knowledge of the global discourses on environment</li> <li>• To develop critical consciousness on environment and development to contribute to social work practice</li> <li>• To develop knowledge on institutional framework, legal framework and strategies involved in environment conservation</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Basic understanding of environmental issues in the world basic understanding of legislative and policy framework for environment conservation in India</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Lecture, Case study, Newspaper analysis, Article Review, Assignment, Seminar, Film/Documentary Review, Skill lab, Extension Lecture, Tutorial</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Improved conceptual understanding of theories and discourses on environment</li> <li>• Improved skills for critical analysis of issues related to environment and development</li> <li>• Improved knowledge on environment conservation</li> </ul>		

### **Course Outline**

#### **UNIT 1: Theories and approaches in Ecology**

Ecology – Concept, Philosophy and approaches – Biocentrism and Anthropocentrism, Deep Ecology and Shallow Ecology, Criticisms to approaches in Ecology, Political Ecology and Critical Political Ecology, Ecofeminism, Global discourses on Environment and Development; Sustainable Development – Emergence, Concept, Practice, Challenges, Sustainable Development Goals (SDG) and Environment.

#### **UNIT 2: Environmental issues – Local to Global**

Human interventions on natural environment – Domestic and Industrial Pollution, Unscientific disposal of solid, liquid and e-wastes, Development induced natural resource depletion – reclamation of wetlands and waterbodies, deforestation, unscientific use of biodiversity,

unscientific mining, unscientific infrastructure development, Biopiracy, Alienation of Common Property resources, Adversities of Green Revolution; Environmental impacts - water scarcity, drought, global warming and climate change, flood, water logging; History and impact of ecological destruction in local to global communities/marginalised groups; Environmental Racism; Environment and Human rights; Environment Justice and Social Justice.

### **UNIT 3: Policy and Legislative framework for environment conservation**

Policies and legislations for environment protection and conservation – International, National and State – International Treaties, Brundtland Commission Report, National Environment Policy, Legislations relating to protection of forests, biodiversity, waterbodies, wetlands, agricultural lands, common property resources, coastal zones; Legislation relating to prevention of air, water and sound pollution, Legislative provisions for Environment Impact Assessment; Critical

### **UNIT 4: Institutional framework and environment conservation strategies**

Governmental and Non-Governmental agencies and programmes for environment protection and conservation – International, National and State; Development programmes and environment conservation, Promotion of alternate/indigenous technologies and practice; Community based and Integrated Management measures – Natural Resource, Watershed, Forest, Energy, land, water and sanitation, solid waste; Environment Movements – local to international; Judicial bodies for environment conservation; Concept of Green Governance.

### **UNIT 5: Environment and Social work practice**

Green Social Work – Emergence, Concept, Perspectives, Challenges; Ecology in Social Work education; Scope of social work practice for environment conservation – local to global

### **References**

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- Saxena, K. G., Rao, K. S., Sen, K. K., Maikhuri, R. K., & Semwal, R. L. (2003). *Integrated Natural Resource Management: Approaches and Lessons*. Integrated natural resource management: linking productivity, the environment and development, 211.
- Shiva, V. (2016). *The violence of the green revolution: Third world agriculture, ecology, and politics*. University Press of Kentucky.

# ABILITY ENHANCEMENT COURSE

## Semester- III

<b>SWF 308</b>	<b>SKILL LAB- III</b>		
<b>Course Credit</b>	<b>2</b>	<b>Course Marks</b>	<b>100</b>
<b>Skills</b>	<ol style="list-style-type: none"><li>1. GPS/GIS Basics</li><li>2. Documentation Skills</li><li>3. Leadership Skills</li><li>4. Social Media skills</li><li>5. Administrative &amp; Managerial Skills</li></ol>		

## **SEMESTER IV**

## **CORE COURSES**

<b>SW 401A</b>	<b>PSYCHIATRIC SOCIAL WORK</b>		
<b>Course Credit</b>	<b>4</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand psychiatric social work in the context of changing trends in mental health.</li> <li>• To understand concepts and theories related to mental health and mental illness.</li> <li>• To understand different plan, programmes and policies related to mental health in India.</li> <li>• To know about Psychiatric rehabilitation in the contemporary society.</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Ability to understand psychiatric social work</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Lecture, Case study, Articles Reviews, Assignment, Seminar, Field Visits, Skill Lab, Extension lecture, Tutorial</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Knowledge about the contemporary psychiatric social work and its application</li> </ul>		

### **Unit I: Introduction to Psychiatric Social Work**

Psychiatric Social Work: Definition Scope, Socio Historical Development of Psychiatric Social Work in India and abroad; Sociogenesis of Mental Illness, Importance of Social Psychiatry and Transcultural Psychiatry. Supervision in Psychiatric Social Work.

### **Chapter II: Psychological Assessment**

Psychosocial assessment: concept, importance, types, tools. Family assessment: concept, importance, types, tools. Psycho-social diagnosis. Psychosocial treatment and types: case work, group work, family therapy, psycho-education, supportive therapy, use of resources, building social support, social skill learning, milieu therapy, relapse prevention therapy, home visit, Supervision in Psychiatric social work.

### **Chapter 3: Community Mental Health in India**

Community Mental Health: Concept, models of community mental health and development, Formation of groups of persons living with mental illness, Mental health advocacy. Concept of therapeutic community.

#### **Unit 4: Mental Health Policy, Legislation, and Programme in India**

Mental Health Infrastructure in India; National Mental Health Policies 2014; History of Mental Health Act in India (Lunacy regulation Act 1853, Lunacy Act 1912, Mental Health Act 1987), Mental Health Care Act 2017, Rehabilitation Council of India Act, 1992, The Rights of Persons with Disabilities Act, 2016, National Trust Act, 1999, NDPS Act. Mental Health Programme: NMHP, DMHP, Disability Welfare measures in India

#### **Unit 5: Psychosocial Rehabilitation**

Psychosocial Rehabilitation: Definition, Principle and Strategies, Psychosocial Rehabilitation Services. Resource Mobilization, Rehabilitation Setting: Therapeutic community, Day care Centers, Half Way Homes, Quarterly Way Home, Shelter homes, hostels, Foster care. Role/Function of Psychiatric Social Worker in rehabilitation; Addiction and Social Work Intervention, Psychosocial interventions in substance abuse disorder, Rehabilitation for substance misuse disorder Role and function of psychiatric social worker in different settings (hospital, child-guidance clinic, Correctional setting).

#### **References**

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### **Journals**

- Bhugra, D. and Bhui, K. (2000). Epidemiological findings on prevalence of mental disorders in India. *Indian Journal of Psychiatry*, 42 (1), 14-20
- Brown, S. (1931). A school for psychiatric social work. *Psychiatric Quarterly*, 5(1), 7-11.
- Chandrashekar, Suresh Math, Bhugra, D. (2007). Psychiatric epidemiology in India. *Indian Journal of Medical Research* 126, pp 183-192.
- Desai, N. (2006). Public Mental Health: An evolving imperative, *Indian Journal of Psychiatry*, 48, 135
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<b>SW 401 B</b>	<b>TRIBAL SOCIAL WORK</b>		
<b>Course Credit</b>	<b>4</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To develop an Insight into the historical context of Tribal Community Development</li> <li>• To impart knowledge on the Tribes, their Social Economical and political organizations.</li> <li>• To create an understanding on the problems of tribes and role of social worker for Tribal Community Development</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• General understanding of Tribal communities</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Lecture Method, Case study Method, Tutorial, Individual and Group Presentation, Skill Lab/ Extension Lecture</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Conceptual clarity and in-depth knowledge on Tribal Community Development</li> </ul>		

### **Course Outline**

#### **UNIT-I: Tribe**

Tribal Development- Tribes- Definition, characteristics, Ethnography-Territorial Distribution, Classification and Tribal Organizations- Economic, Political, Social and Cultural Aspects.

#### **UNITII: Tribal Development**

Tribal Development – problems and Prospects-Land, agriculture, indebtedness, Transport, Communication, Education, health, Industrialization, Land Acquisition, Problems of the vulnerable groups. Natural Resource Management, Tribal Livelihood Intervention and Tribal Sustainable Development, Role of Voluntary Agencies in Tribal Development. Approach to Tribal Development.

#### **UNIT – III: Tribal Development Administration**

Tribal Development Administration: Administrative structure at Central, State and District levels; Hill Development Councils; Functions of Tribal Development Blocks/Agencies;; Research and Training in Tribal Development;



#### **UNIT IV: Tribal Development Programmes**

Tribal Development Programmes: Tribal Development Policies, ITDP. Tribal Area Development Programme; Hill Area Development Programmes; Tribal Sub-Plans, Forest land cultivation, Constitutional provisions for the protection of tribes

#### **UNIT-V: Need and Importance of social work practice in Tribal areas**

Need and Importance of Social Work practice in Tribal areas- Application of social work methods in tribal development, Problems in implementation of tribal development programmes. Tribal Development Institutes. Social Work Practice in Tribal Development:

#### **References**

- Sharma, B.D: Planning for tribal Development, Prachi Prakashan, New Delhi. 1984.
- Sharma T.C. & D.N. Maunder (eds.): Eastern Himalayas, Cosmo Publication, New Delhi (1980) relevant chapters only.
- Thaper, Ramesh (Ed): Tribe, Caste and Religion in India, Macmillan, Delhi, 1977 (relevant articles only.)
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- <https://tribal.nic.in/repository/>

<b>SW 401C</b>	<b>LABOUR WELFARE AND INDUSTRIAL RELATIONS</b>		
<b>Course Credit</b>	<b>4</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To provide a contemporary perspectives on Labour Welfare and Industrial Relations</li> <li>• To enhance the understanding of the application of Labour Welfare and Industrial Relations</li> <li>• To familiarize with the statutory and non statutory welfare measures.</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Ability to understand the concept of Human relationship and Welfare in Organizations.</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Lecture Method</li> <li>• Case study Method</li> <li>• Tutorial</li> <li>• Individual and Group Presentation</li> <li>• Industrial Visit</li> <li>• Skill Lab/Extension Lecture</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Understand the need of Labour Welfare and the importance of cordial relationship between employers and employees.</li> </ul>		

### **Course Outline**

#### **Unit I: Labour Welfare**

Concept, History and Scope, Significance of Labour Welfare, Labour Welfare Agencies, Labour Welfare Officer, Types of Labour services, Statutory Welfare Provisions- Factories Act 1948 and Contract Labour ( Regulation and Abolition) Act, 1970, Liberalisation and Labour Welfare policy, From Labour Welfare to Human Resource Maintenance.

#### **Unit II: Backdrop to Industrial Relations in India**

Early Industrialization of India , Trade Union Act 1926, Impact of National Independence, Industrialisation and structure of Indian Industry, Industrial Relation as a key to Industrial peace, Constitutional basis and Government policy on Industrial Relations .

#### **Unit III: Post Independent Legal Environment and Industrial Relations**

Industrial Disputes Act 1947, Industrial Employment Standing Orders Act 1946. Established Industrial Relation Practices – Joint Consultation, Conciliation, Arbitration and Negotiation –

Collective Bargaining – Bipartite and Tripartite – Grievance settlement Machinery and Dispute Handling process, Workers Participation in Management.

#### **Unit IV: Statutory Compliance**

Workmen Compensation Act 1923, Employment State Insurance Act, 1948, Employment Provident Fund and Miscellaneous Provisions Act 1952, Payment of Gratuity Act 1972, Payment of Wages 1936, Equal Remuneration Act 1976, Maternity Benefit Act 1961, The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

#### **Unit V: Non –Statutory Benefits**

Industrial Housing, Safety, Health, Education, Thrift, Profit Sharing, Role of Trade Unions and Role of Employers in Non statutory Benefits, Models of Non Statutory Welfare Measures , Scope for Industrial Social Work

### **References**

- Memoria, Gankar, S.V (1999), *Dynamics of Industrial Relations*, Himalaya Publishing House, Mumbai
- Bhatia, K.S (2003), *Constructive Industrial Relations and Labour Laws*, Deep and Deep Publications, New Delhi.
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- Vaidyanathan, S (2001) ,*Factory Laws Applicable to Tamil Nadu*, Volume I to V, Madras Book Agencies.

<b>SW 402A</b>	<b>MEDICAL SOCIAL WORK</b>		
<b>Course Credit</b>	<b>4</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To sensitize students about the significance of medical social work field.</li> <li>• To give wide spread knowledge about the origin of medical social work and its applications in hospital setting.</li> <li>• To disseminate knowledge about the psycho- social implication of illness.</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Basic understanding of Health</li> <li>• Knowledge to apply social work in medical practice.</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Lecture classes, Power point presentation, Group Discussions, Role-play, Case Discussions, Group activities, Assignments/Seminars, Skill Lab/ Extension Lecture</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Understanding the multidimensional approach to Health.</li> <li>• Understand the administration of the basic health infrastructure in the country.</li> <li>• To relate the knowledge of Social Work practice to the health situation in India.</li> </ul>		

### **Course Outline**

#### **UNIT I: Concepts of Medical Social Work**

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

#### **UNIT II: Medical Social Work and emerging issues**

Health in the context of Social change, marginalization, violence, conflicts and health. Migration/ Social Work in Illness Prevention and health promotion.

### **UNIT III: Medical Social Work in Various Settings**

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

### **UNIT IV: Social Work Practice in Hospital/ Healthcare Setting**

Introduction to Social Work in hospitals, Social Work in emerging departments, community health, Trauma center, HIV/AIDs, TB Centre, Palliative care,

### **UNIT V: Medical Social Work Interventions**

Welfare and benefits accrued to persons with an illness, health insurance, Social Work practice in different settings, Medical emergencies, clinical and public health analysis of bio-medical ethics, medico-legal cases and role of Social Worker. Role, significance of Medical Social Services offered in healthcare institutions.

### **References**

- Anderson R. and Bury M. (1978). *Living with Chronic Illness: The Experience of Patients and their Families*. Princeton Hall.
- Bartlatt, H.M. (1932). *Social Work Practice in Health field*. National Association of Social Workers, New York.
- Borkar, G., (1961). *Health in Independent India*. Ministry of Health Publications, New Delhi.
- Goldstein, D., (1955). *Readings in the Theory and Practice of Medical Social Work*. University of Chicago Press, Chicago.
- Hamilton, K.W., (1986). *Counselling the Handicapped*. Ronal Press, New York.
- Pathak, S.H., *Medical Social Work in India*, Delhi School of Social Work, New Delhi.
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- Pardeck, J. A. (2014). *Using books in clinical social work practice: A guide to bibliotherapy*. Routledge.
- Epstein, I., & Blumenfield, S. (2001). *Clinical data-mining in practice-based research: Social work in hospital settings* (Vol. 33, No. 3-4). Routledge.
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- Silverman, D. (1987). *Communication and medical practice: Social relations in the clinic*.  
Sage Publications Ltd.
- Gabe, J., & Monaghan, L. (2013). *Key concepts in medical sociology*. Sage.

<b>SW 402 B</b>	<b>PARTICIPATORY APPROACHES IN DEVELOPMENT</b>		
<b>Course Credit</b>	<b>4</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To gain knowledge of the various approaches, methods and techniques used for participatory development</li> <li>To acquire skills in undertaking participatory project planning</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>Knowledge of community based approaches.</li> <li>Knowledge on processes of field interaction with local communities</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>Lecture, Tutorial, Assignments / Seminars, Field Visits, Demonstration Skill Lab/ Extension Lecture</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Knowledge and skills in application of participatory tools and techniques</li> <li>Skill in participatory project proposal development</li> <li>Knowledge and skills in Participatory Monitoring &amp; Evaluation</li> </ul>		

### **Course Outline**

#### **UNIT I: Introduction to Participatory Approaches**

History of development of participatory approaches in development, Emergence of RRA, PRA and PLA; Contributions of Robert Chambers; Participatory Approach - Concept, Objectives, Principles, Actors, Methods & Tools, Settings, Limitations; Participatory Tools like Social and Resource Mapping, Health/Literacy/Sanitation/Wealth Mapping, Transect Walk, Seasonality Calendar, Historical Time Line, Daily Routine Analysis, Problem Tree Analysis, Venn Diagram, Inflow-Outflow analysis, Force-field analysis, Wealth Ranking, Matrix Ranking; Process and Content documentation in participatory methods.

#### **UNIT II: Participatory Project Development**

Participatory Research, CBPR; Participatory Poverty Assessment; Poverty and Gender Analysis Tools - Harvard Analytical Framework, Moser Framework; Participatory approaches and Project Development – Project Characteristics and Types, Project Cycle, Result Based Project Planning, Community Action Plan, Log Frame Analysis (LFA) and Project Planning Matrix, Project proposal writing, Project management, Project Report.



### **UNIT III: Monitoring, Evaluation and Sustainability Analysis**

Participatory Monitoring and Evaluation: Tools and Techniques, Participatory Impact Monitoring, Participatory Impact Assessment; Sustainability Analysis: Institutional, Financial, Technical Sustainability of the Project; Preparing Reports.

### **UNIT IV: Approaches for participatory Governance**

New tools - SARAR, Appreciative Inquiry; Concept of Decentralisation, Gram Sabha: Concept, significance, structure, functions and power; Social Audit - process, methods and significance; Participatory Audit.

### **UNIT V: Participatory Action Research**

Participatory Action Research: Origin and features of Participatory Action Research (PAR), CBPAR, Understanding Action Research and Recent Developments.

### **References**

- Altarelli, V., & Ashford, G. (2001). Enhancing ownership and sustainability: a resource book on participation: International Institute of Rural Reconstruction.
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- March, C., Smyth, I. A., & Mukhopadhyay, M. (1999). A Guide to Gender-analysis Frameworks: Oxfam.
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- Chambers, R. (1994). Participatory rural appraisal (PRA): Challenges, potentials and paradigm. World Development, 22(10), 1437-1454.

- Mikkelsen, B. (2005). Methods for development work and research: A new guide for practitioners, 2nd edition. Thousand Oaks, CA: Sage Publications.
- Kumar, S. (2002). Methods for community participation: A complete guide for practitioners. Warwickshire, UK: MDG Publishing.
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- Hickey, S, Mohan, G (2007), Participation--From Tyranny to Transformation?: Exploring New Approaches to participation in Development , Zed Books, London
- Cornwall, A, Jewkes, R (1995), What is participatory research? *Social Science & Medicine*, Volume 41, Issue 12
- Townsley, P (1996), Rapid Rural Appraisal, Participatory Rural Appraisal and Aquaculture, Food and Agriculture (Technical Paper)

<b>SW 402 C</b>	<b>HUMAN RESOURCE DEVELOPMENT AND ORGANIZATIONAL DYNAMICS</b>		
<b>Course Credit</b>	<b>4</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand HRD as an important strategy for effective Human Resource Management.</li> <li>• To understand various processes and practices of HRD adopted by organizations to promote individual and organizational development.</li> <li>• To understand the role of organizational Dynamics in Organization.</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Ability to understand the concept of Human Resource Development and Organizational Dynamics and its applications.</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Lecture Method, Case study Method, Tutorial, Individual and, Group Presentation, Skill Lab/Extension Lecture</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Understand the role of Human Resource Development and Organizational Dynamics in the Development of Individual and Organization.</li> </ul>		

### **Course Outline**

#### **Unit I: Conceptualizing HRD**

Origin of Contemporary HRD, Emphasis on Human Capital in Organisations, Competency rooted Human Resource Management Approach, Knowledge Management and HRD, HRD in Indian Industries, Elements of HRD- Training, Development and Education.

#### **Unit II: Training**

Approaches to Training – Evolutionary Approach, Systems Approach, Pedagogical Vs Andragogical Approach. Analyzing Training Needs- Identifying Training Needs – Identifying performance gaps and building performance measures, Training methods and Training Cost, Developing Training Objectives and methods of Instruction, Implementation of Training Programme – Setting up learning environment, Ensuring transfer of Learning and increasing effectiveness of Learning. Evaluation – Internal and External Evaluation, Kirkpatrick’s 4 level of Evaluation.

### **Unit III: Development**

Concept of Employee Development, Managerial Development and Organizational Development. Current approaches and Practices in Development. Employee Empowerment, participation and capacity building as tools for competency building. Career Management and HRD, Use of Information Technology and Human Resource Development, Quality Management as Development Tool.

### **Unit IV : Organizational Dynamics**

Group Dynamics -Understanding Groups, Phase of Group Development, Group Cohesion and Alienation, Conformity and Obedience. Role Dynamics -The Concept and Systems of Roles, Role Analysis, Organizational Stress and Burnout, Coping with Stress and Burnout. Bases of Power, Process of Empowerment, Decentralization and Delegation, Transformational Leadership.

### **Unit V: Organizational Culture and Dynamics**

Organizational culture , Culture – Facilitating Learning and Development, Social Responsibilities of Organization, Organizational Ethics and Values, Cross cultural Dynamics, Management of diversity, Strategic Alliances and Coalition formation. Impact of Management and Leadership style on Employee Development, Current Debates in HRD.

### **References**

- Rao, T.V.,(1999), *Readings in Human Resource Development*, Oxford and IBH Publishing Co., Ltd.
- Ghosh, Biswanth (2000),*Human Resource Development and Management*, Vikas Publishing House Ltd.
- Dayal Iswar, (1996), *Successful Applications of HRD*, New Concepts , New Delhi.
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<b>SW 403</b>	<b>PROJECT AND NON PROFIT MANAGEMENT</b>		
<b>Course Credit</b>	<b>4</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the concepts and principles of Project Management</li> <li>• To understand the formulation, appraisal and Evaluation in project.</li> <li>• To have an appropriate orientation towards effective Donor Management and NGO Management.</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Ability to understand Project and its implications</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Skill Lab/ Extension Lecture/Tutorial, Audio Video Presentations</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Understanding of Project and its process, Role of State and NGO in Projects.</li> </ul>		

### **Course Outline**

#### **Unit I: Project management**

Project management- an introduction, concept, definition and process- Approach: Inputs, Activities, Outputs, Outcomes & Impact- Logical Framework Approach & Results Based Framework- Situational Analysis, Social & Organizational Assessment and Budgeting, Concept and purpose Programme Evaluation and Review Technique (PERT) and Critical Path Method (CPM) Logical Framework.

#### **Unit II: Project formulation and Appraisal**

Project formulation and Appraisal- concept, components-Feasibility study- Investments (Time, money and personnel) - Generation and Screening of Project Ideas- Project Identification-Preliminary Analysis, Market, Technical, Financial, Economic and Ecological-Pre-Feasibility Report and its Clearance, Project Estimates and Techno-Economic Feasibility Report- Detailed Project Report- Project costing and budget- preparation of grant proposal.

#### **Unit-III: Project Evaluation**

Project Evaluation- introduction, process, evaluation ethics-Planning for Evaluation- Evaluation Assessment -Identifying & Working with Stakeholders- Evaluation design and methods and basic tools used in project evaluation and social audit- cost effectiveness, policy analysis and Reporting evaluation findings.

#### **Unit IV: Fund Raising and Donor management**

Fund Raising and Donor management- Management process- the importance of fund raising- characteristics of a successful fundraiser- preparing the organization for fund raising- Donor management- concept, reason for giving- types of donors- methods of fund raising and donor management- Ethics and politics in fund raising- Effective fund strategies for NGOs.

#### **Unit V: Management of NGOs**

Management of NGOs- Non-Profit Organizations: Types & Characteristics- Structure of non-profit organizations, organizational culture and effectiveness- Models of Organizational Development and Human Resource and Financial Management in non-profit organizations. Social Work Competencies for NGO management.

#### **References**

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## **DISCIPLINE SPECIFIC ELECTIVES**



<b>SWE 405</b>	<b>DISASTER MANAGEMENT AND SOCIAL WORK</b>		
<b>Course Credit</b>	<b>3</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To cultivate an idea on impact and types of disasters.</li> <li>• To Understand basic concepts in Disaster Management</li> <li>• To create an understanding about the role of social workers in Disaster service.</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• The students should have ability to understand Disaster management systems</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Lecture, Tutorial, Assignments / Seminars, Field Visits, Workshops, Skill Lab/ Extension Lecture</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Students will be learned risk factors of disaster management and its impact in the society</li> <li>• Students will get knowledge on the preparation of disaster management system</li> </ul>		

### **Course Outline**

#### **UNIT I: Introduction**

Disaster: Concepts, Vulnerability, Risk, Resilience. Impact of disasters: Physical, economic, political, psychosocial, ecological, and others; Role of social work. Developmental aspects of disasters - Types / Classification of Disasters - Nature and Human man Disasters.

#### **UNIT II: Approaches in Disaster**

Approaches in Disaster: Pre-disaster stage: information; education and communication and warning systems, vulnerability assessment, risk and its management, preparedness, prevention and mitigation - Emergency stage: rescue, relief, rehabilitation and rebuilding- need assessment survey– Post -disaster stage: Execution of social and economic rehabilitation.

#### **UNIT III: Disaster Management Cycle**

Disaster Management Cycle: Mitigation and prevention, Preparedness, Prediction and Early warning, Rescue and Relief, Impact assessment, Response, Recovery, Reconstruction; Disaster Risk Reduction; Community Based Disaster Management (CBDRM); Disaster Risk Reduction (DRR), Advocacy and Networking; National Disaster Profile of India.

## **UNIT V: Disaster Management in India**

Disaster Management in India: Institutional and policy frame work, National Crisis Management Committee (NCCM), Disaster Management Act- 2005, Crisis Management Group(CMG), National contingency action plan, Central Relief Commissioners, National Center for Calamity Management, State Relief Manuals, State Relief Commissioners, Funding mechanism, Local bodies and community level Institutions, International Decade for Natural Disaster Reduction (IDNDR).National Disaster Management plan 2019, Problems and Challenges.

## **UNIT IV: Disaster Management and Social Work Intervention**

Psychosocial and mental health consequences of disaster; Principles and techniques of psychosocial care in post disaster situations; Psychosocial Interventions in Post Disaster Situations; Specific psychosocial needs of vulnerable groups; Post trauma care and counselling including grief counselling with survivor; Application of Geoinformatics in Disaster Management; National Disaster Management (NDMA) guidelines on psychosocial support and mental health services in Disaster.

### **References**

- Alexander, D. (1993) *Natural Disasters*, ULC press Ltd, London, Carter, W. N.
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- National Policy on Disaster Management. (2009). New Delhi: NDMA.
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- Singh, R.B. (2009). *Natural Hazards and Disaster Management*, Jaipur: Rawat Publications.
- Zakour, M., & Gillespie, D. F. (2013). *Community disaster vulnerability theory, research, and practice*. Springer.
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- Huong Ha, R., Lalitha, S., Fernando, & Mahmood, A. (Eds.) (2015). *Strategic disaster risk management in Asia*. Springer.
- Rajagopal S and Chari S.K. (2003). *Disaster management – a reader*. National Institute of Advanced Studies, Bangalore.
- Marsh, G., Ahmed, I., Mulligan, M., Donovan, J., & Barton S. (Eds.) (2018). *Community engagement in post-disaster recovery*. Routledge.
- Srivastava, H. N. (2006). *Management of natural disasters in developing countries*. Daya Books.

<b>SWE 406</b>	<b>SOCIAL WORK PRACTICE AND PERSONS WITH DISABILITY</b>		
<b>Course Credit</b>	<b>3</b>	<b>Course Marks</b>	<b>100</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To become aware of persons with disabilities and their familial and societal contexts, including the disabling and enhancing environments impacting their quality of life.</li> <li>• Identify and critically discuss about the person with disability</li> <li>• Understanding the legal rights related to disability</li> </ul>		
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Lecture, Tutorial, Assignments / Seminars, Field Visits, Workshops, Skill Lab/ Extension Lecture</li> </ul>		
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• Lecture, Tutorial, Assignments / Seminars, Field Visits, Workshops, Skill Lab/ Extension Lecture</li> </ul>		
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Get idea about various types of disabilities and their causal factors, prevention, promotion and rehabilitation measures needed by each disability group at different life cycle stages and rehabilitation settings</li> </ul>		

### **Course Outline**

#### **UNIT I: Introduction to Disability**

Disability – Definition, Types of disability, Models of Disability – Medical Model/Functional Model/ Social Model; Concepts – Disablism, Normality, Power and Privilege, Intersectionality and Disability; Historical perspectives on disability

#### **UNIT II: Challenges related to disability**

Attitude towards disability, Stigma, Discrimination, Exclusion, Alienation, Oppression, Access to resources, Disability and Mental Health; Needs and challenges of Person with Disability (different types), Challenges to Social Inclusion in diverse sectors – education/health/employment

#### **UNIT III: Approaches to Disability and Development**

Approaches to disability: System, legal, Empowerment, Rights-based, Social Inclusion

#### **UNIT IV: Policy and Legislative Framework**

Constitutional Rights; Disability Rights and Movements; Policy and Legislative Framework – International, National and State; Institutional Framework; Reservation; Welfare and Development Measures

### **UNIT V: Disability Rehabilitation**

Rehabilitation initiatives for people with disability – International bodies/Government Agencies/Non-Governmental agencies. Role of social workers in disability rehabilitation; Advocacy; Disability research and Social Work; Disability and Anti-oppressive Social Work

#### **References**

- Albrecht, G., Seelman, K., Bury, M (ed). 2001. *Handbook of Disability Studies*, New Delhi: Sage Publication
- Davis, L. J. (2006). *The disability studies reader*. Taylor & Francis.
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## ABILITY ENHANCEMENT COURSE

### Semester- IV

<b>SWF 410</b>	<b>SKILL LAB- IV</b>		
<b>Course Credit</b>	<b>2</b>	<b>Course Marks</b>	<b>100</b>
<b>Skills</b>	6.	Participatory Learning & Action (PLA skills)	
	7.	Academic Writing Skills	
	8.	Organisation Skills	
	9.	Public Relation/Networking Skills	
	10.	Project Formulation and Evaluation	

# VALUE ADDED COURSE

## **SEMESTER-II**

### **SCIENCE OF HAPPINESS**

**COURSE CODE:** SWEV-01

**Paper Type:** Open Elective (I M.Sc, IMA, MA, M.Sc, M. Tech, MSW, MBA, M.Com, M. Phil, Ph. D)

**Credits:** 2

**Course Marks:** 100

**Course Objectives:**

- To explore the roots of human happiness and wellbeing.
- To present real-life situations for nurturing own happiness.
- Engage in case studies (Provocative and practical lessons) and real-life situations to enhance the pursuit of happiness.

**Pedagogy:**

Lectures, Tutorial, Assignments/Seminars, Workshops, Skill Lab/Extension Lectures/case studies.

**Learning Outcomes**

- To identify main factors including internal and external of happiness
- To understand the holistic aspects of happiness and wellbeing
- To learn happiness practice for day-to-day activities

**Course Offered by:** Centre for Happiness, Central University of Tamil Nadu, Thiruvavur

**Course Incharge:** Prof. Sigamani. P, Professor & Head Department of Social work, CUTN

### **Course Outline**

#### **Unit 1 - Foundation of Science of Happiness**

- ❖ Introduction and definition of happiness and related concepts
- ❖ Philosophy of happiness
- ❖ Theories of happiness
- ❖ Happiness and Well-being

#### **Unit 2 - Happiness at the Workplace**

- ❖ Introduction and Basic Concepts
- ❖ Factors contributing for happiness at work
- ❖ Factors affecting happiness at work
- ❖ Consequences of happiness at work



### Unit 3 - Happiness myths and Realities

- ❖ Materials vs Happiness
- ❖ Relationship vs happiness
- ❖ Achievement vs happiness
- ❖ Social networks, social media vs happiness

#### References:

- David, S. A., Boniwell, I., & Ayers, A. C. (2013). *The Oxford handbook of happiness*. Oxford: Oxford University Press.
- Lyubomirsky, S., Penguin Audio (Firm), Playaway Digital Audio., & Findaway World, LLC. (2010). *The how of happiness: A scientific approach to getting the life you want*. Solon, Ohio: Playaway Digital Audio.
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Poggi A., Villosio C. (2015) Subjective Well-Being at the Workplace. In: Holtgrewe U., Kirov V., Ramioul M

Gudivada Venkat Rao & Vijaya Lakshmi & Rama Goswami (2017), "A STUDY ON FACTORS OF WORKPLACE HAPPINESS", International Journal of Marketing & Financial Management, ISSN: 2348 –3954 (online) ISSN: 2349 –2546 (print), Volume 5, (Issue 8, Aug-2017), pp 27-42., (eds) Hard Work in New Jobs. Palgrave Macmillan, London

Race MC., Furnham A. (2014) Creating a Healthy Workplace Environment. In: Mental Illness at Work. Palgrave Macmillan, London

## **SEMESTER-II**

### **DISSERTATION PROTOCOL**

**Course Code:** SWEV-02

**Nature of course (basic eligibility):** Ph.D/M.Phil/M.Sc (EPH)/M.A/MBA/M.Com & M.Sc (Applied Psychology).

**Total Marks:** 100

**Credits:** 2

**Maximum Number of Students Admitted - 20**

**Preference: first come first served (FCFS) basis.**

**Course Incharge:** Prof. Sigamani P, Professor & Head, Department of Social Work, CUTN.

#### **Objectives:**

- Ø To familiarize with the applied advanced research methods and techniques.
- Ø Familiarization conceptualization of research problem, review of the literature.
- Ø Familiarization with field area through pilot study.
- Ø To learn the application of the research process.
- Ø To learn the relevance of mixed methods in social science research.
- Ø To learn the relevance of conducting synthesis of research findings.

#### **Pre-requisites:**

- Ø Understanding the foundations of research methodology.

#### **Learning Outcome:**

- Ø To understand the importance and application of Research Methods in development issues.

#### **Pedagogy & Evaluation:**

- Ø Lecture method
- Ø Case study method
- Ø Article and book reviews
- Ø Tutorial
- Ø Policy analysis and review
- Ø Seminar paper

#### **Course Evaluation:**

Part-I Internal Assessment: 40 marks; Research proposal, Review of literature (seminar paper), Research synthesis report and Research tool.

Part-II Semester End Examination: 60 marks for written examination.

#### **Course outline:**

Unit-I Introduction to research methodology.

Unit-II Review of literature, study background, and objectives

Unity-III Conceptualization of the research problem, hypothesis, Scope, and significance of the study.

Unit-IV Mixed research methods (Quantitative and Qualitative).

Unit-V Dissertation/research synopsis/protocol.

**References:**

Amankwaa, L. (2016). CREATING PROTOCOLS FOR TRUSTWORTHINESS IN QUALITATIVE RESEARCH. *Journal of cultural diversity*, 23(3).

Babbie, E. R. (2020). *The practice of social research*. Cengage learning.

Butin, D. W. (Ed.). (2009). *The education dissertation: A guide for practitioner scholars*. Corwin Press.

Herrington, J., McKenney, S., Reeves, T., & Oliver, R. (2007, June). Design-based research and doctoral students: Guidelines for preparing a dissertation proposal. In *EdMedia+ Innovate Learning* (pp. 4089-4097). Association for the Advancement of Computing in Education (AACE).

Kilbourn, B. (2006). The qualitative doctoral dissertation proposal. *Teachers College Record*, 108(4), 529.

Krathwohl, D. R., & Smith, N. L. (2005). *How to prepare a dissertation proposal: Suggestions for students in education & the social and behavioral sciences*. Syracuse University Press.

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# Field Work Manual



**Department of Social Work  
School of Social Sciences and Humanities  
Central University of Tamil Nadu  
Thiruvarur- 610 005  
Tamil Nadu, India**

## **XI Introduction to Field Work**

In Social Work, fieldwork means the on-field training process that the students undergo along with classroom teaching. There are different components of the fieldwork practicum (discussed in the next section) that are continuously supervised and evaluated. Practical training is a distinct feature and an integral part of social work education. The specific requirements of the fieldwork training will be made available to the trainee social workers through structured framework with specific learning objective for each semester.

## **XII Field Work Structure**

### **a) Field Work Committee (FWC):**

The FWC is a policy making body for all matters pertaining to Field Work. It is a sub-committee constituted by the Board of Studies of the Department and consists of all the faculty members supervising Field Work. The meeting of the committee is chaired by the Head of the Department.

### **b) Director - Field Work and Placement:**

The Director Field Work is appointed by the Board of Studies from amongst the Professors and Associate Professors for a period of one year by rotation on the basis of seniority. The Director is responsible to the Field Work Committee and Board of Studies for the administration of Field Work programme. The following are the major responsibilities of the Director- Field Work and Placement.

1. To co-ordinate the work of the Field Work unit in the department.
2. To develop policies and procedures for Field Work.
3. To identify new field placement opportunities for students.
4. To prepare a Field Work schedule for the academic year.
5. To finalize the field placements for the students.
6. To facilitate on-site faculty supervision
7. To facilitate job placement for the students
8. To strengthen alumni networking

### **c) Co-Director - Field Work and Placement**

The Co-Director Field Work is appointed by the Board of Studies from amongst the

Assistant Professors for a period of One year by rotation on the basis of seniority. The Co-Director is responsible for assisting the Director, Field Work and Placement in the fulfillment of the mandate of Field Work. The following are the major responsibilities of the Co-Director Field Work.

- 1.To assist Director in coordinating the work of the Field Work Unit.
- 2.To coordinate with the Director to develop policies and procedures for Field Work.
- 3.To identify new field placement opportunities for students in consultation with the Director.
- 4.To assist in the preparation of annual Field Work schedule.
- 5.To finalize the field placement agencies for the students in consultation with the Director.
- 6.To facilitate job placement for the students along with the Director.
- 7.To strengthen alumni networking.

### **XIII Components of Field Work Practicum**

- Observation Visits
- Concurrent Field Work
- Industrial / Corporate /Service sector Visits
- Block Placement
- Rural Camp
- Individual Conferences
- Group Conferences
- Inter-agency Meet
- Skill laboratories
- Extension Lectures
- Peer Learning /Experiential sharing by experts.

### **XIV Objectives of Field Practicum**

- To sensitize the students to social needs and problems and enable them to critically analyse the problems and select the appropriate means of problem solving.
- To understand and apply the social work methods to deal with such needs and problems.
- To acquire skills of social work intervention in human needs situations and issues.

- To become aware of and understand one's strengths and weaknesses.
- To develop the right values and attitudes essential for a professional social worker.

## **XV Field Work Requirements in each Semester**

### **A. Semester I Fieldwork Practicum – I**

#### **SWF-107 Field Work Practice (Concurrent)- I Credit : 6**

##### **Orientation Programme**

The Orientation Program is arranged in the beginning of Social Work Semester I. It is a ten- day planned program aimed at providing appropriate direction to professional learning. With a judicious mixture of lectures, interactive sessions, games, skill labs and field visits, this important event provides a platform for the beginners to get introduced to different fields, dimensions, values and skills of Social Work. Besides this, the program helps the new entrants to familiarize themselves with the department and the course and also to acquaint themselves with the administrative framework, teaching pedagogy and Field Work rules. Since the students commence their Field Work within a couple of weeks of the orientation programme, the transaction within this serves as a critical basis for their understanding and engagement in Field Work assignments. Skill Laboratories during the orientation programme are planned in a way to help students acquire beginning skills of using the methods of community work and group work in underserved communities. Field Visits serve as an eye opener for many who have never been exposed to slums and resettlement colonies

The Orientation Programme is aimed at providing appropriate direction to professional learning. It involves familiarizing students with the problems of society, especially marginalized and weaker sections. They are made aware of the existing resource base available for their development and ways of mobilizing them and motivating them to initiate work in the field. The knowledge and skill base of the students is supplemented by supportive field instructions given by academicians and field practitioners throughout the year. The contents of the Orientation Programme include observation visits and the following

1. Introduction to Social Work Profession
2. Fieldwork in Social Work Education
  - a. Rules and Regulation



- b. Supervision
  - c. Recording
  - d. Evaluation
3. Methods of working with people
    - a. Social Case Work
    - b. Social Group Work
    - c. Community Organisation
    - d. Social Action
    - e. Research in Social Work
    - f. Social Work Administration
  4. Areas/Settings of Social Work Practice
  5. Understanding of the Department's Projects
  6. Interactive Sessions for the purpose of
    - a. Introduction to the faculty
    - b. Getting to know each other
    - c. Interaction with seniors and alumni (Sharing of field experiences)
    - d. Adapting to the new environment

Orientation Programme will be conducted in the beginning of the academic session for about two weeks aiming at familiarizing the students with Social work profession.

### **Agency Visits**

Visits should be arranged in the first semester to organizations relating to specializations of Medical & Psychiatry, Community Development and Human Resource and Labour Management. It includes compulsory visit to a village, Non-Government Organization, Corporate office visit and to an Industry. Observational Visits can be arranged to Health setting, NGO's, rural setting, Correctional setting, Educational setting and Industries/ Corporates.

### **Rural Camp            Duration 7-10days**

#### **Objectives of Rural Camp**

- To develop an understanding of the rural social structures and cultural processes with special reference to specific groups experiencing poverty and deprivation

- To develop the capacity to make a critique of the intervention of both the voluntary organisations and the Government Agencies in relation to the specific below the poverty line group
- Through experience in group living, appreciate its value in terms of self-development, interpersonal relationships sense of organisation, management and mutual responsibility
- To acquire skills in planning, organizing, implementing and evaluating the camp
- Preparation of Community Profile
- To give a platform for the students to experience community life in a rural setting and community living.
- To develop team work and self-sufficiency.
- To promote self-discipline through social control.
- To obtain an exposure to rural settings.
- Understanding the rural community: its geographical, social, economic and political features, needs and problems.
- To engage with the rural community in problem and or need identification.
- To maintain a disciplined lifestyle outside the campus.
- To act as ambassadors of CUTN at the Locale.
- To develop organizational skills and handling of logistics.
- To equip students for participatory rural appraisal and micro planning
- To enable students to identify need and problems of the rural community
- To build capacities and develop skills of the students in community organisation

## **Tasks**

- Familiarization with the happenings and activities in the society
- Writing reports for orientation, skill labs, observation visits and rural camp.
- Participation in all activities of the rural camp.
- Participation in the skill labs, class room discussion and field visits.
- Participation in the self management and development module
- Community profile – Students has to prepare the community profile including socio demographic characteristics, power structure, community resources, leadership pattern, health status, problem of communities etc.,
- Attending individual and group conferences regularly.

## **Guidelines for Rural Camp**

The guidelines for the camp are issued by the Camp Director before the commencement of the camp. The attendance of all students in the pre-camp preparation activities is mandatory and marked. Rural camp is a mandatory assignment in the Master of Social Work programme. It enables students to get an exposure to rural community life. The camp is also a platform where the students are initiated into the practice of social work.

### **Rules for the Rural Camp**

1. The Camp is a structured programme that provides rich experience in group living and team work. All students are required to be a part of the different teams to carry out the camp objectives. It is required that the students actively take up their roles and responsibilities as assigned to them.
2. All campers are to play a facilitative role in their teams and be supportive in carrying out the tasks. Their behaviour in groups is observed and is part of their evaluation.
3. All students have to be in a very simple dress code. Indian outfits need to be worn during the camp. Mobile phones, I-Pads, or any other electronic equipment are not allowed. If found with a camper, it will be confiscated and kept in the teacher's custody for the camp duration. Therefore it is advisable not to carry them.
4. Students are responsible to take care of their belongings and keep them safely during the camp.
5. All timings and day plans made during the camp have to be strictly adhered to. No camper is allowed to change this without the prior permission of the Camp Team
6. The campers under no circumstance would move beyond defined boundaries of the Camp Sites. These will be clearly explained and defined to them on the first day upon arrival at the camp site.
7. The camp is located at the premises of an organization. It is important that care is taken not to misuse the facilities and mishandle anything there. Full care needs to be taken of the resources made available and to keep the premises and facilities clean. This is the responsibility of the campers.
8. If any student is found involved in any activity such as use of alcohol, tobacco, etc. and/or found engaged in conflict with any individual within the camp or outside, it would result in the camper being removed from the camp site at the earliest possible. Disciplinary action would be immediately taken. As you are aware successful completion of the camp is an essential component of the Field Work.

9. Any dilemma or problem a camper may have during the camp needs to be immediately reported to the camp team. Teachers are always available to help you.
10. If any student is using any kind of medication, this needs to be carried along and also the same has to be notified to the team.
11. All students must understand that they are the ambassadors of CUTN at the Locale. Their behavior must explicitly take care of this.
12. No friend/relative is allowed to meet the campers during the tenure of the camp.
13. If liquor, cigarette, lighter, etc. is found in possession of any camper, this is totally non acceptable. Strict action will be taken that would result in the student being immediately sent back from the camp. The student as a result fails in the camp evaluation.
14. Rural camp is compulsory for all the M.S.W students in a village or tribal area.
15. The students are expected to work out details of day to day assignments in the rural camp with the consultation of Camp Director and Co-directors.
16. Students should prepare daily and summary reports of the Camp and submit it to the Camp Director and Co-directors.
17. Students are expected to behave with responsibility and integrity during the entire Camp period and keep up the reputation of the institution.
18. Students are expected to participate without fail in all the Camp activities as per the requirements of the Camp.
19. Students are expected to communicate openly with the Camp Director and Co-directors with regard to any grievances/ conflicts/ health issues during the Camp period.
20. The camp is a (7-10 day) activity that evolves with the participation of all students.

### **Activities during the Camp**

- Preliminary Pre-camp Visit to (i) understand the learning objectives (ii) find out the feasibility of conducting the camp in terms of infrastructure facilities (accommodation, water, toilets, electricity etc), support systems, resources (people and material resources) and scope for effective social work intervention.
- Community Study which includes Survey Methods and Participatory Rural Appraisal (PRA) activity shall be part of social work camp.
- Micro-planning activity and intervention programmes will be taken up by the students during the Rural Camp

### **List of things to be taken to the Camp**

- University ID Card

- Blankets and Bed sheets
- Medicines for any personal health issues
- Plate and Cups
- Bucket and Mugs
- Personal hygiene requirements

### **Concurrent Field Work – Objectives and Tasks**

The student will be placed in an agency (Government/Non-Governmental or Corporate) for 24 days on Friday and Saturday every week across the Semester. The fieldwork placement is generic in nature. The objectives and tasks for the Placement are as follows.

- To develop an analytical assessment of social problems at the level of individual, group and community and local, regional, national and international milieu.
- To develop the skill of observing and analyzing the social problems.
- To develop skills like communication, leadership, team building by organizing skill labs.
- To familiarize students with the basic concepts of social work.
- To develop skills needed for better self-management and self-development to become effective social workers
- To acquire documentation skills to ensure professional competence

### **Concurrent Field Work (across the Semesters):**

The broad aim of concurrent Field Work is to provide opportunities for students to apply the knowledge learnt in the classroom situations and to plan, implement and evaluate these experiences while working with individuals, groups and communities. These will be in keeping with the placement agency's philosophy, policy and goals and use of guided supervision

#### **Skills in Organizational Involvement**

While working with the agency of placement, the students should

- Develop beginning perceptions about agency functioning and identify congruence or gaps between organizational stances or programs and client's service needs (e.g.

restrictive intake policies, inadequate office hours, poor referral system for resources).

- Initiate learning about how outside regulations, organizations and funding effect delivery of services.
- Show beginning ability to identify problems/issues in organizational terms.

### **Community Programme**

The students have to conduct community programmes in a selected community

### **Group Formation**

The students have to create at least one group

(Youth group, Women group, children group, Men group etc.)

- ✓ Familiarization with the works and activities of the organization in the field.
- ✓ Preparation of complete document of the organization.
- ✓ Identifying community problems and methods to resolve it.
- ✓ Identifying major diseases and health needs in the community.
- ✓ To handle social work practice with at least five clients.
- ✓ Writing reports for the activities done in the organization.
- ✓ Participation in all activities of the Organization.
- ✓ Participation in the class room discussion and field visits.
- ✓ Attending individual and group conferences regularly

**Duration:** Total number of Field Work practicum 24 Days

## **B. Semester II Fieldwork Practicum – II**

**SWF-207 Field Work Practicum- II      Credit: 6**

### **Objectives of Field Work practicum and Tasks**

The student will be placed in an agency (Government/Non-Governmental or Corporate) for 24 days on Friday and Saturday every week across the Semester. The fieldwork placement is generic in nature. The objectives and tasks for the Placement are as follows.

1. To understand the agency as a system –governance, philosophy, objectives, structures and management of services/ programmes

2. To develop the ability to involve the client system in the problem solving process, utilizing skills of social work interventions, including research
3. To enable to acquire knowledge and practice skills related to social work methods at the individual, group and community level in different fields
4. To develop the skill of analyzing the reasons for social problems.
5. To analyze the organization's structure and function.
6. To analyze the problems of communities through Need Based assessment strategies.
7. To study the families and their problems.
8. To study the group in existence and initiate steps to identify and form one group.
9. To develop necessary skills to apply Group work as a method of intervention.

**C SWF-307 Field Work Practice (Concurrent) III Credit: 6**

**SWF-407 Field Work Practice (Concurrent) IV Credit : 6**

## **Specialization based Social Work Practice**

### **Community Development**

#### **Objectives:**

- To study the rural and semi-rural life in all its ramifications including group dynamics and power structure in rural community
- To develop an understanding of the process of programme formulation and programme management of the rural local bodies, government and non-government agencies
- To develop positive attitude to work in a rural community setting and to acquire the skills such as public relations, fact findings, leadership, networking, fund raising, budgeting, report writing, lobbying and advocacy required for a development worker
- To enable to work with disadvantaged groups in rural areas
- To enable to plan and implement methods, tools and techniques for intervention based on the needs of the community

## **Tasks**

Current Major Programmes, budget allocations for the Programmes, methods of implementation, participation of people, impact of development and social justice

Application of the principles of Rural Community Development

Identify/ study/ explore the rural problems covering the following aspects:

- The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, occupation, housing, available social services.
- The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem concerned with health, education and welfare (Social Audit)
- The problem as perceived by the i) rural community/ village / client system ii) rural local body iii) Field Work agency and iv) professional social work trainee

## **Medical and Psychiatric Social Work**

### **Objectives:**

- To equip the students with the necessary assessment skills to understand the psycho-social problems of the patient and family with respect to the consequences of the disease and disability
- To enable the students to practice the methods of Social Work, particularly, Social Case work and Social Group Work
- To enable the students to function as a member of the Multidisciplinary team with respect to the Medical, Physical and Psycho-social Treatments
- To enable the students to develop a Rehabilitation Plan with respect to long-term illness & Disability
- To enable the students to understand the national health programmes and its implementation at community level

## **Human Resource Management**

### **Objectives:**

- To orient the students about Management Profession, Context to work, Organization and implications for day to day management of the organization..
- To develop familiarity with various functions of the Organization.



- To develop professional attitude towards management of an Organization.
- To develop skills and management competencies needed to become a better administrator/Manager.
- 

**Placement:**

Any Large/medium scale organization/ industrial establishment, Hospitals/NGO's having a proper Human Resource Department.

**Duration:**

30 full working days of Field Work placement, minimum 8 hours working time per day.

**Tasks:**

- Familiarizing with the history and administrative set up of the organization.
- Visit to plant and all the administrative departments of the society.
- Familiarizing with the activities of Time office.
- Understanding the activities of different committees (canteen, work etc.)
- Understanding the role of social worker in the organization.
- Maintenance of different registers and records in the HR/Personnel Department.
- Familiarizing with the Personnel policies of the Organization.
- Understanding the role of HR Managers in the organization.

**D. SWF408 Block Placement      Credit: 6**

**SWF409 Research Project      Credit: 6**

**Objectives:**

- Develop enhanced practice skill and integrate learning
- Develop greater understanding of reality situations through involvement in day to day work
- Develop appreciation of other's efforts and develop sensitivity to gaps in the programme
- Enhance awareness of self in the role of a Professional Social Worker

**Duration: 1 month**

After satisfactory completion of concurrent Field Work during the two academic years and after the Final University Examination, every student of the MSW (Second year) is placed for Block Field Work for a period of 30 days for a full-time work in an approved agency or project in or outside Tamil Nadu. The Department approves agencies / projects from amongst a large number of them, keeping in mind the availability of learning opportunities for the students. The purpose of Block Field Work is to broaden the student's perspectives of development and welfare concerns, offer pre-employment work experiences and enable him/her to assume professional responsibilities after graduation. A student is not eligible for the degree unless he/she has completed Block Field Work to the satisfaction of the Department. At the conclusion of Block Field Practicum, Agency Supervisor sends a Report about the performance of the student to the Department. The student on his /her part also submits a comprehensive report of the Block Field practicum

### **Rules and Regulations**

On joining the placement agency, the students are expected to work out details of assignments in consultation with the agency supervisor and should forward the same to the Department within seven days of reporting to the agency. During the block placement, the students are required to submit fortnightly reports date-wise and also in detail of the work done.

The first fortnightly report should be sent to the faculty supervisor and second fortnightly report should be brought by the students at the time of joining date, and submit it on the same date to the college. The reports should be signed by the student and countersigned by the agency supervisor.

A student has to join the block placement agency on the specified date and time decided by the Department. All the expenses in connection with block placement shall be entirely borne by the student.

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

### **XVI Field Work Supervision**

Supervision is the basis of applied learning. The objective of supervision is to guide a student to acquire skills and attitudes required for the profession and to relate field to knowledge acquired in the classroom. The guided supervision through individual and group conferences on specified days and timings helps a student grow as a better professional.

**The responsibilities of the Faculty Supervisor could be summarized as:**

1. Making student comfortable with the field setting and its requirements
2. Assisting the students to develop their thinking, attitude and behavior and action in relation to the values and ethics of the profession.
3. Working out a work schedule in consonance with the Field Work objectives
4. Enabling students in learning to relate theory with practice
5. Sharing with students the evaluation criteria, performance indicators and other expectations in terms of recording, use of supervisory process, etc.
6. Providing periodic feedback to students about their professional growth
7. Maintaining regular contact with the placement agency and agency supervisor for monitoring purposes.

**Frequency of contact with the Agency**

- Department Supervisors should make a minimum of one visit per month to the agencies where their students are placed.
- The first visit by the Supervisor should be devoted to helping the agency supervisor get an understanding of the Field Work programme and policies. Department supervisor, in turn, should learn about agency's objectives, programmes and procedural routines. Department and Agency Supervisor should also discuss the broad scope for students learning within the agency's structure and policy frame work.
- The subsequent visit should focus on the development of a term plan for the student, keeping in mind the agency's requirements and students learning needs

**XVII Field Work Evaluation**

**Individual Conference**

Supervision is a dynamic educational process involving the faculty supervisor, students, his/her peers and agency supervisor to develop knowledge, skills and attitude in accordance with the professional standards of social work practice. Supervision holds the key in the professional development of a social worker. Effective supervision requires clarity about their respective roles as supervisor and supervisee. Each student is placed with a faculty member who is referred to as faculty supervisor. Supervision is participatory process and the role of student is significant as he/she is expected to clearly identify her/his learning needs and take initiative to benefit fully from the supervisory process.

Individual Conferences (IC), a critical tool of supervision, is arranged to facilitate interaction, sharing and feedback between supervisor and supervisee in a systematic, planned and confidential setting. ICs are supposed to be held every week during the assigned time. It provides a platform to discuss the issues and concerns arising out of Field Work. The supervisor is expected to facilitate the students to relate theory with practice, and monitor their progress in terms of accomplishment of Field Work tasks and objectives and improvement in quality of reporting. It provides the student an opportunity to reflect on their own strengths and weaknesses and work on them for the betterment. All students are mandatorily required to attend all such Supervisory conferences. Field Work without IC is considered as unsupervised Field Work and stands a chance of being cancelled

### **Group Conference**

About Group Conference: Group conference is a vital part of the Field Work training, as it enables the students to develop some of the basic skills to become an effective social work professional. Group Conferences are held once in all the Semesters after the fieldwork placement is over. It provides the students a rare opportunity to get exposure to a wide range of areas. Each student is supposed to assume the role of Chairperson, Paper Presenter and Rapporteur at least once in each Group Conference. It provides the student an opportunity to experience the process of presentation of a formal academic and practice oriented paper, to chair and moderate a formal discussion, to record the proceedings of discussion in a systematic, precise and formal manner, and to develop understanding of various settings and opportunities relevant to the field of Social Work. It is an evaluative component of Fieldwork. They provide an indicative format for presentation and the roles of a chairperson, rapporteur and presenter.

### **Field Work Group Conference Guidelines**

Group conference is a mechanism to facilitate professional sharing among students and faculty supervisors. All students are expected to make a presentation in the group. They can select any issue from their Field Work setting and present it to the group for deliberation.

### **Objectives:**

- To provide students exposure to different field settings

- To provide the students an opportunity to analyze and reflect upon areas of work through presentation
- To learn to make a presentation, chair a group meeting and act as a rapporteur.
- To develop presentation and time management skills
- To gain exposure in peer learning processes

**Nature of paper presentation:**

- The presentation should evolve from Field Work practicum pursued by the student
- It should focus on agency profile, Field Work tasks, problems and challenges faced
- The student is required to do a situational analysis of the problem that they are presenting
- The paper should focus on a particular issue in which the student has actively engaged.

**Format of Paper**

- Preliminaries- This includes information like name of the presenter and designation
- Title of the paper and name of Placement Agency
- Introduction of the organization/Agency and activities carried out by the Field Work trainee.
- Main content of paper (Max 750 words)

**Abstract of Paper**

- Each presentation should be with the help of a power point presentation to a maximum of 10minutes duration (max 10 -12 slides).The presentation will be followed by a discussion of 5-10 minutes duration.

**Structure of the Group Conference**

Each student will perform the three roles of a Paper Presenter, Chairperson and a Rapporteur. These roles are as detailed below:

**Role of Chairperson**

- Welcome the presenter, rapporteur and resource persons
- Introduce the theme of the paper
- Explain the rules of the conference
- Encourage participation of the group
- Maintain discipline
- Time management
- Seek feedback from resource persons and faculty supervisors on the issue raised

- Summarize the discussion

### **Role of Rapporteur**

- To record the proceedings of the group conference.
- To submit the written copy along with the proceeding of the report to the Field Work unit in the next working day.
- The report should cover the following: Name of the members present in the Group Conference, Summary of the presentation, Queries raised after the presentation, and a summary of discussion.

### **Rules**

- Attendance in the group conference is mandatory for all the students.
- The paper to be presented should reach Field Work unit 2 days prior to the group conference in print form. 5 copies of the same have to be provided during the presentation.
- The group conference will be held as per the schedule announced by the Field Work unit.
- Students will normally be given only one opportunity to make a presentation. If the students fail to avail this, it may reflect negatively on the evaluation of his/her Field Work.
- 15 marks are allocated for one Group Conference. The evaluation is made on the following criteria

#### **Guideline for Evaluating Group Conference Marks**

Group Conference	Presentation – 3 Punctuality – 3 Participation – 3 Report Submission - 3 Chairing Session – 3	15
------------------	---	----

\*(The Marks of Group Conference Depends on the Resource Person)

### **XVIII Ability Enhancement Courses – Skill Labs**

Skill Lab: To be conducted on core skills like communication, self-assertiveness, Team building, leadership, Gender conscious, structured learning and other preparatory skills for Field Work.

Skill labs are an integral part of the curriculum from the time that the students join the course till the time that they graduate. A minimum of four skill labs is organized in each semester which

are aligned with the theory papers and the Field Work requirements. Skill labs are either facilitated by experts in the field or by faculty members. The themes for the skill labs include but are not limited to PLA tools, Therapeutic Interventions in the Context of Groups, Tool Construction in Research, Data Analysis, Life Skills Programming, Interviewing Skills in Case Work, Rights Based Programming, Designing Advocacy Campaigns, Family Therapy, Therapeutic Interventions in Specific Situations such as Addiction, Counseling Children and Adolescents, Project Formulation. The theoretical input with respect to skill labs is transacted in the class room and the skill component is covered in the day long skill lab. The faculty supervisor supports the application of these skills in the Field Work.

**SWF 108 Skill Lab – I Credit : 2**

1. Communication
2. Report Writing
3. Public Speaking
4. Theatre Skill
5. Social Work Competencies

**SWF - 208 Skill Lab –II Credit : 2**

1. Research Proposal Writing
2. Literature & Review Skills
3. Interviewing/FGD Skills
4. Policy Review / legislative review
5. Counselling Skills

**SWF -308 Skill Lab III Credit: 2**

1. GPS Basics
2. Documentation Skills
3. Leadership Skills
4. Social Media Skills

**SWF- 410 Skill Lab-IV Credit: 2**

1. Participatory Learning & Action (PLA)
2. Academic Writing Skills
3. Organization Skills
4. Public Relation / Networking Skills
5. Project formulation and Evaluation

### **XIX Job Placement**

Job Placement is an activity of the Department conducted to provide on-campus placement to the students on the basis of their ability, interest and other skills. The department is known for facilitating job opportunities to its students by providing them a stepping stone into the social sector. For job placement different NGOs, CSRs and other civil society organizations are continuously approached by the department. A placement brochure, which is prepared annually, is also circulated among the potential organizations and alumni. Subsequent to this a systematic follow up is carried out on behalf of the department by the student's placement committee. On campus placement entails a pre-placement talk followed by the individual selection processes. Campus placement is an extremely transparent and student led activity with close facilitation provided by the Field Work team.



## **XX ANNEXURES**

### **ANNEXURE – I**

#### **Field Work Placement Request Letter**

**Date :**

**Place : Thiruvarur**

**To**

*Greetings from the Department of Social Work, CUTN!!!!*

**Sub:** Request for Fieldwork Training-reg.

**Respected Sir/Madam,**

We bring to your kind notice that, the Central University of Tamil Nadu is offering two years Master of Social Work (MSW) programme with specializations in Medical and psychiatry, Community development and Human Resource & Labour Management towards providing quality education for developing professional social work practitioners who are equipped for undertaking critical and reflective practice in diverse social work settings. The Department of Social Work, under the School of Social Sciences and Humanities in CUTN was established in 2013. The Department in addition to providing social work education has undertaken extension activities, research, Conferences, and Skill Development Programmes etc. from the time of its inception in association with diverse Academic, Government & Non-Government institutions to achieve its vision to be a center of continuous learning and practice in the field of Social Work.

As part of the curriculum, the students are expected to undergo concurrent field work training in well reputed and established institutions for getting practical experience in the concerned social work setting. The students are expected to do for a period of 23-30 days of Field Work practicum to gain hands on experience in the field.

In this regard, We are approaching you to place the following students (Specializing in Community Development/ Medical & Psychiatric Social Work/ Human Resource & Labour Management) in your institute for a Concurrent Field Work (Thursday & Friday in every week) from 5<sup>th</sup> July, 2016 to 11<sup>th</sup> November 2016.

1. A
2. B

We request you to grant permission for the placement of the students and make necessary arrangements for the same.

Thanking you

Sincerely

(Field Work Director)

For more Information, Kindly free feel to contact

Field Work Co-Director

## Field Work Placement Joining Letter

To

Respected Sir/Madam,

**Date**

**Sub: Joining for Field Work placement / concurrent placement- reg,**

*Greetings from the Department of Social Work, CUTN!*

We thank you for placing the following student (Specializing in Community Development/Medical & Psychiatric Social Work/Human Resource Management) in your institute for a Concurrent (Thursday & Friday per week) / Block placement (One month) during the period (Date/Month/Year)

3. A

4. B

Kindly arrange an agency supervisor to monitor the fieldwork activities of the students. The Department Supervisor assigned for the concerned student will be in contact with the Agency Supervisor to continuously review the fieldwork progress of the students. Instructions are given to the students to follow the stipulations of the agency during the fieldwork period. Kindly let us know of any concerns/suggestions that you have during the period of the fieldwork placement. Please find the First/Second/Third/Fourth Semester Fieldwork guidelines, Student Attendance Sheet and Student Performance Assessment sheet along with this letter.

We again extend our gratitude for granting permission for the placement of our student in your institute.

Thanking you

Sincerely

Field Work Director

## **Field Work Placement Winding-up Letter**

To

Respected Sir/Madam,

**Date**

**Sub: Fieldwork Placement - reg.,**

*Greetings from the Department of Social Work, CUTN!*

We thank you for placing the following student (Specialising in Community Development / Medical & Psychiatric Social Work/Human Resource and Labour Management) in your institute for a Concurrent (Thursday & Friday per week) / Block placement (One month) during the period (Date/Month/Year)

5. A

6. B

Our student has given a positive feedback regarding the fieldwork experience in your institute. We hope the activities that the student had undertaken during the placement have also contributed positively towards the functioning of your agency. We again extend our gratitude for granting permission for the student placement in your institute. We look forward for academic collaborations with your institute in future also.

Thanking you

Sincerely

Field Work Director

**Annexure – 2**

**Field Work Log Sheet**



DEPARTMENT OF SOCIAL WORK

तमिलनाडुकेन्द्रीयविश्वविद्यालय

(संसदद्वारापारितअधिनियम 2009 केअंतर्गतस्थापित)

**CENTRAL UNIVERSITY OF TAMIL NADU**

*(Established by an Act of Parliament, 2009)*

नीलक्कुडीपरिसर/Neelakudi Campus, कंगलान्चेरी/Kangalancherry,

तिरुवारूर/Thiruvaurur- 610 005

Name of the Student:

Name of the Supervisor:

Roll No:

Name of the Agency/Field:

DAY	DATES	ACTIVITIES UNDERTAKEN	REMARK
1			
2			

**Individual Conference**

Date		<b>Discussion :</b>
Time		

Signature

Signature

Signature

(Student)

(Agency Supervisor)

(Field Work Supervisor)

**Annexure- 3**

**Field Work Face Sheet**

Place:

Date:

Time:

Total Time Duration:

Name of the Trainee:

Name of the Agency:

Name of Agency Supervisor:

Name of the Supervisor:

<b>Nature of Work Planned</b>	<b>Nature of Work Undertaken</b>

Report Submission Date:

## Annexure-4



### BLOCK/FIELD WORK PLACEMENT ACTIVITY SHEET DEPARTMENT OF SOCIAL WORK

तमिलनाडुकेन्द्रीयविश्वविद्यालय

(संसदद्वारापारितअधिनियम 2009 केअंतर्गतस्थापित)

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तिरुवारूर/Thiruvarur- 610 005

### P.G DEPARTMENT OF SOCIAL WORK

### BLOCK / FIELD WORK PLACEMENT ACTIVITY SHEET

Trainee: \_\_\_\_\_ Agency: \_\_\_\_\_

S. No	Date	Activity	Signature of the Agency Supervisor
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			

## Annexure – 5

**Field Work, Placement&Corporate Relation Unit**

**Department of Social Work**

**Central University of Tamil Nadu, Thiruvavur.**

### Declaration for Fieldwork

#### **I. STUDENT DETAILS**

Name of the Student		Reg. No.	
PG Programme		Semester	
Current Address for Communication			
Email			
Mobile No			

#### **II. CONCURRENT FIELDWORK PLACEMENT DETAILS**

Fieldwork Agency	
Name of the Agency Supervisor	
Mobile Number	
Email ID	

#### **Self - Declaration**

I, hereby, promise to abide by the rules and regulations, concerning attendance and discipline of my parent Institute (Department of Social Work, Central University of Tamil Nadu) as well as the host institute (Concerned Fieldwork Agency) during my fieldwork placement. I, hereby declare that, I shall be solely responsible for my work, travel and stay in relation to the fieldwork placement and will not indulge in activities detrimental to the repute of the parent or the host institutes and will not get involved in activities that might affect personal safety and security.

Signature		Date	
-----------	--	------	--

**Annexure – 6**

**Self-Evaluation Proforma**

Name of the Student:

Name of Faculty Supervisor:

Name of Agency:

1. Briefly describe the nature of placement Agency and major functions.

.....  
.....

2. Discuss the nature of the community you were placed in (type of community, size, and major population groups).

.....  
.....

3. Discuss the major assignments handled during the period.

.....  
.....

4. In what ways you feel fieldwork training thus far hand contributed to your professional growth and development.

**Use of Supervisory Guidance:**

- a) Discuss the ways in which you tried to make use of supervisory guidance available at the Department and the organisation.

.....  
.....

- b) Highlight your abilities to receive and provide feedback and to incorporate the feedback in the day to day work situations.

.....  
.....

- c) Illustrates how you tried to minimize dependence on supervisors leading to self-directed approach to learning.

.....  
.....

**Writing Records:**

- a) Ability to write in a clear and articulate manner.

.....  
.....

- b) Ability to present facts and observations in an organized manner.

.....  
.....

**Signature of Student**

**Signature of Supervisor**

**Date:**

**Date:**





## Annexure 8

### List of Agencies

#### FIELD WORK, PLACEMENT & CORPORATE RELATION UNIT

#### DEPARTMENT OF SOCIAL WORK

#### तमिलनाडु केन्द्रीय विश्वविद्यालय



(संसद द्वारा पारित अधिनियम 2009 के अंतर्गत स्थापित)

#### CENTRAL UNIVERSITY OF TAMIL NADU

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तिरुवारूर/Thiruvavur - 610 005.

### FIELD WORK AGENCY & SUPERVISOR ALLOTMENT - I Semester MSW

#### (Odd Semester)

SL. No	Agency	
1	<b>SOS Children's Village, Nagapattinam</b> Mr.S.Bhaskaran (Village Director) No.-50, Bungalow Club Road Kadambady Nagapattinam-611001	Phone No.-(04365) 248853 Mobile: 09361440337 Email: s.baskaran@soscvindia.org
2	<b>Avvai Village Welfare Society, Nagapattinam</b> Mr R Manivannan Programme Coordinator No.260, Public Office Road, Velipalayam, Nagapattinam District-611 001.	Contact No: 04365-248998 Mob: 9789647476 Email: avvaikk@yahoo.com
3	<b>Hope Foundation, Nagapattinam</b> Mr Suresh MKP Complex, First Floor, Main Road, Tharangambadi Post, Nagapattinam – 609313	Mob: 9364120202 Email: <a href="mailto:suresh@hopeww.in">suresh@hopeww.in</a> ; <a href="mailto:mpvtc2@gmail.com">mpvtc2@gmail.com</a>
4	<b>District Child Protection Unit, Nagapattinam</b> The Child Protection Officer District Child Protection Unit Collectorate Complex Nagapattinam District	Contact person: MsRamya Mob: 8870112295 Email: <a href="mailto:dcpn.nagai@gmail.com">dcpn.nagai@gmail.com</a>
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14	<b>Community Professional Learning and Training Centre (CPLTC), Thiruvarur</b>	Mr Arul Assistant Project Manager I/C Community Professional Learning and Training Centre (CPLTC), Thiruvarur
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**Annexure-9**

**MSW Dissertation Project format**

**TITLE**

**DISSERTATION SUBMITTED TO THE CENTRAL UNIVERSITY OF TAMIL NADU,  
FOR THE AWARD OF THE DEGREE OF**

**MASTER OF SOCIAL WORK**

**NAME  
(Reg No: -----)**

**UNDER THE GUIDANCE OF  
(Supervisor)**



**DEPARTMENT OF SOCIAL WORK  
SCHOOL OF SOCIAL SCIENCES AND HUMANITIES  
CENTRAL UNIVERSITY OF TAMIL NADU  
(ESTABLISHED BY AN ACT OF PARLIAMENT, 2009)  
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## DEPARTMENT OF SOCIAL WORK தமிழ்நாடு கெந்திரிய விஸ்வவித்யாலய

(சंसदद्वारा पारित अधिनियम 2009 के अंतर्गत स्थापित)

### CENTRAL UNIVERSITY OF TAMIL NADU

(Established by an Act of Parliament, 2009)

नीलकुडीपरिसर/Neelakudi Campus, कंगलान्चेरी/Kangalancherry,

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May 8, 2017

### DECLARATION

This dissertation entitled “-----” is submitted for the degree of Master of Social Work of this University. This dissertation has not been provisionally submitted for any other degree/diploma of this or any other University and is my original work

**(Student sign)**

I/We recommended that this dissertation be placed before the examiner(s) for the award of the Degree of Master of Social Work of this University.

**(Supervisor)**

**Head  
Department of Social Work**

All the students are required to strictly observe rules and regulations of the department.

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