DEPARTMENT OF SOCIAL WORK

SCHOOL OF SOCIAL SCIENCES AND HUMANITIES

COURSE HANDBOOK

MASTER OF SOCIAL WORK

(w.e.f. 2023-2024)

CENTRAL UNIVERSITY OF TAMIL NADU

(Established by an Act of Parliament, 2009)

Neelakudi Campus, Kangalancherry

Thiruvarur- 610005, Tamil Nadu, India

	SEMESTER III
	CORE COURSES
	    1. Elements of Mental Health (MPSW)
	    2. Sustainable Rural Community Development (CD)
	    3. Foundations of Management (HR)
	    4. Health System Management (MPSW)
	    5. Sustainable Urban Community Development (CD)
	    6. Human Resources Management and Organisational Behaviour (HR)
	    7. Social Policy and legislation (Common)
	DISCIPLINE SPECIFIC ELECTIVE COURSES
	    8. Disability Social Work
	    9. Social Entrepreneurship and Sustainable Development
	
	ABILITY ENHANCEMENT COURSE
		76

	SEMESTER IV
	CORE COURSES
	    1. Psychiatric Social Work (MPSW)
	    2. Tribal Social Work (CD)
	    3. Labour Welfare and Industrial Relations (HR)
	    4. Medical Social Work (MPSW)
	    5. Participatory approaches in Development (CD)
	    6. Human Resource Development and Organisational Dynamics (HR)
	
	ABILITY ENHANCEMENT COURSE
		116

	Field Education Manual for Master of Social Work	**143**

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.

DEPARTMENT TEAM

Name of the Faculty	Qualification	Area of specialisation
Prof. Sigamani P	M.A. M.Phil. Ph.D PDF	Disaster Management, Climate change, Public Health & Human Resource Management
Dr. P. Udhaya Kumar	MSW, M.Phil, PhD	Mental Health
Dr. N. Sivakami	MSW, M.Phil, PhD	Community Development
Dr.Chitra KP	MSW, PhD	Community Development
Dr. Chittaranjan Subudhi	MSW, PhD	Mental Health & Family and Child Welfare
Technical Assistant		
Ms. Nandhini S	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

> **M1:** 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.

M2: 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.

M3: Developing subject based expertise towards consultancy and public policy formulation in diverse social sectors in the state, national and international level.

M4: 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. **Programme educational objectives of the MSW Programme**

PEO1: To encourage critical and reflective social work practice.

PEO2: To extend and apply at an advanced level the knowledge, values, skills and theoretical approaches which underpin professional practice.

PEO3: To critically appraise and apply research to inform Evidence Based practice (EBP).

PEO4: To integrate work- based learning with the study and application of theory.

PE05: To foster personal and professional development and the development of others.

PE06: Creation and provision of socially relevant and high-quality professional education in wide range of inter-disciplinary areas of social sciences.

PEO7: Develop a deepened and advanced competence in Social Work practice and research.

PEO8: Prepare students to be critical practitioners and agents of social change.

VII. **Programme Outcomes**

On successful completion of the MSW program, the student will be able to:

PO1: To be equipped with the practical competencies in emerging and re-emerging areas of Social Work Practice

PO2: To apply competencies for interdisciplinary and Transdiciplinary Social Work practice

PO3: To equip students to undertake evidence based Social Work practice

PO4: To develop knowledge and skill base for indigenisation of Social Work practice.

PO5: To develop skills for networking and collaboration

VIII. 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 MSW)**
- **Attendance: As per University norms**
- **Entry – Exit Options**
  - **MSW Programme**
  - **Lateral Entry in II year into MSW Programme**
  - **One Year PG Diploma in Social Work**

IX. Eligibility Criteria

MSW Programme/PG Diploma in Social Work

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: 26 (10 General, 7 OBC, 4 SC, 2 ST) + 3 EWS

Candidates seeking admission to the MSW Course should apply and appear for CUET-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.

Lateral Entry in II year into MSW Programme

Four year Bachelor of Social Work degree from a recognised University with marks as per Government specified norms.

X. 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.

PG Diploma in Social Work

As per the National Education policy 2020 the Department of Social Work, CUTN has introduced PG Diploma in Social Work. The objective of the course is to extend and apply an advanced level of knowledge, values, skills and theoretical approaches which underpin professional practice. The course will cover generic subjects which include all Social Work methods and models. Fieldwork practice is integrated into both the semesters of the programme and is an integral component. The course aims to develop a deepened and advanced competence in Social Work practice and research. The duration of the course is one year. After successful completion of first two semesters in the MSW programme, the students are eligible to receive PG Diploma in Social Work through exit option.

Master of Social Work (MSW)
PG Diploma in Social Work*
(w.e.f. 2023-2024)
PROGRAMME STRUCTURE

Course Code	Course Title	Course	Credit	Assessment				Page No
				CIA	ESE	Viva Voce	Total	
Semester I								
Core courses								
SWK2011	History and Philosophy of Social Work	Theory	4	40	60	-	100	13
SWK2012	Social Science for Social Work Practice	Theory	4	40	60	-	100	18
SWK2013	Case Work	Theory	4	40	60	-	100	22
SWK2014	Group Work	Theory	4	40	60	-	100	26
Discipline Specific Elective courses (DSE-I)/MOOCS								
SWKEC01	Disaster Management and Social Work	Theory	3	40	60	-	100	31
SWKEC02	Corporate Social Responsibility							35
Field Work Practice- Skill Enhancement courses								
SWKFW01	Field Work Practice (Concurrent)- I	Practical	4	60		40	100	
Ability Enhancement courses								
SWKFW02	Skill Lab-I 1. Communication 2. Report Writing 3. Public Speaking 4. Theatre Skills 5. Social Work Competencies	Practical	2	100			100	39
Total Credit/Marks			**25**				**700**	
Semester II								
Core courses								
SWK2021	Community Organisation and Social Action	Theory	4	40	60	-	100	42
SWK2022	Social Work Research	Theory	4	40	60	-	100	45
SWK2023	Social Welfare Administration	Theory	4	40	60	-	100	49
SWK2024	Counselling: Theory and Practice	Theory	4	40	60	-	100	53
Discipline Specific Elective courses (DSE-II)/ MOOCS								
SWKEC03	Gender and Development	Theory	3	40	60	-	100	58
SWKEC04	Green Social Work							62
	Open Elective (by other departments)		3	40	60		100	
Field Work Practice- Skill Enhancement courses								
SWKFW03	Field Work Practice (Concurrent) II	Practical	4	60		40	100	
Ability Enhancement courses								
SWKFW04	Skill Lab-II 1. Research Proposal Writing 2. Literature Review Skills 3. Interviewing/FGD Skills 4. Policy briefing/legislative review 5. Counselling Skills	Practical	2	100			100	66
Total Credit/Marks			**28**				**800**	
OPEN ELECTIVES (SEMESTER II) For Other Department Students								
SWKOE01	**Science of Happiness	Theory	3	40	60	-	100	68
SWKOE02	Dissertation Protocol	Theory	3	40	60	-	100	72

Science of Happiness is an open elective course offered by Department of Social Work for Centre for Happiness

Semester III								
Core courses								
SWK2031	Elements of Mental Health	Theory	4	40	60	-	100	78
SWK2032	Sustainable Rural Community Development							82
SWK2033	Foundations of Management							86
SWK2034	Health System Management	Theory	4	40	60	-	100	90
SWK2035	Sustainable Urban Community Development							94
SWK2036	Human Resource Management and Organisational Behaviour							98
SWK2037	Social Policy and Legislation	Theory	4	40	60	-	100	102
Discipline Specific Elective courses (DSE-III) / MOOCS								
SWKEC05	Disability Social Work	Theory	3	40	60	-	100	107
SWKEC06	Social Entrepreneurship for Sustainable Development							111
Field Work Practice- Skill Enhancement courses								
SWKFW05	Field Work Practice (Concurrent) III	Practical	4	60		40	100	
SWKFW06	Block Placement I	Practical	4	60		40	100	
Ability Enhancement courses								
SWKFW07	Skill Lab-III 1. GPS/GIS Basics 2. Documentation Skills 3. Leadership Skills 4. Social Media skills 5. Administrative & Managerial Skills	Practical	2	100			100	115
Total Credit/Marks			**25**				**700**	
Semester IV								
Core courses								
SWK2041	Psychiatric Social Work	Theory	4	40	60	-	100	118
SWK2042	Tribal Social Work							122
SWK2043	Labour Welfare and Industrial Relations							126
SWK2044	Medical Social Work	Theory	4	40	60	-	100	130
SWK2045	Participatory Approaches in Development							134
SWK2046	Human Resource Development and Organisational Dynamics							138
Field Work Practice- Skill Enhancement courses								
SWKFW08	Block Placement II	Practical	4	60		40	100	
SWKFW09	Dissertation	Practical	8	60		40	100	
Ability Enhancement courses								
SWKFW10	Skill Lab-IV 1. Participatory Learning & Action 2. Academic Writing Skills 3. Organisation Skills 4. Public Relation/Networking Skills 5. Project Formulation and Evaluation	Practical	2	100			100	142
Total Credit/Marks			**22**				**500**	
Total			**100**				**2700**	

*PG Diploma in Social Work: Exit after successfully completion of first year (Semester I and Semester II) with the degree PG Diploma in Social Work

Master of Social Work: Should have successfully complete two years (Four Semester) with the degree of Master of Social Work

CIA – Continuous Internal Assessment

ESE – End Semester Examination

DSE - Discipline Specific Elective

OE- Open Elective

A = Medical and Psychiatry

B = Community Development

C = Human Resource Management

MOOCS= Students are encouraged to opt MOOCS with the prior approval from BOS

DEPARTMENT OF SOCIAL WORK
तमिलनाडु केन्द्रीय विश्वविद्यालय
(संसद द्वारा पारित अधिनियम 2009 के अंतर्गत स्थापित)
CENTRAL UNIVERSITY OF TAMIL NADU
(Established by an Act of Parliament, 2009)
नीलक्कुड़ी परिसर/Neelakudi Campus,कंगलान्चेरी/Kangalancherry,
तिरुवारूर/Thiruvarur - 610 005.

Master of Social Work (MSW)

PG Diploma in Social Work*

Required Subjects and Credits

Subjects	Total Credits in respective semester				
	Master of Social Work (MSW)				
	PG Diploma in Social Work				
	I	II	III	IV	Total
Core Theory	16	16	12	8	52
Discipline Specific Elective	3	3	3	-	9
Field Work Practice (Concurrent)	4	4	4	-	12
Block Placement	-		4	4	8
Dissertation	-	-	-	8	8
Skill labs	2	2	2	2	8
Open Elective	-	3	-	-	3
Total	25	28	25	22	100
Total Credits for PG Diploma in Social Work	53				
Total Credits for Master of Social Work					100

* Exit after successfully completion of first year (Semester I and Semester II) with the degree PG Diploma in Social Work

Master of Social Work: Should have successfully complete two years (Four Semester) with the degree of Master of Social Work

SEMESTER I

CORE COURSES

Course Code	Course Name	L	T	P	Credits
SWK2011	History and Philosophy of Social Work	3	1		4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Explain the evolution of Social Work as a profession	Understand
CO 2	Illustrate the different methods in Social Work	Apply
CO 3	Examine the contemporary social problems in the context of various theories in Social Work	Analyze
CO 4	Develop linkage between theory and practice in Social Work	Create
CO 5	Assesses the different skills required in Social Work	Skill

b. Syllabus

Units	Content
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.
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.
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.
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 LGBTQI, Migrant Social Work, Refugee Social Work, Disaster Social Work, Feminist Social Work.
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
	Tasks and Assignments: Each student is required to submit the following: ✓ Assignment on a given topic ✓ Seminar presentation of the topic ✓ Article/ Book Review

| | | ✓ Two Internal Assessment Tests |
| | | **References:** |

1. Bhattacharya, Sanjay. (2008). Social work psycho-social and health aspects. New Delhi: Deep and Deep Publications.
2. Chowdhury, Paul. (1992). Introduction to social work. New Delhi: Atma Ram and Sons.
3. Cox, David and Manohar Pawar. (2006). International social work. New Delhi: Vista Publications.
4. Desai, Murali. (2002). Ideologies and social work (Historical and Contemporary Analysis), Jaipur: Rawat Publications.
5. Dinitto, Diana, M. (2008). Social Work Issues and Opportunities in a challenging profession (3rd edition). Chicago: Lyceum Books
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10. Gore, M. S. (1965). Social work and social work education. Bombay: Asia Publication House
11. Healy, L. M. (2008). Exploring the history of social work as a human rights profession. International social work, 51(6), 735-748.
12. Hepworth, Dean H. (2010). Direct social work practice-Theory and skills (8th edition). New York: Brooks/Cole.
13. Houston, S. (2005). Philosophy, theory and method in social work: Challenging empiricism's claim on evidence-based practice. Journal of Social Work, 5(1), 7-20.
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15. Konopka, Gisela. (1958). Social work philosophy. Minneapolis: The University of Minnesota Press.
16. McNutt, J. G. (2013). Social work practice: History and evolution.
17. In Encyclopedia of social work.
18. Pease, B., Allan, J., &Briskman, L. (2020). Critical social work: Theories and practices for a socially just world. Routledge.

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	3
CO2	2	1	2	3	1
CO3	1	2	1	2	2
CO4	3	3	3	3	3
CO5	2	2	2	1	1

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	**20**	**20**	**20**	**20**	**20**	**100**

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
MCQ (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	**12**	**12**	**12**	**12**	**12**

g. Rubric for Assignments

Sl. No	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content 50%**	Ideas are detailed, well developed, supported with specific evidence &facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5
2	**Organiza -tion 50%**	Includes title, introduction,statement of the main ideawithillustration and conclusion.	Includes title, introduction,state mentofmainideaand conclusion.	Poorly Organised	Not organised	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. N o.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Knowledge and Understanding 50%**	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5

2	**Presentation** **50%**	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

i. **Model Question Paper**

Model Questions
Part- A   **Answer ALL the questions** **(10 x 1 = 10 Marks)**   Question nos: 1 to 10   TEN MCQ – TWO questions from each unit
Part- B   **Answer ALL the questions** **(5x 3= 15 Marks)**   Question nos: 11-15   FIVE Short answer questions – ONE question from each unit
Part- C   **Answer ALL the questions** **(5x 7= 35 Marks)**   Question nos: 16-20   FIVE Essay questions – ONE question from each unit with internal choice (either or type)

Course Code	Course Name	L	T	P	Credits
SWK2012	Social Sciences for Social Work Practice	4			4

Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Understand the concepts of psychology	Understand
CO 2	Students will get understanding of various psychological theories	Remembers
CO 3	Learn the concepts of sociological theories	Understand
CO 4	Develop skills to analyse and understand Indian society	Skill
CO 5	Apply sociological insight and approaches in social work practice	Apply

Course Outline

Units	Content
I	**Foundations of Sociology** Understanding the Concept of Society, Social Structure - Role and Status, Power and Authority; Culture - Meaning and Characteristics; Social stratification, Social institutions and social groups - Social Groups: Definitions, Characteristics, Importance, Classification of Social Groups, Social Change and social mobility. Social Work, Society and Culture Introducing Indian Society- Historical Analysis: Persistence of and changing nature of caste, religion and class differentiations and gender-based differences, Traditional and Modern Social Networks, Social Processes: Social Interaction, Cooperation, Competition, Conflict, Subjugation, Accommodation and Assimilation
II	**Sociological Theories** Sociological Theories: Contributions of August Comte, Herbert Spencer, Karl Marx, Emile Durkheim, Max Weber and Indian Social Thinkers: Gandhi, R.K. Mukherjee, G.R.Madan, Majumdar and M.N. Srinivas, Functionalist theory, Conflict theory, Symbolic Interactionist theory, Social Construction.
III	**Foundations of Psychology** Psychology - Meaning, Definition, Fields and Methods, Human Growth and Development, Personality: Definition-Nature-Theories of Personality, Psychological Processes in Behaviour, Relevance of Psychology to Social Work Profession.
IV	**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.
V	**Introduction to Economics** Wants and Scarcity of Resources or Means; Problems of choice and decision making; Allocation, Distribution and Stabilization; Economic ways of thinking;

Understanding Micro and Macroeconomics; Demand and supply analysis, Capability approach, Human Development Index.

Tasks and Assignments:

Each student is required to submit the following:

1. Assignment on a given topic
2. Seminar presentation of the topic
3. Article/ Book Review
4. Two Internal Assessment Tests

Reference

Essential Readings

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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	1	2	1
CO2	2	3	1	2	1
CO3	1	2	1	2	1
CO4	1	2	1	3	1
CO5	1	2	1	2	1

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	**20**	**20**	**20**	**20**	**20**	**100**

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Multiple Choice Questions (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	**12**	**12**	**12**	**12**	**12**

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content 50%**	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5

Sl. No	Criteria					Relation to COs
2	**Organiza-tion** **50%**	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	Poorly Organised	Not organised	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Knowledge and Understanding** **50%**	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5
2	**Presentation** **50%**	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

ii.   i. Model Question Paper

Model Questions
Part- A   **Answer ALL the questions**   **(10 x 1 = 10 Marks)**   Question nos: 1 to 10   TEN MCQ– TWO questions from each unit
Part- B   **Answer ALL the questions**   **(5x 3= 15 Marks)**   Question nos: 11-15   FIVE short answer questions – ONE question from each unit
Part- C   **Answer ALL the questions**   **(5x 7= 35 Marks)**   Question nos: 16-20   FIVE Essay questions – ONE question from each unit with internal choice (either or type)

Course Code	Course Name	L	T	P	Credits
SWK2013	Case Work	4			4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Understand the conceptual foundations of social casework	Understand
CO 2	Illustrate the components and process of social case work	Understand
CO 3	Impart knowledge and skills in the application of casework tools and techniques	Analyze
CO 4	Understand and apply the theoretical foundations of social casework.	Skill
CO 5	Apply the skills of social case work in different settings	Apply

b. Syllabus

Units	Content
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.
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
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
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.
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
	Tasks and Assignments: Each student is required to submit the following: 1. Assignment on a given topic 2. Seminar presentation of the topic 3. Article/ Book Review 4. Two Internal Assessment Tests **References:** 1. Banerjee, G.R. (1967). Social Welfare in Ancient India, The Indian Journal of Social Work, Vol. XXVIII, No. 2. 2. Banerjee, Gauri Rani (1973) Papers on social work: An Indian perspective. Bombay: Tata Institute of Social Sciences.

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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	2	1	-	3	3
CO2	1	1	1	3	1
CO3	3	3	3	1	1
CO4	3	2	3	2	3
CO5	1	1	2	1	2

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-

Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Multiple Choice Questions (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content 50%**	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5
2	**Organiza-tion 50%**	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	Poorly Organised	Not organised	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Knowledge and Understanding 50%**	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5
2	**Presentation 50%**	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

i. Model Question Paper

Model Questions
Part- A **Answer ALL the questions**   **(10 x 1 = 10 Marks)** Question nos: 1 to 10 TEN MCQ – TWO questions from each unit
Part- B **Answer ALL the questions**   **(5x 3= 15 Marks)** Question nos: 11-15 FIVE short answer questions – ONE question from each unit
Part- C **Answer ALL the questions**   **(5x 7= 35 Marks)** Question nos: 16-20 FIVE Essay questions – ONE question from each unit with internal choice (either or type)

Course Code	Course Name	L	T	P	Credits
SWK2014	Group Work	4			4

Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Understand the concept of Social Group work	Remember
CO 2	Understand the group as a dynamic entity	Understand
CO 3	Develop an understanding about the application of therapeutic approaches in group work	Analyse
CO 4	Understand different skills of Social Group work Theories	Skill
CO 5	Develop ability to apply group work methods in different settings	Apply

b. Syllabus

Units	Content
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.
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
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.
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.
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.
	Tasks and Assignments: Each student is required to submit the following: 1. Assignment on a given topic 2. Seminar presentation of the topic 3. Article/ Book Review 4. Two Internal Assessment Test **References** 1. Bhatt R.M. (1960). Records of group work practice in India. Baroda University.

2. Corey, M. S., Corey, G.,& Corey, C. (2014). Group: Process and practice. (9th ed.). Belmont, CA: Cengage. ISBN 978-1133945468
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4. Delhi School of Social Work (1958). Field work records in group work and community organization. London : Tavistock Publication
5. Douglas, T. (1976). Group process in social work: A theoretical synthesis. New York : John Wiley & Sons. ISBN 978-0471996767
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14. Trecker, H.B. (1970). Social group work-principles and practices. New York: Associate Press. ISBN 978-0809618460
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	1	3	1
CO2	2	2	1	3	1
CO3	3	3	1	3	2
CO4	3	1	1	3	1
CO5	3	3	2	2	1

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	**20**	**20**	**20**	**20**	**20**	**100**

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-

Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Multiple Choice Questions (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content 50%**	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5
2	**Organiza-tion 50%**	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	Poorly Organised	Not organised	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Knowledge and Understanding 50%**	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5

2	**Presentation** **50%**	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

i. **Model Question Paper**

Model Questions
Part- A   **Answer ALL the questions**   **(10 x 1 = 10 Marks)**   Question nos: 1 to 10   TEN MCQ– TWO questions from each unit
Part- B   **Answer ALL the questions**   **(5x 3= 15 Marks)**   Question nos: 11-15   FIVE short answer questions – ONE question from each unit
Part- C   **Answer ALL the questions**   **(5x 7= 35 Marks)**   Question nos: 16-20   FIVE Essay questions – ONE question from each unit with internal choice (either or type)

DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES

Course Code	Course Name	L	T	P	Credits
SWKEC01	Disaster Management and Social Work	3	-	-	3

a. Course Outcome (CO)
On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Learn the concepts related to disaster and disaster management	Remember
CO 2	Develop understanding of approaches in disaster	Understand
CO 3	Plan and Develop interventions for the vulnerable groups	Skill
CO 4	Understand the critical policy framework and Programmes for disaster management in India	Analyze
CO 5	Apply Social Work skills for rebuilding the communities	Apply

b. Syllabus

Units	Content
I	**Conceptual Framework: Disaster, Vulnerability and Risk** 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.
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.
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.
IV	**Disaster Management in India** Disaster Management in India: Institutional and policy frame work, National Crisis Management Committee (NCMC), 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.
V	**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 Geo-informatics in Disaster Management; National Disaster Management (NDMA) guidelines on psychosocial support and mental health services in Disaster.
	Tasks and Assignments:

Each student is required to submit the following:
1. Assignment on a given topic
2. Seminar presentation of the topic
3. Article/ Book Review
4. Two Internal Assessment Tests

References:
1. Alston, M., Hazeleger, T., & Hargreaves, D. (2019). *Social work and disasters: A handbook for practice*. Routledge.
2. Awasthy, A. (2009). *Disaster management: Warning response and community relocation*. Global India Publications.
3. Coppola, D. (2006). *Introduction to international disaster management*. Elsevier.
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7. Miller, J. L. (2012*). Psychosocial capacity building in response to disasters*. Columbia University Press.
8. Marsh, G., Ahmed, I., Mulligan, M., Donovan, J., & Barton S. (Eds.) (2018). *Community engagement in post-disaster recovery*. Routledge.
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10. Pal, I., & Shaw, R. (Eds.). (2018). *Disaster risk governance in India and cross cutting issues*. Springer Singapore.
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12. Sim, T. (2010). *Social work and disaster management. Summit on Public Administration*, 10, 31-48.
13. Shaw, R. (Ed.). (2012). *Community based disaster risk reduction*. Emerald Group Publishing.
14. Zakour, M., & Gillespie, D. F. (2013). *Community disaster vulnerability theory, research, and practice*. Springer.

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	2	2	0	2	1
CO2	3	1	0	3	1
CO3	1	2	0	3	2
CO4	0	3	1	3	3
CO5	2	2	1	2	2

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	**20**	**20**	**20**	**20**	**20**	**100**

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
MCQ (10 x 1 = 10 marks)	02	02	02	02	02
Shot Answer (5 x 3= 15 marks)	03	03	03	03	03
Essay Type ((5 x 7= 35 marks)	07	07	07	07	07
Total	**12**	**12**	**12**	**12**	**12**

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content 50%**	Ideas are detailed, well developed, supported with specific evidence &facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5
2	**Organiza -tion 50%**	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, of main idea and conclusion.	Poorly Organized	Not organized	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Knowledge and Understanding 50%**	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5

| 2 | **Presentation** **50%** | Well Communicated with logical sequences, examples and references | Communicated with sequences | Just Communicated | No coherent communication | Not Attended | CO1, CO2, CO3, CO4, CO5 |

     i.   **Model Question Paper**

Model Questions
Part- A   **Answer ALL the questions**   **(10 x 1 = 10 Marks)**   Question nos: 1 to 10   TEN MCQ – TWO questions from each unit
Part- B   **Answer ALL the questions**   **(5x 3= 15 Marks)**   Question nos: 11-15   FIVE Short answer questions – ONE question from each unit
Part- C   **Answer ALL the questions**   **(5x 7= 35 Marks)**   Question nos: 16-20   FIVE Essay questions – ONE question from each unit with internal choice (either or type)

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Course Code	Course Name	L	T	P	Credits
SWKEC02	Corporate Social Responsibility	3	-	-	3

a) **Course Outcome (CO)**

Upon the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Understand the concept of corporate social responsibility	Understand
CO 2	understand the business ethics and Corporate Social Responsibility in Global Scenario	Remember
CO 3	To find out the real cause for the problem and plan interventions	Analyze
CO 4	Understand different skills of corporate social responsibility	Skill
CO 5	Enhance the students employability skills and apply in the field	Apply

b. Syllabus

Units	Content
I	**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)
II	**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.
III	**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.
IV	**CSR and SDG** Understanding CSR and Sustainable Development Goals (MDG), UN Global Impact, Global Reporting Initiative (GRI), Globalization and CSR, Models of CSR, Global Recognitions of CSR.
V	**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.
	Tasks and Assignments: Each student is required to submit the following: ✓ Assignment on a given topic ✓ Seminar presentation of the topic ✓ Article/ Book Review ✓ Two Internal Assessment Test **References** 1. Beal, B. D. (2014). Corporate social responsibility: Definition, core issues, and recent developments. SAGE Publications, Inc., https://doi.org/10.4135/9781483388014 2. Mastrodascio, M. (2021). Corporate Governance Models: A Critical Assessment (1st ed.). Routledge. https://doi.org/10.4324/9781003225805 3. Benn & Bolton, (2011). Key concepts in corporate social responsibility. Australia: Sage Publications Ltd. ISBN 978-1847879288

4. Aras, G. (2009). Global Perspectives on Corporate Governance and CSR (D. Crowther, Ed.) (1st ed.). Routledge. https://doi.org/10.4324/9781315584959
5. Kudłak, R., Barkemeyer, R., Preuss, L., & Heikkinen, A. (Eds.). (2022). The Impact of Corporate Social Responsibility: Corporate Activities, the Environment and Society (1st ed.). Routledge. https://doi.org/10.4324/9781003182276
6. Grayson, D., & Hodges, A. (2004). Corporate Social Opportunity!: Seven Steps to Make Corporate Social Responsibility Work for your Business (1st ed.). Routledge. https://doi.org/10.4324/9781351280884
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8. 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. ISBN 9780070070752
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15. Sanjay K Agarwal (2008), Corporate Social Responsibility, SAGE Publications, New Delhi. https://doi.org/10.1177/097168581001500210

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	1
CO2	3	3	2	3	2
CO3	2	3	2	1	2
CO4	3	1	3	3	1
CO5	2	2	2	2	1

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	**20**	**20**	**20**	**20**	**20**	**100**

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Multiple Choice Questions (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	**12**	**12**	**12**	**12**	**12**

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content** **50%**	Ideas are detailed, well developed, supported with specific evidence &facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5
2	**Organiza-tion** **50%**	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, of main idea and conclusion.	Poorly Organized	Not organized	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Knowledge and Understanding** **50%**	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5

2	**Presentation** **50%**	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

i. Model Question Paper

Model Questions
Part- A   **Answer ALL the questions**   **(10 x 1 = 10 Marks)**   Question nos: 1 to 10   TEN MCQ – TWO questions from each unit
Part- B   **Answer ALL the questions**   **(5x 3= 15 Marks)**   Question nos: 11-15   FIVE Short answer questions – ONE question from each unit
Part- C   **Answer ALL the questions**   **(5x 7= 35 Marks)**   Question nos: 16-20   FIVE Essay questions – ONE question from each unit with internal choice (either or type)

ABILITY ENHANCEMENT COURSE

Semester-I

SWKFW02	SKILL LAB- I		
Course Credit	**2**	**Course Marks**	**100**
Skills	1. Communication 2. Report Writing 3. Public Speaking 4. Theatre Skills 5. Social Work Competencies		

SEMESTER II

CORE COURSES

Course Code	Course Name	L	T	P	Credits
SWK2021	Community Organisation and Social Action	4			4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Understand the concept of Community Organisation.	Understand
CO 2	Illustrate the different models of community Organisation and its approaches	Understand
CO 3	Apply different methods of Community Organisation.	Analyze
CO 4	Impart the types and forms of social action.	Skill
CO 5	Apply the skills of community Organisation for the development of the community.	Apply

b. Syllabus

Units	Content
I	**Introduction to Community Organisation** 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.
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.
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.
IV	**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 (Ambedkar Mahatma Gandhi (Sarvodaya) and Siddique.) Strategies for social action from various social movements.
V	**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.
	Tasks and Assignments: Each student is required to submit the following: ✓ Assignment on a given topic ✓ Seminar presentation of the topic ✓ Article Review ✓ Internal Assessment Tests **References:** 1. Cox M. Fred et. al. (2005). Strategies of community organization. 4th Edition. New Delhi: Peacock Pulishers.

	2.	Christopher, A.J., and Thomas William. (2006). Community organization and social action. New Delhi: Himalaya Publications.
	3.	Gangrade, K. D. (1997). Community organisation in India, New Delhi: Popular Prakashan.
	4.	Jim Ife (1995). Community development: Creating community alternatives - vision, analysis and practice. Melbourne, Australia: Longman
	5.	Johri, Pradeep Kumar. (2005). Social Work and Community Development. New Delhi: Anmol Publications Pvt. Ltd.
	6.	Kumar, Jha Jainendra. (2002). Social work and community development. New Delhi: Anmol Publications Pvt. Ltd.
	7.	Kumaran, Hyma, Wood. (2004). Community action planning. Chennai: T. R. Publications
	8.	Kumar, Somesh. (2008). Methods for community participation. New Delhi: Vistar Publications.
	9.	Ledwith, Margaret. (2005). Community development: A critical approach. New Delhi: Rawat Publications.
	10.	Rivera & Erlich, (1995). Community organising in a diverse society. Boston: Allyn and Bacon
	11.	Mark Baldwin, Barbra Teater, Mark Baldwin (2012) Social Work in the Community: Making a Difference, The Policy Press.

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	1	-	3	3
CO2	2	2	2	3	2
CO3	3	2	2	1	2
CO4	2	3	2	1	3
CO5	2	1	3	1	1

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	**20**	**20**	**20**	**20**	**20**	**100**

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Multiple Choice Questions (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	**12**	**12**	**12**	**12**	**12**

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content** 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5
2	**Organiza-tion** 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	Poorly Organised	Not organised	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Knowledge and Understanding** 50%	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5
2	**Presentation** 50%	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

i.   Model Question Paper

Model Questions
Part- A **Answer ALL the questions   (10 x 1 = 10 Marks)**   Question nos: 1 to 10   TEN MCQ – TWO questions from each unit
Part- B **Answer ALL the questions   (5x 3= 15 Marks)**   Question nos: 11-15   FIVE Short answer questions – ONE question from each unit
Part- C **Answer ALL the questions   (5x 7= 35 Marks)**   Question nos: 16-20   FIVE Essay questions – ONE question from each unit with internal choice (either or type)

Course Code	Course Name	L	T	P	Credits
SWK2022	Social Work Research	4			4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Understand the core concepts of Social Work Research	Understand
CO 2	Understand the scope and application of social work research	Understand
CO 3	To impart critical and Analytical Responding	Analyze
CO 4	To learn the core competencies of Social Work Research	Skill
CO 5	To Impart evidence-based practice	Apply

b. Syllabus

Units	Content
I	**Introduction to Social Work Research** Scientific inquiry-Social Science Research: Concept, 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.
II	**Research Process** Forming research questions and problem, Objectives, Theoretical framework, Formulation of hypotheses and other steps in Research process; Literature Review - 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.
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- Types of interviews; Tools of Data collection: Mailed questionnaire and Interview schedule; Construction and qualities; Uses of scaling techniques.
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. Use of ATLAS.ti
V	**Writing in Research & Use of Technology:** Relevance of Mixed Methods, Approaches and process- Data editing, analysis and interpretation- Systematic Literature Review (SLR) process- Writing a research thesis/report **-** Social work research report content and formats – Research output, Plagiarism, Preparation of manuscripts for conferences and journals- Evidence based Social Work- Integration of Research and Practice Use of MS Excel, Creation of charts and Graphics, Use of SPSS. Use of ATLAS.ti.
	Tasks and Assignments: Each student is required to submit the following:

	1. Assignment on a given topic
	2. Seminar paper presentation
	3. Article/ Book Review
	4. Two Internal Assessment Tests
	References
	1. lston, M. (2018). Research for Social Workers: An introduction to methods (4th ed.). Routledge. https://doi.org/10.4324/9781003117094
	2. Atkinson, P., & Delamont, S. (2010). *SAGE qualitative research methods*. SAGE Publications, Inc., https://doi.org/10.4135/9780857028211
	3. The Sage Encyclopedia of Qualitative Research Methods. (2009). Reference Reviews, 23(8), 24–25. https://doi.org/10.1108/09504120911003302
	4. Alston, M., & Bowles, W. (2003). Research for Social Workers: An Introduction to Methods. Routledge. ISBN- 9780415307222
	5. Babbie, E. (ed) (2004). *The practice of social research*, Thomson Wadsworth, Belmont (USA). ISBN – 9780534620288
	6. Bailey, Kenneth D. (1978) *Methods of social research*. New York: Mcneil Pub. ISBN 9780029012505
	7. Baker, Therese L. (1994) *Doing social research*. Singapore: McGraw Hill ISBN – 9780070034921
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	9. Claire, S, et al (3rd ed), (1976). *Research Methods in Social Relations*. Holt, Rich and Winston, New York.
	10. Clarke, A. (2003). *Evaluation research* Sage Publications, New Delhi ISBN ; 9780761950950
	11. Costello, Patrick (S. Asia Edition 2005) *Action research*. London: Continuum
	12. Denzin, N.K., Lincoln, Y.S. (ed), (1994). *Handbook of qualitative research*. Sage Publications, NewDelhi. ISBN 9780761927570
	13. Gillham, Bill (2000). *Case study research methods*. London: Continuum
	14. Goode, W.J., Hatt, P.K. (1981) *Methods in Social Research, Singapore*: McGraw Hill
	15. Gregory, Ivan. 2005 *Ethics in Research Continuum*, London
	16. Grinell, Richard M. (Jr.) (1988). *Social Work Research and Evaluation*, Illinois F. E.
	17. Sirkin, R. M. (2006). Statistics for the social sciences. SAGE Publications, Inc., https://doi.org/10.4135/9781412985987
	18. 6, P., & Bellamy, C. (2012). Principles of methodology: Research design in social science. SAGE Publications Ltd, https://doi.org/10.4135/9781446288047
	19. Outhwaite, W., & Turner, S. P. (2007). *The SAGE handbook of social science methodology*. SAGE Publications Ltd, https://doi.org/10.4135/9781848607958

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	1	3	1
CO2	3	2	1	3	1
CO3	3	2	1	3	1
CO4	3	2	1	3	1
CO5	2	2	2	2	1

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	**20**	**20**	**20**	**20**	**20**	**100**

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Multiple Choice Questions (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	**12**	**12**	**12**	**12**	**12**

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content 50%**	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1 CO2 CO3 CO4 CO5
2	**Organiza-tion 50%**	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	Poorly Organised	Not organised	Not attended	CO1 CO2 CO3 CO4 CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs

1	**Knowledge and Understanding** 50%	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1 CO2 CO3 CO4 CO5
2	**Presentation** 50%	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1 CO2 CO3 CO4 CO5

ii.   **Model Question Paper**

Model Questions
Part- A   **Answer ALL the questions   (10 x 1 = 10 Marks)**   Question nos: 1 to 10   TEN MCQ – TWO questions from each unit
Part- B   **Answer ALL the questions   (5x 3= 15 Marks)**   Question nos: 11-15   FIVE Short answer questions – ONE question from each unit
Part- C   **Answer ALL the questions   (5x 7= 35 Marks)**   Question nos: 16-20   FIVE Essay questions – ONE question from each unit with internal choice (either or type)

Course Code	Course Name	L	T	P	Credits
SWK2023	**Social Welfare Administration**	4			4

Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	**Level**
CO 1	Understand the concept of Social Welfare Administration	Understand
CO 2	Understand the dynamics of non-profit organisations & their social and legal environment	Remember
CO 3	Critically appreciate the changing perspectives on Welfare Management	Analyse
CO 4	Develop skill is social welfare administration	Skill
CO 5	Apply managerial skills in welfare sector	Apply

b. Syllabus

Units	Content
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
II	**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.
III	**Formation and Management of Service Organisations** Formation and Management of Service Organisations - Legal procedures in registering an organisation – 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.
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
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.
	Tasks and Assignments:

Each student is required to submit the following:
- ✓ Assignment on a given topic
- ✓ Seminar presentation of the topic
- ✓ Article/ Book Review
- ✓ Two Internal Assessment Test

References

1. Berg-Weger, M., & Murugan, V. (2022). Social Work and Social Welfare: An Invitation (6th ed.). Routledge. https://doi.org/10.4324/9781003182160
2. Dixon, J., & Shik Kim, H. (Eds.). (1985). Social Welfare in Asia (1st ed.). Routledge. https://doi.org/10.4324/9781315670577
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4. Midgley, J. (2017). *Social welfare for a global era: International perspectives on policy and practice*. SAGE Publications, Inc., https://doi.org/10.4135/9781506334400
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6. Kaushik, S. L., & Sachdeva, P. (1992). Social Welfare Administration as a Discipline and a Profession: Perspectives and Prospects. *Indian Journal of Public Administration*, *38*(1), 50–63. https://doi.org/10.1177/0019556119920105
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9. Cammack, J. (2014). Building Financial Management Capacity for NGOs and Community Organisations. Practical Action Publishing. ISBN 9781853398254
10. Garrett, P. (2018). *Welfare words*. SAGE Publications Ltd, https://doi.org/10.4135/9781526418661

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	2	1	1	1
CO2	2	2	3	1	1
CO3	3	3	1	1	2
CO4	2	1	1	1	1
CO5	2	2	2	1	1

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	**20**	**20**	**20**	**20**	**20**	**100**

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Multiple Choice Questions (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	**12**	**12**	**12**	**12**	**12**

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content 50%**	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1 CO2 CO3 CO4 CO5
2	**Organiza-tion 50%**	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and Conclusion.	Poorly Organised	Not organised	Not attended	CO1 CO2 CO3 CO4 CO5

h. Rubric for Seminar

Sl.No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Knowledge and Understanding 50%**	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1 CO2 CO3 CO4 CO5
2	**Presentation 50%**	Well Communicated with logical sequence	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1 CO2 CO3 CO4 CO5

		s,exampl es and reference s					

i.   **Model Question Paper**

Model Questions
Part- A **Answer ALL the questions**   **(10 x 1 = 10 Marks)**   Question nos: 1 to 10 TEN MCQ – TWO questions from each unit
Part- B **Answer ALL the questions**   **(5x 3= 15 Marks)** Question nos: 11-15 FIVE Short answer questions – ONE question from each unit
Part- C **Answer ALL the questions**   **(5x 7= 35 Marks)** Question nos: 16-20 FIVE Essay questions – ONE question from each unit with internal choice (either or type)

Course Code	Course Name	L	T	P	Credits
SWK2024	Counselling: Theory and Practice	4	-	-	4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Understand concepts related to counselling and its methods	Remember
CO 2	Understand the theoretical base of counselling practice	Understand
CO 3	Acquire skills of counselling and its competences	Skill
CO 4	Apply counselling in different settings	Apply
CO 5	Develop professional attitudes as counsellor to deal with human beings in situation of need of help and assistance.	Skill

b. Syllabus

Units	Content
I	**Counselling and its Methods** Counselling: concepts, aims, objectives and goals. Philosophical bases of Counselling and its principles. Methods of Counselling: Directive, Non-Directive and Eclectic counselling. Interviewing in Counselling. Counselling as a helping profession. Application of counselling in Social Work practice.
II	**Theoretical Foundations of Counselling** Psychoanalytic Theory; Psychoanalysis, Transactional Analysis, Client Centered Therapy, Existential Counselling, Gestalt Therapy, Behaviour Therapy, Rational Emotive Behavioural Therapy (REBT), Reality Therapy (RT) and Cognitive Therapy.
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 counsellors.
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 Counselling, School Counselling and Guidance, Career Counselling with Adolescents, Alcoholic and De-Addiction Counselling, Supportive Counselling with PLHIV, TB Patients, PWDs, Counselling against suicidal thoughts.
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 counselling 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.

	Tasks and Assignments:
	Each student is required to submit the following:
	    1. Assignment on a given topic
	    2. Seminar presentation of the topic

3. Article Review
4. Internal Assessment Tests

References:
1. Asch, M. (2000). *Principles of Guidance and Counselling*. New Delhi: Sarup and Sons.

2. Donald H. Blocher (2000). *Counselling: A developmental Approach*: New york: John Wiley &Sons, Inc
3. Humphrey, G. M., & Zimpfer, D. G. (2007). *Counselling for grief and bereavement*. Sage.
4. Jones, R. N. (2011). *Theory and practice of counselling and therapy*, (5th Edition). Sage Publication
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6. Nelson and Richard (1999). *Introduction to counselling skills*: London: Sage
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8. Neukrug, E., & Hays, D. G. (2011). *Counselling theory and practice*. Belmont, CA: Brooks/Cole, Cengage Learning.
9. Neilsen, P., King, R., & Baker, F. (Eds.). (2015*). Creative arts in counselling and mental health*. Sage Publications.
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15. Saxena, A. (2006). *Modern encyclopaedia of counselling and guidance*. New Delhi, India: Rajat Publications.
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	2	2	0	2	1
CO2	3	1	0	3	1
CO3	1	2	0	3	2
CO4	0	3	1	3	3
CO5	2	2	1	2	2

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	**20**	**20**	**20**	**20**	**20**	**100**

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
MCQ (10 x 1 = 10 marks)	02	02	02	02	02
Shot Answer (5 x 3= 15 marks)	03	03	03	03	03
Essay Type ((5 x 7= 35 marks	07	07	07	07	07
Total	**12**	**12**	**12**	**12**	**12**

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content** **50%**	Ideas are detailed, well developed, supported with specific evidence &facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5
2	**Organiza-tion** **50%**	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, of main idea and conclusion.	Poorly Organised	Not organized	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Knowledge and Understanding** **50%**	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5

2	**Presentation** **50%**	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

i. **Model Question Paper**

Model Questions
Part- A **Answer ALL the questions**   **(10 x 1 = 10 Marks)** Question nos: 1 to 10 TEN MCQ – TWO questions from each unit
Part- B **Answer ALL the questions**   **(5x 3= 15 Marks)** Question nos: 11-15 FIVE Short answer questions – ONE question from each unit
Part- C **Answer ALL the questions**   **(5x 7= 35 Marks)** Question nos: 16-20 FIVE Essay questions – ONE question from each unit with internal choice (either or type)

DISCIPLINE SPECIFIC ELECTIVE COURSES

Course Code	Course Name	L	T	P	Credits
SWKEC03	Gender and Development	3			3

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Explain the concepts and discourses on gender	Understand
CO 2	Illustrate the different methods in Gender Social Work Practice	Apply
CO 3	Examine critically the contemporary gender issues	Analyze
CO 4	Ability to develop recommendations for gender policy and legislation	Create
CO 5	Acquire the different skills required in Gender Social Work practice	Skill

b. Syllabus

Units	Content
I	**Feminist theories and gender movements** Gender and sex – Conceptual understanding, Life course approach, Concepts of Gender sensitivity, Gender Consciousness, Gender equality; Theorising feminisms; Feminist literature; Gender based movements in India and abroad; Queer Theory.
II	**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/LGBTIQA 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, LGBTIQA.
III	**Violence against women/LGBTIQA** Violence faced by women – Domestic violence, Sexual abuse, Rape, Mass Rape, sex trafficking, eve teasing, Infanticide and Foeticide, Dowry harassment and murders, Femicide, Honour killings, Female genital mutilation, Digital violence; Institutional violence against women by family, religion, state; Representation of women in media; Violence faced by LGBTIQA
IV	**Women, LGBTIQA 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
V	**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/LGBTIQA empowerment and development.
	Tasks and Assignments: Each student is required to submit the following: ✓ Assignment on a given topic ✓ Seminar presentation of the topic ✓ Article/Book Review ✓ Two Internal Assessment Tests **References:** 1. Arguello, T. (2019). *Queer Social Work: Cases for LGBTQ+ Affirmative Practice*. Columbia University Press.

2. Hanmer, J., & Statham, D. (1999). Women and Social Work: Towards a woman-centred practice. Macmillan.
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16. MacKinnon, C. A. (1989). Toward a feminist theory of the state. Harvard University Press.
17. Margolis, D. R. (1993). Women's movements around the world: Cross-cultural comparisons. Gender & Society, 7(3), 379-399.
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19. Mira Seth. (2001). Women & Development: The Indian Experience. Sage publications.
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21. Ray, R. (1999). Fields of protest: Women's movements in India (Vol. 8). U of Minnesota Press.
22. Tinker, I. (1990). Persistent inequalities: women and world development. Oxford University Press.
23. Watson, K. (2005). Queer theory. *Group analysis*, *38*(1), 67-81.
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	3
CO2	2	1	2	3	1
CO3	1	2	1	2	2
CO4	3	3	3	3	3
CO5	2	2	2	1	1

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
MCQ (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence &facts andexamples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5
2	Organiza-tion 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	Poorly Organised	Not organised	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Knowledge and Understanding** **50%**	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5
2	**Presentation** **50%**	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

i. Model Question Paper

Model Questions
Part- A   **Answer ALL the questions** **(10 x 1 = 10 Marks)**   Question nos: 1 to 10   TEN MCQ – TWO questions from each unit
Part- B   **Answer ALL the questions** **(5x 3= 15 Marks)**   Question nos: 11-15   FIVE Short answer questions – ONE question from each unit
Part- C   **Answer ALL the questions** **(5x 7= 35 Marks)**   Question nos: 16-20   FIVE Essay questions – ONE question from each unit with internal choice (either or type)

Course Code	Course Name	L	T	P	Credits
SWKEC04	**Green Social Work**	2	1		3

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	**Level**
CO 1	Explain the environmental issues and global discourses on ecology	Understand
CO 2	Illustrate the different methods in Green Social Work practice	Apply
CO 3	Develop critical consciousness and analytical knowledge on linkages between environment and development	Analyze
CO 4	Develop policy and legislative recommendations for environmental protection	Create
CO 5	Assesses the different skills required in Green Social Work practice	Skill

b. Syllabus

Units	Content
I	**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.
II	**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.
III	**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 legislative review.
IV	**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; Circular Economy; 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.
V	**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

Tasks and Assignments:
Each student is required to submit the following:
- ✓ Assignment on a given topic
- ✓ Seminar presentation of the topic
- ✓ Article/ Book Review
- ✓ Two Internal Assessment Tests

References:
1. Adams, W. M. (2003). Green Development: environment and sustainability in the Third World. Routledge.
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3. Besthorn, F. H. (2012). Deep Ecology's contributions to social work: A ten-year retrospective. International Journal of Social Welfare, 21(3), 248-259.
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15. Norton, C. L. (2009). Ecopsychology and social work: Creating an interdisciplinary framework for redefining person-in-environment. Ecopsychology, 1(3), 138-145. https://www.liebertpub.com/doi/10.1089/eco.2009.0046
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19. Shiva, V. (2016). The violence of the green revolution: Third world agriculture, ecology, and politics. University Press of Kentucky.

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	3
CO2	2	1	2	3	1
CO3	1	2	1	2	2
CO4	3	3	3	3	3
CO5	2	2	2	1	1

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	**20**	**20**	**20**	**20**	**20**	**100**

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Very short answer questions (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	**12**	**12**	**12**	**12**	**12**

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content 50%**	Ideas are detailed, well developed, supported with specific evidence &facts andexamples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5
2	**Organiza -tion 50%**	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	Poorly Organised	Not organised	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Knowledge and Understanding 50%**	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5
2	**Presentation 50%**	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

i.   **Model Question Paper**

Model Questions
Part- A **Answer ALL the questions   (10 x 1 = 10 Marks)**   Question nos: 1 to 10 TEN MCQ – TWO questions from each unit
Part- B **Answer ALL the questions   (5x 3= 15 Marks)** Question nos: 11-15 FIVE Short answer questions – ONE question from each unit
Part- C **Answer ALL the questions   (5x 7= 35 Marks)** Question nos: 16-20 FIVE Essay questions – ONE question from each unit with internal choice (either or type)

ABILITY ENHANCEMENT COURSE

Semester- II

SWKFW04	SKILL LAB- II		
Course Credit	**2**	**Course Marks**	**100**
Skills	1. Research Proposal Writing 2. Literature Review Skills 3. Interviewing/FGD Skills 4. Policy briefing/legislative review 5. Counselling Skills		

OPEN ELECTIVE COURSES FOR OTHER DEPARTMENT STUDENTS

Course Code	Course Name	L	T	P	Credits
SWKOE01	Science of Happiness	3			3

a. Course Outcome (CO)
On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	To understand the holistic aspects of happiness and wellbeing.	Understand
CO 2	To understand the biological, psychological and socio cultural factors affecting happiness.	Skill
CO 3	To learn essential skills of Human Happiness and well being at personal life and workplace.	Apply
CO 4	To balance mind and emotions in linkages with happiness.	Apply
CO 5	To connect the concept of happiness to the personal life though practicing compassion and gratitude.	Skill

b. Syllabus

Units	Content
I	**Foundation of Science of Happiness** Introduction and definition of science of happiness and related concepts Basics of happiness Philosophy of happiness Theories of happiness Social life, Happiness and Well-being
II	**Factors affecting Happiness** Biological, psychological and socio cultural The power of connection Happiness and Addiction Happiness Practice
III	**Happiness at the Workplace** Introduction and Basic Concepts Factors contributing for happiness at work Factors affecting happiness at work Consequences of happiness at work
IV	**Happiness myths and Realities** Materials and Happiness Positive Relationship and happiness Achievement and happiness Thinking critically about happiness Social networks, social media and happiness
V	**Becoming happier** Creating happiness around and inside you Mindfulness Optimism Kindness and Compassion Barriers to happiness The science of positive emotions.
	Tasks and Assignments: Each student is required to submit the following: 1. Assignment on a given topic 2. Seminar presentation of the topic 3. Article/ Book Review 4. Two Internal Assessment Tests

References:
1. Stearns, P.N. (2020). Happiness in World History (1st ed.). Routledge. https://doi.org/10.4324/9781003096436
2. Hermans, H.J.M., & Meijers, F. (Eds.). (2020). The Pursuit of Happiness: Between Prosperity and Adversity (1st ed.). Routledge. https://doi.org/10.4324/9781003008835
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15. Race MC.,Furnham A. (2014) Creating a Healthy Workplace Environment. In: Mental Illness at Work. Palgrave Macmillan, London

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	2	2	1	1	2
CO2	2	2	1	2	1
CO3	2	1	1	1	2
CO4	3	2	1	1	1
CO5	1	2	1	2	1

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	**20**	**20**	**20**	**20**	**20**	**100**

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	2	
Seminar	-	-	2		2
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Multiple Choice Questions (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content 50%**	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3
2	**Organiza-tion 50%**	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	Poorly Organised	Not organised	Not attended	CO1, CO2, CO3

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Knowledge and Understanding 50%**	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3

2	**Presentation** **50%**	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3

i.   **Model Question Paper**

Model Questions
Part- A   **Answer ALL the questions**   **(10 x 1 = 10 Marks)**   Question nos: 1 to 10   TEN MCQ – TWO questions from each unit
Part- B   **Answer ALL the questions**   **(5x 3= 15 Marks)**   Question nos: 11-15   FIVE Short answer questions – ONE question from each unit
Part- C   **Answer ALL the questions**   **(5x 7= 35 Marks)**   Question nos: 16-20   FIVE Essay questions – ONE question from each unit with internal choice (either or type

Course Code	Course Name	L	T	P	Credits
SWKOE02	Dissertation Protocol	3			3

Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	To familiarize with the applied advanced research methods and techniques	Understand
CO 2	Familiarization conceptualization of research problem, review of the literature	Understand
CO 3	To learn the application of the research process.	Apply
CO 4	To learn the relevance of mixed methods in social science research.	Apply
CO 5	To learn the relevance of conducting synthesis of research findings.	Skill

Course Outline

Units	Content
I	**Introduction to research methodology.** Meaning Of Research, Objectives of Research, Types of research, Research Approaches, Research Methods versus Methodology, Research Process, Criteria of Good Research
II	**Review of literature, study background, and objectives** Objectives and Purposes of Review of Literature, Sources of Review of Literature Types of Literature , Writing Process
III	**Conceptualization of the research problem,** Selection of Topics and Formulating Research Questions, **, Scope, and significance of the study,** Criteria for Evaluating Research Questions, Conceptualizing a Topic, Factors Affecting the Selection of Topics, Unit of Analysis, Understanding Variables , Relationship among Variables, **hypothesis**
IV	**Mixed research methods (Quantitative and Qualitative).** Meaning, Characteristics and Methods
V	**Dissertation/research synopsis/protocol** Research and Publication Ethics

Tasks and Assignments:

Each student is required to submit the following:

1. Assignment on a given topic
2. Seminar presentation of the topic
3. Article/ Book Review
4. Two Internal Assessment Tests

Reference

Essential Readings

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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	1	3	1
CO2	2	3	3	3	3
CO3	3	2	1	3	2
CO4	1	1	1	3	1
CO5	3	2	2	2	1

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	**20**	**20**	**20**	**20**	**20**	**100**

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Multiple Choice Questions (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	**12**	**12**	**12**	**12**	**12**

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content** **50%**	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5
2	**Organiza -tion** **50%**	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	Poorly Organised	Not organised	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs

		Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5
1	**Knowledge and Understanding 50%**	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5
2	**Presentation 50%**	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

i. Model Question Paper

Model Questions
Part- A   **Answer ALL the questions   (10 x 1 = 10 Marks)**   Question nos: 1 to 10   TEN MCQ – TWO questions from each unit
Part- B   **Answer ALL the questions   (5x 3= 15 Marks)**   Question nos: 11-15   FIVE Short answer questions – ONE question from each unit
Part- C   **Answer ALL the questions   (5x 7= 35 Marks)**   Question nos: 16-20   FIVE Essay questions – ONE question from each unit with internal choice (either or type)

SEMESTER III

CORE COURSES

Course Code	Course Name	L	T	P	Credits
SWK2031	Elements of Mental Health	4	-	-	4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Understand concepts related to mental health, well-being and Mental illness.	Remember
CO 2	Conduct assessment of clients situation from the bio-psychosocial perspective	Understand
CO 3	Gain an insight on different types of mental disorders, its causes and management.	Analyze
CO 4	Develop appropriate skills for the practice of mental health social work	Skill
CO 5	Understanding of policy and practice issues in the field of mental health	Apply

b. Syllabus

Units	Content
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.
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.
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
IV	**Treatment of Mental Disorders** Treatment methods of Psychiatric disorders- physiological methods; psychotropic medicine, ECT and surgical. Psychological methods; psychotherapies, behaviour therapy, therapeutic community.
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).
	Tasks and Assignments:

Each student is required to submit the following:
1. Assignment on a given topic
2. Seminar presentation of the topic
3. Article Review
4. Internal Assessment Tests

References:

1. Ahuja, N., & Niraj, A. (2006). *A short textbook of psychiatry*. Jaypee Brothers Publishers.
2. Bhugra, D., Tse, S., & Roger, N. G. (2015). *Handbook of psychiatry in Asia*. London and New York: Routledge.
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16. Woo, S. M., & Keatinge, C. (2016). *Diagnosis and treatment of mental disorders across the lifespan*. John Wiley & Sons.
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	2	0	0	2	1
CO2	0	2	0	3	1
CO3	1	3	1	2	1
CO4	0	2	0	3	0
CO5	3	1	1	2	1

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40

External	12	12	12	12	12	60
Total	**20**	**20**	**20**	**20**	**20**	**100**

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
MCQ (10 x 1 = 10 marks)	02	02	02	02	02
Shot Answer (5 x 3= 15 marks)	03	03	03	03	03
Essay Type ((5 x 7= 35 marks	07	07	07	07	07
Total	**12**	**12**	**12**	**12**	**12**

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content 50%**	Ideas are detailed, well developed, supported with specific evidence &facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5
2	**Organiza-tion 50%**	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, of main idea and conclusion.	Poorly Organised	Not organized	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Knowledge and Understanding 50%**	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5

2	**Presentation** **50%**	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

i. **Model Question Paper**

Model Questions
Part- A **Answer ALL the questions**   **(10 x 1 = 10 Marks)**   Question nos: 1 to 10 TEN MCQ – TWO questions from each unit
Part- B **Answer ALL the questions**   **(5x 3= 15 Marks)** Question nos: 11-15 FIVE Short answer questions – ONE question from each unit
Part- C **Answer ALL the questions**   **(5x 7= 35 Marks)** Question nos: 16-20 FIVE Essay questions – ONE question from each unit with internal choice (either or type)

Course Code	Course Name	L	T	P	Credits
SWK2032	Sustainable Rural Community Development	4			4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	To develop an Insight into the context of Sustainable Rural Community Development	Understand
CO 2	To impart knowledge on the programmes of SRCD.	Understand
CO 3	To create an understanding on Sustainable Development and Livelihood Promotion.	Analyze
CO 4	Understand the tools in livelihood promotion.	Skill
CO 5	Application of social work practice in SRCD	Apply

b. Syllabus

Units	Content
I	**Rural Community – Concept and Features** Rural Community – Definition, Concept, socio-cultural, economic and demographic features, geographical differences; Global and national distribution of rural populace; Human Development Index in rural areas; Structural inequities and marginalization among rural communities – Class, Caste, Religion, Gender; Rural communities and Sustainable Development Goals.
II	**Rural issues** Rural issues – poverty, landlessness, livelihood insecurity, agrarian distress, indebtedness, unemployment, poor public infrastructure, poor housing, environmental sanitation, open defecation, waste management, substance abuse, domestic violence, public health, mental health, environmental destruction, loss of biodiversity, climate change and natural disasters, development induced displacement, migration, violence.
III	**Rural Development Programmes** Rural community development – Concept, Principles, Objectives, Approaches, Process, Methods, Models and Scope; Gandhian Constructive Programmes; Early experiments in rural development - Sriniketan experiment, Gurgaon experiment, Marthandam experiment, Etawa pilot project; Five Year Plans; Rural Development Institutions; Area based Programmes: Target Group based Programmes; Rural Development Budget; Rural Development Programmes/Schemes: ICDS, NRHM, DMHP, PURA, TSC, PMAYG, MGNREGA, SGSY, SSA, IRDP, TRYSEM, NREP, RLEGP, JRY; Role of voluntary organizations; CSR initiatives; Decentralisation and rural governance
IV	**Sustainable Rural Livelihood Promotion** Livelihood promotion - Concept, History, Needs and Objectives, Linkages to SDGs; Rural & Urban Livelihood Linkages; Livelihood Vulnerabilities/Strategies/Outcomes; Livelihood Frame Work Analysis – Livelihood profiling, Mapping Community Assets/Capitals (Natural, Physical, Financial, Human and Social)/processes/institutions/stakeholders; Designing livelihood interventions (Technology/Training/Marketing/Credit/ Infrastructure and Institution Building, Ownership and Management); Local market profiling; Value chain analysis; Case Studies
V	**Development practice with Rural Communities** Good practices and models in Rural Development; Role of Rural Community Development workers in implementation of rural development Programmes; Application of Social Work Methods in Rural Development; Challenges in

implementing Rural Community Development Programmes; Social/Environmental impact assessment of Rural Development programmes; Scope of rural studies for evidence-based practice in Social Work; Rights based policy advocacy and practice; Rural development management.

Tasks and Assignments:

Each student is required to submit the following:
- ✓ Assignment on a given topic
- ✓ Seminar presentation of the topic
- ✓ Article/ Book Review
- ✓ Internal Assessment Tests

References

1. Mascarentas (1988). A strategy for rural development, New Delhi: Sage
2. Vijay Mahajan, Sankar Datta and Gitali Thakur, (2001). A Resource Bookfor Livelihood Promotion. Hyderabad: BASIX
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	3
CO2	2	1	2	3	1
CO3	1	2	1	2	2
CO4	3	3	3	3	3
CO5	2	2	2	1	1

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	**20**	**20**	**20**	**20**	**20**	**100**

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Multiple Choice Questions (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	**12**	**12**	**12**	**12**	**12**

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content 50%**	Concepts are detailed, well-framed, supported with specific evidence &facts andexamples	Concepts are detailed, Developed and supported with evidence and facts mostly specific.	Conceptsare presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5
2	**Organiza-tion 50%**	Includes title, introduction,statement of the main idea withillustration and conclusion.	Includes title, introduction,statement ofmain ideaand conclusion.	Poorly Organised	Not organised	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Knowledge and Understanding** **50%**	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5
2	**Presentation** **50%**	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

i.   Model Question Paper

Model Questions
Part- A   **Answer ALL the questions   (10 x 1 = 10 Marks)**   Question nos: 1 to 10   TEN MCQ – TWO questions from each unit
Part- B   **Answer ALL the questions   (5x 3= 15 Marks)**   Question nos: 11-15   FIVE Short answer questions – ONE question from each unit
Part- C   **Answer ALL the questions   (5x 7= 35 Marks)**   Question nos: 16-20   FIVE Essay questions – ONE question from each unit with internal choice (either or type)

Course Code	Course Name	L	T	P	Credits
SWK2033	Foundations of Management	4			4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Understand the foundational concepts in Human Resource Management	Understand
CO 2	Understand the various approaches	Understand
CO 3	To analyse various management theory	Analyze
CO 4	To learn essential management skills	Skill
CO 5	To apply Management skills in complex Organisation	Apply

b. Syllabus

Units	Content
I	**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.
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.
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.
IV	**Contemporary Management** Emerging Horizons of Management- Management Theory of Peter Drucker,Six Sigma,5 S Frame work, 7 S Framework, Japanese Management Technique, Challenges before Future Managers in 21st Century,
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.
	Tasks and Assignments: Each student is required to submit the following: ✓ Assignment on a given topic ✓ Seminar presentation of the topic ✓ Article/ Book Review ✓ Two Internal Assessment Tests **References** 1. Armstrong, S. J., & Fukami, C. V. (2009). *The SAGE handbook of management learning, education and development*. SAGE Publications Ltd, https://doi.org/10.4135/9780857021038

	2.	Drucker, Peter F.,(1973),*Management Tasks Responsibilities Practices*, Allied Publishers Private Limited,New Delhi. ISBN: 9780060110925
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	2	2	3	2
CO2	3	2	1	2	2
CO3	2	2	2	2	1
CO4	2	2	3	3	3
CO5	2	1	3	3	3

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	**20**	**20**	**20**	**20**	**20**	**100**

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-

Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Multiple Choice Questions (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content 50%**	Concepts are detailed, well-framed, supported with specific evidence & facts and examples	Concepts are detailed, Developed and supported with evidence and facts mostly specific.	Concepts are presented but not particularly developed or supported;	Not attended	Not attended	CO1, CO2, CO3, CO4, CO5
2	**Organiza-tion 50%**	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	Poorly Organised	Not attended	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Knowledge and Understanding 50%**	To understand the evolution of Management thought and processes.	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5

2	**Presentation** **50%**	Ability to understand the ideas of Management and the way to implement it in an organization	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

iii. **Model Question Paper**

Model Questions
Part- A   **Answer ALL the questions**   **(10 x 1 = 10 Marks)**   Question nos: 1 to 10   TEN MCQ – TWO questions from each unit
Part- B   **Answer ALL the questions**   **(5x 3= 15 Marks)**   Question nos: 11-15   FIVE Short answer questions – ONE question from each unit
Part- C   **Answer ALL the questions**   **(5x 7= 35 Marks)**   Question nos: 16-20   FIVE Essay questions – ONE question from each unit with internal choice (either or type)

Course Code	Course Name	L	T	P	Credits
SWK2034	Health System Management	4			4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Understand the concept, Dimensions of Social Environmental factors	Understand
CO 2	Understand concepts of Social Work illness Prevention and Health Promotion	Understand
CO 3	To Know inter linkages between Health and development	Analyze
CO 4	To impart critical understanding of Health policies and Programmes	Skill
CO 5	Apply the theoretical knowledge of Social Work knowledge and crisis intervention in Health Care setting	Apply

b. Syllabus

Units	Content
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 environmental factors in the emergence of emerging and re-emerging infectious diseases.
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.
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.
IV	**Health System in India- Programmes** Health Programmes in India: National Malaria Eradication Programme, National Leprosy Eradication Programme, National Tuberculosis Programme, National AIDS control Progrmme, Maternal & Child Health Progrmme; ICDS; Schools Health Programmes UIP; National Cancer Control Progrmme, 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.
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.
	Tasks and Assignments: Each student is required to submit the following: ✓ Assignment on a given topic

	✓ Seminar presentation of the topic ✓ Article/ Book Review ✓ Two Internal Assessment Tests **References** 1. Tanu, G. (2019). Medical Social Work Practice in India 2. Emerging Trends and Perspectives Sultan Chand & Sons, ISBN 93-5161-157-4 3. Shariff, I.A. (1981). Psychiatric Social Work in India. Sage Publication: New Delhi 4. Dhooper, S.S. (1977). *Social Work in Health Care in 21st Century*. Sage Publication: London. 5. Dube, S. (1983) .*Mental Health Problems of the Social Disadvantaged*. Tata Mc. Graw Hill Publishing Co: New Delhi. 6. Page, James D. (1970). *Abnormal Psychology : A Clinical Approach to Psychological Deviants* .Tata McGraw Hill publishing Co. Ltd. Pvt.: New Delhi. ISBN 1163182060 7. Park, K. (2000). *Park's Text Book of Preventive and Social Medicine*. BanarsidasBhanot Publishers: Jabalpur. ISBN 978-9382219163 8. Puri, Madhumita; Sen, Arun K. (1989). *Abnormal Psychology: The Problems of Maladaptive Behaviour Mentally Retarded Children in India*. Mittal: New Delhi. 9. . Stephen, Pilling. (1991). *Rehabilitation and community care*. Routledge: London 10. Mumford, D. B. (1993). Book reviews : Verma, Ratna (1991) Psychiatric Social Work in India. New Delhi: Sage. International Social Work, 36(2), 183–184. https://doi.org/10.1177/002087289303600213 11. World Health Organization. (**(1992classification of 10-The ICD . mental and behavioural disorders : clinical descriptions and .diagnostic guidelines. World Health Organization** 12. D'Cruz P. Family-focused Interventions in Health and Illness. *Journal of Health Management*. 2003;5(1):37-56. doi:10.1177/097206340300500103		

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	2	3	1	2	1
CO2	1	3	1	2	1
CO3	2	2	1	3	1
CO4	3	3	1	3	1
CO5	1	3	1	1	1

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	**20**	**20**	**20**	**20**	**20**	**100**

.

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Multiple Choice Questions (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	**12**	**12**	**12**	**12**	**12**

g. Rubric for Assignments

Sl. No	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content** **50%**	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5
2	**Organiza -tion** **50%**	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	Poorly Organised	Not organised	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Knowledge and Understandi ng** **50%**	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attende d	CO1, CO2, CO3, CO4, CO5

2	**Presentation** **50%**	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

i. **Model Question Paper**

Model Questions
Part- A   **Answer ALL the questions**   **(10 x 1 = 10 Marks)**   Question nos: 1 to 10   TEN MCQ – TWO questions from each unit
Part- B   **Answer ALL the questions**   **(5x 3= 15 Marks)**   Question nos: 11-15   FIVE Short answer questions – ONE question from each unit
Part- C   **Answer ALL the questions**   **(5x 7= 35 Marks)**   Question nos: 16-20   FIVE Essay questions – ONE question from each unit with internal choice (either or type)

Course Code	Course Name	L	T	P	Credits
SWK2035	**Sustainable Urban Community Development**	3	1		4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Understand the process of urbanization and urban development	Understand
CO 2	Illustrate the linkage between sustainability and urban problems	Apply
CO 3	Develop a critical understanding of urban problems and sustainable urban development	Analyze
CO 4	Develop policy recommendations for sustainable urban development practice	Create
CO 5	Assesses the different skills required for sustainable development practice in urban settings	Skill

b. Syllabus

Units	Content
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.
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.
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.

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.
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; Urban development management.

Tasks and Assignments:

Each student is required to submit the following:
- ✓ Assignment on a given topic
- ✓ Seminar presentation of the topic
- ✓ Article/ Book Review
- ✓ Two Internal Assessment Tests

References:

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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	3
CO2	2	1	2	3	1
CO3	1	2	1	2	2
CO4	3	3	3	3	3
CO5	2	2	2	1	1

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Very short answer questions (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs

Sl.No.		100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence &facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5
2	Organiza-tion 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	Poorly Organised	Not organised	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5
2	Presentation 50%	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

i.   Model Question Paper

Model Questions
Part- A   **Answer ALL the questions**   **(10 x 1 = 10 Marks)**   Question nos: 1 to 10   TEN MCQ – TWO questions from each unit
Part- B   **Answer ALL the questions**   **(5x 3= 15 Marks)**   Question nos: 11-15   FIVE Short answer questions – ONE question from each unit
Part- C   **Answer ALL the questions**   **(5x 7= 35 Marks)**   Question nos: 16-20   FIVE Essay questions – ONE question from each unit with internal choice (either or type)

Course Code	Course Name	L	T	P	Credits
SWK2036	Human Resource Management and Organizational Behaviour	4			4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Understand the foundational concepts in Human Resource Management and Organisational Behaviour	Understand
CO 2	Understand the origin of Human Resource Management and Organisational Behaviour	Understand
CO 3	Impart knowledge and skills in the application of Human Resource Management and Organisational Behaviour	Analyze
CO 4	Understand Trends and challenges in Human Resource Management and Organisational Behaviour	Skill
CO 5	Application of Organizational Behavioural Skills	Apply

b. Syllabus

Units	Content
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. Human Resource Management, Concept, Definition and Emergence of HRM Nature and Development of HRM in India.
II	**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.
III	**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.
IV	**Organizational Behaviour** Concept and Importance of Organizational Behaviour, Key Elements, Historical roots of OB, Models of OB, Individual Behaviour –Values, Attitudes, Perception, Motivation, Interpersonal Behaviours –Johari Window, Transactional Analysis, Group Behaviour –Inter group Behaviour, Group Vs Team, Leadership styles and Theories, Organization Design, Organization Change, Emerging changes in OB.
V	**Human Happiness and employee engagement** Employee engagement- concept, evolution, strategies. Relationship between Job satisfaction, productivity, Organizational commitment and Employee engagement. Happiness at work - Measuring, managing and maintaining happiness at workplace
	Tasks and Assignments:

Each student is required to submit the following:
- ✓ Assignment on a given topic
- ✓ Seminar presentation of the topic
- ✓ Article/ Book Review
- ✓ Two Internal Assessment Tests

References

1. Smith, P.E., Yellowley, W., & McLachlan, C.J. (2020). Organizational Behaviour: Managing People in Dynamic Organizations (1st ed.). Routledge. https://doi.org/10.4324/9780429279560
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	1	1	1	2
CO2	2	3	2	1	2
CO3	3	2	2	1	2
CO4	1	1	1	2	2
CO5	1	2	2	2	2

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Multiple Choice Questions (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Concepts are detailed, well-framed, supported with specific evidence & facts and examples	Concepts are detailed, Developed and supported with evidence and facts mostly specific.	Concepts are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5

Sl.No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
2	**Organiza -tion** **50%**	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	Poorly Organised	Not organised	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No .	Criteria	100%	75%	50%	25%	0%	Relatio n to COs
1	**Knowledge and Understandi ng** **50%**	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attende d	CO1, CO2, CO3, CO4, CO5
2	**Presentation** **50%**	Well Communicat ed with logical sequences, examples and references	Communicat ed with sequences	Just Communicat ed	No coherent communicati on	Not Attende d	CO1, CO2, CO3, CO4, CO5

iv.   **Model Question Paper**

Model Questions
Part- A **Answer ALL the questions   (10 x 1 = 10 Marks)**   Question nos: 1 to 10   TEN MCQ – TWO questions from each unit
Part- B **Answer ALL the questions   (5x 3= 15 Marks)**   Question nos: 11-15   FIVE Short answer questions – ONE question from each unit
Part- C **Answer ALL the questions   (5x 7= 35 Marks)**   Question nos: 16-20   FIVE Essay questions – ONE question from each unit with internal choice (either or type)

Course Code	Course Name	L	T	P	Credits
SWK2037	Social Policy and Legislation	3	1	-	4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Understand varous social policies and legislations in India	Understand
CO 2	Identify the linkage between policy framework, social inclusion and social justice	Apply
CO 3	Develop conceptual and critical knowledge of policy and legislative framework	Analyze
CO 4	Develop the ability for policy and legislative recommendations	Create
CO 5	Develop skills of policy and legislative review and advocacy	Skill

b. Syllabus

Units	Content
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.
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.
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.
IV	**Social legislations for social protection** Legislations for children; Legislations for addressing gender issues; Legislations for labour rights; Legislations for Senior Citizens; Legislations for SC/ST communities; Legislations for PWD; Personal Laws; Legislations on environmental protection; Legislations on right to information, education, human rights, legal aid; Public Interest Litigation
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
	Tasks and Assignments: Each student is required to submit the following: 1. Assignment on a given topic 2. Seminar presentation of the topic 3. Article/ Book Review 4. Two Internal Assessment Tests

References:

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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	3
CO2	2	1	2	3	1
CO3	1	2	1	2	2
CO4	3	3	3	3	3
CO5	2	2	2	1	1

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	**20**	**20**	**20**	**20**	**20**	**100**

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Multiple choice questions (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	**12**	**12**	**12**	**12**	**12**

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content 50%**	Ideas are detailed, well developed, supported with specific evidence &facts andexamples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5
2	**Organiza -tion 50%**	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	Poorly Organised	Not organised	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs

1	**Knowledge and Understanding** 50%	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5
2	**Presentation** 50%	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

i. **Model Question Paper**

Model Questions
Part- A   **Answer ALL the questions**   **(10 x 1 = 10 Marks)**   Question nos: 1 to 10   TEN MCQ – TWO questions from each unit
Part- B   **Answer ALL the questions**   **(5x 3= 15 Marks)**   Question nos: 11-15   FIVE Short answer questions – ONE question from each unit
Part- C   **Answer ALL the questions**   **(5x 7= 35 Marks)**   Question nos: 16-20   FIVE Essay questions – ONE question from each unit with internal choice (either or type)

DISCIPLINE SPECIFIC ELECTIVES

Course Code	Course Name	L	T	P	Credits
SWKEC05	**Disability Social Work**	2	1		3

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	**Level**
CO 1	Explain the types ofPersons with Disabilities and their familial and societal contexts	Understand
CO 2	Illustrate the disabling and enhancing environments impacting the quality of life of Personswith Disability	Apply
CO 3	Identify and critically analyse the social exclusion and marginalization of Personswith Disability	Analyze
CO 4	Develop the ability for policy and legislative recommendations in the field of disability	Create
CO 5	Assesses the different skills required in Social Work practice with People with Disability	Skill

b. Syllabus

Units	Content
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
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
III	**Approaches to Disability and Development** Approaches to disability: System, legal, Empowerment, Rights-based, Social Inclusion
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
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

Tasks and Assignments:
Each student is required to submit the following:
   ✓ Assignment on a given topic
   ✓ Seminar presentation of the topic
   ✓ Article/ Book Review
   ✓ Two Internal Assessment Tests
References:
  1. Albrecht, G., Seelman, K.,Bury,M (ed). 2001. *Handbook of Disability Studies*, New Delhi: Sage Publication
  2. Davis, L. J. (2006). *The disability studies reader*. Taylor & Francis.
  3. Banerjee, Gauri Rani. (1972). Social Caseworker and the Physically Handicapped Child. In Papers on Social Work – An Indian Perspective, Bombay: TISS.
  4. Biglan A.W., VamJasselt V.B., Simon J. (1988). Visual Impairment. In VanHasselt V.B.(Ed.), Handbook of Developmental and Physical Disability (pp.471-562). New York: Perganon Press.
  5. Goldenson, Robert M. (1978). Disability and Rehabilitation Handbook, McGraw Hill Inc.
  6. Karna,G (2001) Disability Studies In India: Retrospects and Prospectus, New Delhi; Gyan Publishing House
  7. Narasimhan, M.S. and Mukherjee, A.K. (1988). Disability: A Continuing Challenge. New Delhi: Wiley Eastern Ltd
  8. Oliver,M, Sapey,B (2006), Social Work with Disabled People, New York: Palgrave MacMillan
  9. Prasad, L. (1994). Rehabilitation of the Physically Handicapped. New Delhi : Konark Publishers
  10. Shakespeare, T (2006) Disability Rights and Wrongs, London: Routledge

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	3
CO2	2	1	2	3	1
CO3	1	2	1	2	2
CO4	3	3	3	3	3
CO5	2	2	2	1	1

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	**20**	**20**	**20**	**20**	**20**	**100**

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Multiple choice questions (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence &facts andexamples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5
2	Organiza-tion 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	Poorly Organised	Not organised	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5
2	Presentation 50%	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

i. Model Question Paper

Model Questions
Part- A   **Answer ALL the questions**   **(10 x 1 = 10 Marks)**   Question nos: 1 to 10   TEN MCQ – TWO questions from each unit
Part- B   **Answer ALL the questions**   **(5x 3= 15 Marks)**   Question nos: 11-15   FIVE Short answer questions – ONE question from each unit
Part- C   **Answer ALL the questions**   **(5x 7= 35 Marks)**   Question nos: 16-20   FIVE Essay questions – ONE question from each unit with internal choice (either or type)

Course Code	Course Name	L	T	P	Credits
SWKEC06	Social Entrepreneurship for Sustainable Development	3			3

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Understand the foundations of social entrepreneurship	Understand
CO 2	Illustrate the components and process of social entrepreneurship	Understand
CO 3	Impart knowledge and skills in the application of Social Entrepreneurship Skills	Analyze
CO 4	Understand and apply the foundations of social entrepreneurship	Skill
CO 5	Apply the skills of social entrepreneurship in different settings	Apply

b. Syllabus

Units	Content
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
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.
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.
IV	**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
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
	Tasks and Assignments: Each student is required to submit the following: 1. Assignment on a given topic 2. Seminar presentation of the topic 3. Article Review 4. Internal Assessment Tests **References**

5. Bornstein, David. (2004). *How to change the world: Social entrepreneurs and the power of new ideas*, New Delhi: Penguin
6. Brooks, A.C. (2008). *Social Entrepreneurship: A modern approach to social value Creation*, New Delhi: Pearson Prentice Hall
7. Chahine, T. (2016). *Introduction to social entrepreneurship*. CRC Press.
8. Carlson, C. (2022). *Social entrepreneurship and innovation*. SAGE Publications.
9. Kumar, K.B.S. (2007). *Social entrepreneurs: The change makers IUP*: Agartala.
10. Nicholls, Alex (2008). *Social entrepreneurship: New models of sustainable social change,* New York: Oxford University Press
11. Philips, Bonefiel and Sharma (2011), *Social Entrepreneurship,* Global vision publishing house, New Delhi.
12. Rabindra N. Kanungo (1998). *Entrepreneurship and innovation*, Sage Publications, New Delhi, 1998.
13. Verma, Anita. (2009). *Social entrepreneurship management*, Global India, New Delhi.
14. Venkatapathy, R. Malar, M.K. Uma, D.N. (2010). *Social entrepreneurship: Strategies for nation building*, New Delhi: Excel
15. Wei-Skillern, J. (2007). *Entrepreneurship in the social sector*, (Vol. 13). Sage.

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	1	-	2	2
CO2	2	1	3	2	1
CO3	1	3	1	3	3
CO4	2	2	1	3	3
CO5	1	3	2	2	1

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
MCQ (10 x 1 = 10 marks)	02	02	02	02	02
Shot Answer (5 x 3= 15 marks)	03	03	03	03	03
Essay Type ((5 x 7= 35 marks	07	07	07	07	07
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content** 50%	Ideas are detailed, well developed, supported with specific evidence &facts andexamples	Ideasare detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5
2	**Organiza-tion** 50%	Includes title, introduction,statement of the main idea withillustration and conclusion.	Includes title, introduction,statement ofmain ideaand conclusion.	Poorly Organised	Not organised	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Knowledge and Understanding** 50%	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5
2	**Presentation** 50%	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

i. Model Question Paper

Model Questions
Part- A **Answer ALL the questions**   **(10 x 1 = 10 Marks)**   Question nos: 1 to 10 TEN MCQ – TWO questions from each unit
Part- B **Answer ALL the questions**   **(5x 3= 15 Marks)** Question nos: 11-15 FIVE Short answer questions – ONE question from each unit
Part- C **Answer ALL the questions**   **(5x 7= 35 Marks)** Question nos: 16-20 FIVE Essay questions – ONE question from each unit with internal choice (either or type)

ABILITY ENHANCEMENT COURSE

Semester- III

SWKFW07	SKILL LAB- III		
Course Credit	**2**	**Course Marks**	**100**
Skills	1. GPS/GIS Basics 2. Documentation Skills 3. Leadership Skills 4. Social Media skills 5. Administrative & Managerial Skills		

SEMESTER IV

CORE COURSES

Course Code	Course Name	L	T	P	Credits
SWK2041	Psychiatric Social Work	4			4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Understand the concept, meaning and importance of psychiatric social work.	Understand
CO 2	Understand concepts and theories related to psychiatric Social Work	Understand
CO 3	Impart knowledge about the community mental health and therapeutic community.	Analyze
CO 4	Analyze the different plans, programmes and policies related to mental health in India and its effectiveness.	Skill
CO 5	Apply the theoretical knowledge on Psychiatric rehabilitation in the contemporary society.	Apply

b. Syllabus

Units	Content
I	**Introduction to Psychiatric Social Work** Psychiatric Social Work: Definition Scope, Historical Development of Psychiatric Social Work in India, UK and USA; Importance of Social Psychiatry and Transcultural Psychiatry. Supervision in Psychiatric Social Work
II	**Psycho-social 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 and others, Mental Status Examinations (MSE)
III	**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. Integrative mental health care
IV	**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, Mental Health Care Act 2017, Mental Health Programme: NMHP, DMHP, Welfare measures in India for the people with mental illness.
V	**Psychosocial Rehabilitation** Psychosocial Rehabilitation: Definition, Principle and Strategies, Psychosocial Rehabilitation Services. Resource Mobilization, Rehabilitation Setting: Day care Centres, Half Way Homes, Shelter homes, hostels, Foster care. Role/Function of Psychiatric Social Worker in rehabilitation; Addiction and Social Work Intervention, Role and function of psychiatric social worker in different settings (hospital, child-guidance clinic, Correctional setting).
	Tasks and Assignments: Each student is required to submit the following: ✓ Assignment on a given topic ✓ Seminar presentation of the topic ✓ Article/ Book Review ✓ Two Internal Assessment Tests

References:

1. Andrade, C., Psychopharmacology, D. B., Ranjith, G., & Patel, V. (2005). Handbook of psychiatry: a South Asian perspective.
2. Archambeault, John(2009).Social Work and Mental Health, UK Learning Matters Pvt Ltd.
3. Chakraborty, A. (1990). Social Stress and Mental Health. New Delhi: Sage Publication.
4. Coppock, V, & Dunn, B. (2010). Understanding Social Work Practice in Mental Health. Sage.
5. Coppock, V., &Hopton, J. (2002). *Critical perspectives on mental health*. Routledge.
6. Gerald, Kaplan (1961). An Approach to Community Mental Health. New York, Green & Stratton Inc.
7. Patel, V. (2003). *Where there is no psychiatrist: a mental health care manual*. RCPsych Publications.
8. Heller, N. R., &Gitterman, A. (Eds.). (2010). *Mental health and social problems: A social work perspective*. Routledge.
9. Harold, I. Kaplan et.al. (1980). Comprehensive Text Book of Psychiatry. Vol. I to III. U.S.A. Williams & Wilkins Company
10. Henry Wechsler.et.al., (1970). Sociology & Mental Health. Published for the Society for the Psychological Study of Social Issues. New York, Holt, Rinehart & Winston, Inc
11. Knoll, D. (1979). Psychiatric supervision for social work?. *Clinical Social Work Journal*, 7(3), 214-217.
12. Szasz, Thomas. : The Myth of Mental Illness
13. Varma, Ratna ((1991) Psychiatric Social Work in India, New Delhi: Sage Publication
14. Verghese, A., & Abraham, A. (1983). *Introduction to psychiatry*. Christian Literature Society.

Journals

1. Bhugra, D. and Bhui, K. (2000). Epidemiological findings on prevalence of mental disorders in India. Indian Journal of Psychiatry, 42 (1), 14-20
2. Brown, S. (1931). A school for psychiatric social work. *Psychiatric Quarterly*, 5(1), 7-11.
3. Chandrashekhar, Suresh Math, Bhugra, D. (2007). Psychiatric epidemiology in India. *Indian Journal of Medical Research* 126, pp 183-192.
4. Desai, N. (2006). Public Mental Health: An evolving imperative, *Indian Journal of Psychiatry*, 48, 135
5. Ponnuchamy, L., Mathew, B. K., Mathew, S., Udayakumar, G. S., Kalyanasundaram, S., &Ramprasad, D. (2005). Family support group in psychosocial rehabilitation. *Indian journal of Psychiatry*, 47(3), 160.

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	1	3	3	1
CO2	-	2	1	3	2
CO3	2	2	3	3	1
CO4	1	2	2	2	3
CO5	3	3	1	2	1

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	**20**	**20**	**20**	**20**	**20**	**100**

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Multiple Choice Questions (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	**12**	**12**	**12**	**12**	**12**

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content 50%**	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5
2	**Organiza-tion 50%**	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	Poorly Organised	Not organised	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs

		Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5
1	**Knowledge and Understanding** **50%**	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5
2	**Presentation** **50%**	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

i. Model Question Paper

Model Questions
Part- A **Answer ALL the questions**   **(10 x 1 = 10 Marks)**   Question nos: 1 to 10   TEN MCQ – TWO questions from each unit
Part- B **Answer ALL the questions**   **(5x 3= 15 Marks)**   Question nos: 11-15   FIVE Short answer questions – ONE question from each unit
Part- C **Answer ALL the questions**   **(5x 7= 35 Marks)**   Question nos: 16-20   FIVE Essay questions – ONE question from each unit with internal choice (either or type)

Course Code	Course Name	L	T	P	Credits
SWK2042	TRIBAL SOCIAL WORK	4			4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	To develop an Insight into the historical context of Tribal Community Development	Understand
CO 2	To impart knowledge on the Tribes, their Social Economical and political organizations.	Understand
CO 3	To create an understanding on the administration for Tribal Community Development	Analyze
CO 4	Understand the programmes of Tribal community development	Skill
CO 5	Application of social work practice in tribal development	Apply

b. Syllabus

Units	Content
I	**Tribe** Tribal Development- Tribes- Definition, characteristics, Ethnography-Territorial Distribution, Classification and Tribal Organizations- Economic, Political, Social and Cultural Aspects.
II	**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.
III	**Tribal Development Administration** Tribal Development Administration: Administrative stricture at Central, State and District levels; Hill Development Councils; Functions of Tribal Development Blocks/Agencies;; Research and Training in Tribal Development;
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
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
	Tasks and Assignments: Each student is required to submit the following: ✓ Assignment on a given topic ✓ Seminar presentation of the topic ✓ Article/ Book Review ✓ Internal Assessment Tests **References** 1. Sharma, B.D: Planning for tribal Development, Prachi Prakashan, New Delhi. 1984.

2. Sharma T.C. & D.N. Maunder (eds.): Eastern Himalayas, Cosmo Publication, New Delhi (1980) relevant chapters only.
3. Thaper, Ramesh (Ed): Tribe, Caste and Religion in India, Macmillan, Delhi, 1977 (relevant articles only.)
4. Vidharthi, L.P. and B.K. Rai: The Tribal Culture of India, Concept Publishing, New Delhi,2nd Edition, 1985 (relevant parts).
5. Xaxa, Virginius (2008): *State Society and Tribes: Issues in Post-Colonial India*, Dorling Kindersley, Delhi.
6. Mibang.T. and Behera, M.C. 2007: *Tribal Studies: Emerging Frontiers of Knowledge*, (Edited), Mittal, New Delhi.
7. Behera, M.C. (2004): *Globalization and Development Dilemma-Reflections from North East India*, (Edited), Mittal Publications, New Delhi.
8. Behera, M.C. (2000): *Tribal Religion, Change and Continuity (Ed.)*, Commonwealth Publishers, New Delhi.
9. Behera, M.C. (1997): *Trends in Agrarian Structure in the Hills of North-EastIndia* (Co-edited), Common wealth Publishers, New Delhi.
10. SachindraNarayan (2002) ,The Dynamics Of Tribal Development Issues and Challenge,Gyan Books D Delhi.
https://tribal.nic.in/repository/

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	1	3	3	3
CO2	3	2	1	3	2
CO3	2	2	1	2	1
CO4	1	2	2	1	3
CO5	3	3	1	2	1

d Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Multiple Choice Questions (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	**12**	**12**	**12**	**12**	**12**

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	**8**	**8**	**8**	**8**	**8**

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content** **50%**	Concepts are detailed, well-framed, supported with specific evidence & facts and examples	Concepts are detailed, Developed and supported with evidence and facts mostly specific.	Concepts are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5
2	**Organiza-tion** **50%**	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	Poorly Organised	Not organised	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Knowledge and Understanding** **50%**	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5
2	**Presentation** **50%**	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

i. Model Question Paper

Model Questions
Part- A **Answer ALL the questions**   **(10 x 1 = 10 Marks)** Question nos: 1 to 10 TEN MCQ – TWO questions from each unit
Part- B **Answer ALL the questions**   **(5x 3= 15 Marks)** Question nos: 11-15 FIVE Short answer questions – ONE question from each unit
Part- C **Answer ALL the questions**   **(5x 7= 35 Marks)** Question nos: 16-20 FIVE Essay questions – ONE question from each unit with internal choice (either or type)

Course Code	Course Name	L	T	P	Credits
SWK2043	Labour Welfare and Industrial Relations	4			4

Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Understand the concept of Labour Welfare and Industrial Relations	Understand
CO 2	Get acquainted with advance level of knowledge in labour welfare	Remember
CO 3	Students will able to find out the real cause of the problem and plan intervention in organisation	Analyze
CO 4	Understand different skills of Labour Welfare and Industrial Relations	Skill
CO 5	To enhance their employability skills and enables them to take up the challenging job assignments	Apply

b. Syllabus

Units	Content
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. Labour Code
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 .
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.
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
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

	Tasks and Assignments:
	Each student is required to submit the following:
	    1. Assignment on a given topic
	    2. Seminar presentation of the topic
	    3. Article/ Book Review
	    4. Two Internal Assessment Test
	
	References

1. Byres, T.J., Kapadia, K., & Lerche, J. (Eds.). (1999). Rural Labour Relations in India (1st ed.). Routledge. https://doi.org/10.4324/9781315039565
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	1	3	1
CO2	2	3	3	3	3
CO3	3	3	1	1	2
CO4	3	1	1	3	1
CO5	3	2	2	2	1

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Multiple Choice Questions (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	12	12	12	12	12

g. Rubric for Assignments

Sl.No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content 50%**	Concepts are detailed, well-framed, supported with specific evidence & facts and examples	Concepts are detailed, Developed and supported with evidence and facts mostly specific.	Concepts are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5
2	**Organiza-tion 50%**	Includes title, introduction, statement of the main idea with illustration and conclusion	Includes title, introduction, statement of main idea and conclusion.	Poorly Organised	Not organised	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl.No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Knowledge and Understanding 50%**	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5

2	**Presentation** **50%**	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

i.   **Model Question Paper**

Model Questions
Part- A   **Answer ALL the questions**   **(10 x 1 = 10 Marks)**   Question nos: 1 to 10   TEN MCQ – TWO questions from each unit
Part- B   **Answer ALL the questions**   **(5x 3= 15 Marks)**   Question nos: 11-15   FIVE Short answer questions – ONE question from each unit
Part- C   **Answer ALL the questions**   **(5x 7= 35 Marks)**   Question nos: 16-20   FIVE Essay questions – ONE question from each unit with internal choice (either or type)

Course Code	Course Name	L	T	P	Credits
SWK2044	Medical Social Work	4			4

a. Course Outcome (CO)
On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Understand the concept, meaning and importance of Medical social work.	Remember
CO 2	Understanding the multidimensional approach to Health.	Understand
CO 3	Application of Social Work Methods, approaches and skills in hospital setting	Analyze
CO 4	To promote advocacy between hospital, Community and Government	Skill
CO 5	To relate the knowledge of Social Work practice to the health situation in India.	Apply

b. Syllabus

Units	Content
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).
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.
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.
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
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.
	Tasks and Assignments: Each student is required to submit the following: ✓ Assignment on a given topic ✓ Seminar presentation of the topic ✓ Article/ Book Review ✓ Two Internal Assessment Tests **References**

1. Brandell, J. R. (Ed.). (2010). Theory & practice in clinical social work. Sage.
2. Beder, J. (2013). Hospital social work: The interface of medicine and caring. Routledge.
3. Brandell, J. R. (Ed.). (2014). Essentials of clinical social work. Sage Publications.
4. Burrows, D. (2020). Critical hospital social work practice. Routledge.
5. Cooper, M. G., & Lesser, J. G. (2008). Clinical social work practice: An integrated approach (p. 272). New York, NY: Pearson.
6. Corcoran, J., & Walsh, J. (2010). Clinical assessment and diagnosis in social work practice. Oxford University Press.
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	3	1
CO2	3	3	2	3	3
CO3	3	1	2	2	3
CO4	2	2	3	2	3
CO5	3	3	2	3	2

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	**20**	**20**	**20**	**20**	**20**	**100**

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
MCQ (10 x 1 = 10 marks)	02	02	02	02	02
Shot Answer (5 x 3= 15 marks)	03	03	03	03	03
Essay Type ((5 x 7= 35 marks	07	07	07	07	07
Total	**12**	**12**	**12**	**12**	**12**

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content 50%**	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5
2	**Organiza-tion 50%**	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	Poorly Organised	Not organised	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Knowledge and Understanding 50%**	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5
2	**Presentation 50%**	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

i.   Model Question Paper

Model Questions
Part- A   **Answer ALL the questions**   **(10 x 1 = 10 Marks)**   Question nos: 1 to 10   TEN MCQ – TWO questions from each unit
Part- B   **Answer ALL the questions**   **(5x 3= 15 Marks)**   Question nos: 11-15   FIVE Short answer questions – ONE question from each unit
Part- C   **Answer ALL the questions**   **(5x 7= 35 Marks)**   Question nos: 16-20   FIVE Essay questions – ONE question from each unit with internal choice (either or type)

Course Code	Course Name	L	T	P	Credits
SWK2045	**Participatory Approaches in Development**	3	1		4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Explain the various approaches, methods and techniques used for participatory development	Understand
CO 2	Illustrate the various approaches, methods and techniques used for participatory development	Apply
CO 3	Analyse the contemporary development context and participatory governance	Analyze
CO 4	Develop platforms for participatory governance	Create
CO 5	Develop skills for participatory assessment, planning and project proposal development	Skill

b. Syllabus

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

	Tasks and Assignments:
	Each student is required to submit the following:
	✓ Assignment on a given topic
	✓ Seminar presentation of the topic
	✓ Article/ Book Review
	✓ Two Internal Assessment Tests

References:
1. Altarelli, V., & Ashford, G. (2001). Enhancing ownership and sustainability: a resource book on participation: International Institute of Rural Reconstruction.
2. Chambers, R. (1992). Rural Appraisal: Rapid, Relaxed and Participation. Sussex: Institute of Development Studies.
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5. Mikkelsen, B. (2005). Methods for Development Work and Research: A New Guide for Practitioners: SAGE Publications.
6. Mukherjee, N. (1993). Participatory Rural Appraisal: Methodology and Applications: Concept Publishing Company.
7. NCAER. (1993). Comparative Study of Sample Survey & Participatory Rural Appraisal Methodologies. New Delhi: NCAER.
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11. Kumar,S. (2002). Methods for community participation: A complete guide for practitioners. Warwickshire, UK: MDG Publishing.
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	3
CO2	2	1	2	3	1
CO3	1	2	1	2	2
CO4	3	3	3	3	3
CO5	2	2	2	1	1

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Very short answer questions (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content 50%**	Ideas are detailed, well developed, supported with specific evidence &facts andexamples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5
2	**Organiza-tion 50%**	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	Poorly Organised	Not organised	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Knowledge and Understanding 50%**	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5

2	**Presentation** **50%**	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

i.   Model Question Paper

Model Questions
Part- A   **Answer ALL the questions   (10 x 1 = 10 Marks)**   Question nos: 1 to 10   TEN MCQ – TWO questions from each unit
Part- B   **Answer ALL the questions   (5x 3= 15 Marks)**   Question nos: 11-15   FIVE Short answer questions – ONE question from each unit
Part- C   **Answer ALL the questions   (5x 7= 35 Marks)**   Question nos: 16-20   FIVE Essay questions – ONE question from each unit with internal choice (either or type)

Course Code	Course Name	L	T	P	Credits
SWK2046	Human Resource Development and Organizational Dynamics	4			4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Understand the foundational concepts in Human Resource Development	Understand
CO 2	Understand the approaches and various models of Training	Understand
CO 3	Impart knowledge on the concept of Employee Development	Analyze
CO 4	Understand Trends in Organizational Dynamics	Skill
CO 5	Application of understanding Organizational culture and Skills	Apply

b. Syllabus

Units	Content
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.
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.
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.
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.
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.
	Tasks and Assignments: Each student is required to submit the following: 1. Assignment on a given topic 2. Seminar presentation of the topic 3. Article/ Book Review

4. Two Internal Assessment Tests

References

1) Swart, J., Mann, C., Brown, S., & Price, A. (2004). Human Resource Development (1st ed.). Routledge. https://doi.org/10.4324/9780080455389

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9) Dayal Iswar, (1996), *Successful Applications of HRD*, New Concepts , New Delhi.

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14) Jones, Gareth (2010), *Organizational Theory- Design and Change*, Pearson Education Limited, England.

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16) Kohli, Uddesh and P.Dharni Sinha,(2000),*Human Resource Development: Global Strategies Changes and Strategies*

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	1	2	1	2
CO2	2	2	2	2	1
CO3	2	1	2	2	2
CO4	3	3	2	2	2
CO5	2	1	2	1	2

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	**20**	**20**	**20**	**20**	**20**	**100**

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Multiple Choice Questions (10x1 =10 marks)	2	2	2	2	2
Short answer questions (5x3 = 15 marks)	3	3	3	3	3
Essay (5 x 7 = 35 marks)	7	7	7	7	7
Total	**12**	**12**	**12**	**12**	**12**

g. Rubric for Assignments

Sl. No	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	**Content 50%**	Concepts are detailed, well-framed, supported with specific evidence & facts and examples	Concepts are detailed, Developed and supported with evidence and facts mostly specific.	Concepts are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO3, CO4, CO5
2	**Organiza-tion 50%**	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	Poorly Organised	Not organised	Not attended	CO1, CO2, CO3, CO4, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs

1	**Knowledge and Understanding** **50%**	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO1, CO2, CO3, CO4, CO5
2	**Presentation** **50%**	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO1, CO2, CO3, CO4, CO5

v. **Model Question Paper**

Model Questions
Part- A **Answer ALL the questions   (10 x 1 = 10 Marks)**   Question nos: 1 to 10 TEN MCQ – TWO questions from each unit
Part- B **Answer ALL the questions   (5x 3= 15 Marks)** Question nos: 11-15 FIVE Short answer questions – ONE question from each unit
Part- C **Answer ALL the questions   (5x 7= 35 Marks)** Question nos: 16-20 FIVE Essay questions – ONE question from each unit with internal choice (either or type)

ABILITY ENHANCEMENT COURSE

Semester- IV

SWKFW10	SKILL LAB- IV		
Course Credit	**2**	**Course Marks**	**100**
Skills	1. Participatory Learning & Action (PLA skills) 2. Academic Writing Skills 3. Organisation Skills 4. Public Relation/Networking Skills 5. Project Formulation and Evaluation		

DEPARTMENT OF SOCIAL WORK
SCHOOL OF SOCIAL SCIENCES AND HUMANITIES

Field Education Manual

MASTER OF SOCIAL WORK
(w.e.f. 2023-2024)

CENTRAL UNIVERSITY OF TAMIL NADU

(Established by an Act of Parliament, 2009)

Neelakudi Campus, Kangalancherry

Thiruvarur- 610005, Tamil Nadu, India

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Welcome from the Head of the Department

Dear students,

The mission of the Master of Social Work Program at the Central University of Tamil Nadu is to provide transformative educational experiences that prepare students for advanced social work practice with diverse populations by applying evidence-informed knowledge, skills and values that foster social justice and promote positive social change. In pursuit of this mission, the MSW program strives to educate the students for advanced practice and prepare them to work with diverse and marginalised populations.

We rely upon providing challenging and rewarding fieldwork experience to accomplish the above-stated mission. The primary purpose of Field Education is to prepare students for self-directed professional social work practice working with individuals, families, groups, organisations and communities in the area of chosen concentration. Student experiences during internships can be the most powerful and meaningful aspect of their education.

This manual is intended to provide you with policies, procedures and other important information you will need during the field education practicum. Our goals are to provide educationally sound experiences to each student, to ensure each student and field instructor is provided with individualised support and consultation and to successfully and effectively facilitate the development of social work competence.

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2. Introduction

The educational process that leads students to become professional Social Workers intertwines two core forces of Social Work Education: fieldwork practice and classroom learning. In Social Work, fieldwork means the on-field training process that the students undergo along with classroom teaching. The fieldwork method is at the heart of professional Social Work learning as it provides the opportunity to apply the knowledge, skills, competencies, analytical thinking, critical thinking, and values learned in the classroom to the test of real-world practice situations. Different components of the fieldwork practicum (discussed in the next section) 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 a structured framework with particular learning objectives for each semester.

This manual is intended to serve as a reference for field instructors, students, and faculty involved with MSW field practicum in the Department of Social Work at the Central University Of Tamil Nadu. It should be used in conjunction with the student handbook.

The manual is designed to:

- Articulate the structure, goals, objectives, and outcomes of the fieldwork practicum.
- Identify the roles and responsibilities of the stakeholders in the field practicum experience.
- Identify foundation skills to be acquired by all students and the advanced skills to be developed in the specialisation year.
- Facilitate the congruency and integration of classroom and field education content.

3. Field Work Structure, Roles and Responsibilities

3.1. 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 Department and consists of all the faculty members supervising Field Work. The meeting of the committee is chaired by the Head of the Department.

3.2. Director - Field Work and Placement

The Head of the Department acts as the Director of Field Work and Placement Cell. The Director is responsible for administering the Field Work activities.

Responsibilities of the Director

The following are the major responsibilities of the Director- Field Work and Placement.

1. Coordinating the work of the fieldwork unit in the Department in consultation with the HOD.
2. Developing policies and procedures for fieldwork.
3. Selecting the members faculty members responsible for conducting the rural camp in consultation with faculty council.
4. Identifying new field placement opportunities for students.
5. Finalising of fieldwork schedule for the academic year.
6. Finalising the field placements for the students.
7. Facilitating on-site faculty supervision.
8. Facilitating job placement for the students
9. Strengthening alumni networking.
10. Other activities related to fieldwork.

3.3. Co-Director - Field Work and Placement

Two Co-Directors for Field Work are appointed by the Director of Field Work and Placement cell, in consultation with the faculty council, for a period of one year on rotation. The Co-Director is responsible for assisting the Director in fieldwork and placement in the fulfilment of the mandate of Field Work.

Roles & Responsibilities of the Co-Director

The following are the responsibilities of the Co-Director Field Work.

1. Assisting the Director in coordinating the work of the fieldwork unit.
2. Coordinating with the Director to develop policies and procedures for fieldwork.
3. Planning and coordinating group conferences and meetings related to fieldwork.

4. Identifying new field placement opportunities for students in consultation with the Director.

5. Facilitating Rural Camp.

6. Conducting interagency meetings.

7. Consolidating the fieldwork marks.

8. Preparing the fieldwork brochures for the Department.

9. Assisting in the preparation of the annual fieldwork schedule.

10. Finalising the field placement agencies for the students in consultation with the Director.

11. Facilitating job placements for the students along with the Director.

12. Organising internship and field activities.

13. Any other activities related to fieldwork.

3.4. Technical Assistant

Technical Assistant is expected to assist the Department Level Fieldwork Unit to coordinate the fieldwork placement, research, extension and job placement activities.

3.5. Roles & Responsibilities of the Technical Assistant

1. Assisting the Department Level Fieldwork (Placement and Corporate Relations) Unit in the concurrent fieldwork and block placement of MSW students across the Semesters

2. Assisting the Department Level Fieldwork (Placement and Corporate Relations) Unit in the conduct of Group Conferences and Viva Voce examinations in relation to Concurrent Fieldwork, Block Placement and MSW Dissertation

3. Assisting the Department Level Fieldwork (Placement and Corporate Relations) Unit in development of Annual Placement Brochures and facilitating the job placement of students across GO/NGO/private employers

4. Continuous Networking with GO/NGO/private employers towards fieldwork placement and job placement

5. Assisting various Extension Activities of the Department of Social Work

6. Assisting the Department Level Fieldwork (Placement and Corporate Relations) Unit in the conduct of Annual Alumni Meet and Parents Meet

7. Content and Process Documentation

8. Monitoring & Evaluation

3.6. Faculty Supervisor

Faculty supervisors refer to the teaching faculty tasked with the daily task supervision of the social work trainees assigned to them.

Roles & Responsibilities of the Faculty Supervisors

The following are the responsibilities of the faculty supervisors.

1. Supervising and guiding the work of the students assigned to them.
2. Interacting with the agency supervisors of the students assigned to them.
3. Conducting individual conferences with the students.
4. Conducting field inspections necessary for evaluation.
5. Appraising and rating the quality of work that the students do.
6. Making sure that the students attain the objectives of the fieldwork.
7. Checking the daily fieldwork reports of the students.
8. Clarifying the doubts of the students related to fieldwork.
9. Submission of internal Marks
10. Issue of show-cause notice in case of inadequacy or incompetency.

3.7. Agency Supervisor

Agency supervisors are tasked with guiding the students while they are working in the respective agencies.

Roles & Responsibilities of the Agency Supervisors

Their responsibilities include:

1. Mentoring the students to ensure a quality field experience.
2. Dedicating sufficient time and resources to develop the student's learning experience
3. Providing information regarding the agency's policies, including dress, appearance and professional expectations
4. Clarifying the doubts of the students about the agency and their thrust areas.
5. Providing access to technical support and information for student's agency-based dissertations.

3.8. Social Work Trainee

A Social Worker trainee refers to an individual who is a graduate student who is currently enrolled in a master's level practicum, internship or fieldwork course in a Social Work Education program.

Roles & Responsibilities of the Social Work Trainee

1. Communicate their learning style and learning goals to the faculty supervisor.
2. Write and submit a regular written evaluation of their fieldwork experience.
3. Meet and discuss the fieldwork progress.
4. Notify the faculty advisor, in advance, of any changes in their schedule or other matters affecting their practicum.
5. Behave in a responsible, courteous, professional, and ethical manner to all the agency staff, clients and others with whom they interact in practicum.
6. Approach the faculty supervisor in a timely manner with concerns and questions.
7. Contacts Field Faculty with any concerns that cannot be resolved with the agency supervisor.

4. Components of Field Work Practicum

1. Orientation programme
2. Observation Visits
3. Concurrent Field Work
4. Industrial / Corporate /Service Sector Visits
5. Block Placement
6. Rural Camp
7. Individual Conferences
8. Group Conferences
9. Inter-agency Meet
10. Skill laboratories
11. Extension Lectures
12. Peer Learning /Experiential sharing by experts.

5. Objectives of Field Practicum

1. To provide transformative educational experiences that prepare students for advanced Social Work practice with diverse populations by applying evidence-informed knowledge, skills and values that foster social justice and promote positive social change.
2. To sensitise the students to social needs and problems and enable them to critically analyse the problems and select the appropriate means of problem-solving.

3. To understand and apply the Social Work methods to deal with such needs and problems.
4. To acquire skills in Social Work intervention in human needs situations and issues.
5. To become aware of and understand one's strengths and weaknesses.
6. To develop the values, attitudes and competencies essential for a professional social worker.

6. Field Work Requirements in each Semester

Semester	Type of Field Work
Semester 1	Orientation Program
	Concurrent Field Work
	Agency Visits
	Rural Camp
	Field Work Practice (Concurrent)I (SWKFW01)
	Skill Lab-I (SWKFW02)
Semester 2	Field Work Practice (Concurrent) II (SWKFW03)
	Skill Lab II (SWKFW04)
Semester 3	Field Work Practice Concurrent III (SWKFW05)
	Block Placement I (SWKFW06)
	Skill Lab-III (SWKFW07)
	Block Placement II (SWKFW08)
	Dissertation (SWKFW09)
	Skill Lab-IV (SWKFW10)

7. Field Work Hours

Semester	Type of Field Work	Number of Hours Per day	Number of Days per Week	Number of weeks per semester	Total Number of Working Days	Total Clock hours
I	Field Work Practice (Concurrent) I	8	2	12	24	192
	Rural Camp	-	-	-	10	120
II	Field Work Practice (Concurrent) II	8	2	12	24	192
III	Field Work Practice (Concurrent) III	8	2	12	24	192
	Block Placement I	8	6	4	24	192
IV	Block Placement II	8	6	4	24	192
Total Field Hours						1080

Important notes while understanding the field work hour data chart.

1. Trainees are strictly required to do the minimum number of hours mentioned in the chart.

2. The trainee has to follow the calendar of the agency they are placed in. A holiday observed by the placement agency is the only holiday that trainees are allowed to observe.

3. Lack of the completion of fieldwork will lead to disqualification in the respective semester.

8. Fieldwork Components explained

8.1. Orientation Programme

The Orientation Program is arranged at 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 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.

Subcomponents of the orientation programme

The subcomponents 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. Working with Individuals
    b. Working with Groups
    c. Working with Communities
    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

The orientation Programme will be conducted at the beginning of the academic session for about two weeks aiming at familiarising the students with the Social work profession.

8.2. Agency Visits

Visits should be arranged in the first semester to organizations relating to specializations of Medical & Psychiatry, Community Development and Human Resource Management. It includes a compulsory visit to a village, Non-Government Organization, a corporate office visit and an Industry. Observational Visits can be arranged to Health settings, NGOs, rural settings, Correctional settings, educational settings and Industries/ Corporates**.**

General guidelines for observation during visits to agencies*:*

1. Understand the history & philosophy of the organisation/agency, its values, assumptions, and principles and the type of services/activities of the agency.

2. Comprehend the socio-economic background, needs, and problems of the client system.

3. Take note of the organisational pattern and administration of the different programmes, services and intervention strategies and their relevance to the needs of the client system.

4. Understand the client system's participation in the agency/services management.

5. Take heed of the staffing pattern and role of the social worker in the agency.

6. Pay attention to the role of the other professionals (if any) in the organisation.

7. Observe and analyse the administration and funding patterns of the organisation/services.

8. Comprehend the challenges faced by the organisation/agency.

9. Understand their future strategies and action plan.

8.3. Rural Camp

Rural camp is a mandatory assignment in the Master of Social Work Programme. It enables students to get exposure to rural community life. The rural camp is a residence programme for the duration of 10 days including travel.

Objectives of Rural Camp

1. To develop an understanding of the rural social structures and cultural processes with special reference to specific groups experiencing poverty and deprivation
2. To develop the capacity to make a critique of the intervention of both the voluntary organisations and the Government Agencies in relation to the specifications below the poverty line group
3. Through experience in group living, appreciate its value in terms of self-development, interpersonal relationships, sense of organisation, management and mutual responsibility
4. To acquire skills in planning, organising, implementing and evaluating the camp
5. Preparation of Community Profile
6. To give a platform for the students to experience community life in a rural setting and community living.
7. To develop teamwork and self-sufficiency.
8. To promote self-discipline through social control.
9. To obtain exposure to rural settings.
10. To engage with the rural community in problem and or need identification.
11. To maintain a disciplined lifestyle outside the campus.
12. To act as ambassadors of CUTN at the Locale.
13. To develop organisational skills and handling of logistics.
14. To equip students for participatory rural appraisal and micro-planning.
15. To enable students to identify the need and problems of the rural community.
16. To build capacities and develop skills of the students in community organisation.

Tasks

1. Familiarisation with the happenings and activities in society.
2. Writing reports for orientation, skill labs, observation visits and rural camp.
3. Participation in all activities of the rural camp.
4. Participation in the skill labs, classroom discussions and field visits.
5. Participation in the self-management and development module
6. Community Profile – Students have to prepare the community profile, including socio-demographic characteristics, power structure, community resources, leadership pattern, health status, the problem of communities etc.,

7. 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 exposure to rural community life. The camp is also a platform where the students are initiated into the practice of social work. The rural camp will be coordinated by two faculty members (from multiple genders) on rotation basis for every year. These members selected by the field work director in consultation with faculty council.

Rules for the Rural Camp

1. The camp is a structured programme that provides a rich experience in group living and teamwork. 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.

4. Students are responsible for taking care of their belongings and keeping them safe 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 the defined boundaries of the Camp Sites. These will be clearly explained and defined to them on the first day upon arrival at the campsite.

7. The camp is located on the premises of an organisation. Care must be 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 the use of alcohol, tobacco, etc. and/or found engaged in conflict with any individual within the camp or outside, it will

result in the camper being removed from the campsite 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 behaviour 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 the camp evaluation.

14. The students are expected to work out details of day-to-day assignments in the rural camp with the consultation of the Camp Director and Co-directors.

15. Students should prepare daily summary reports of the camp and submit them to the Camp Director and Co-directors.

16. Students are expected to behave with responsibility and integrity during the entire Camp period and keep up the reputation of the institution.

17. Students are expected to participate without fail in all the Camp activities as per the requirements of the camp.

18. 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.

19. The camp is a (10 day) activity that evolves with the participation of all students.

Activities during the Camp

1. 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.

2. Community Study, which includes Survey Methods and Participatory Rural Appraisal (PRA) activity, shall be part of the social work camp.

3. Micro-planning activities and intervention programmes will be taken up by the students during the Rural Camp

List of materials to be taken to the camp
1. University ID Card
2. Blankets and Bedsheets
3. Medicines for any personal health issues
4. Plate and Cups
5. Bucket and Mugs
6. Personal hygiene requirements

8.4. Concurrent Field Work Practice

(SWKFW01 , SWKFW03, SWKFW05)

(4 Credits each semester)

Concurrent Field Work will be conducted across the Semesters. The broad aim of concurrent Field Work is to provide opportunities for students to apply the knowledge learnt in 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 the use of guided supervision. The student will be placed in an agency (Government/Non-Governmental or Corporate) for 24 days. The days of concurrent fieldwork practice will be decided by the faculty council. The fieldwork placement is generic in nature. Learners are also advised to engage in at least two case works, two group works and one community organization. The students are also advised to conduct community programs in a selected community

Objectives of concurrent field work practicum
1. Develop sensitivity towards the needs, problems and issues affecting the life and living of individuals & families, groups and communities and the level of their consciousness.
2. Develop an understanding of the agency's structure, function, service delivery system etc. and/or community, its characteristics, structure, nature and identities of people, dynamics of relationships, resources and opportunities.
3. To learn to make use of professional relationships and referrals to deal with human problems.

4. Imbibe the ethics and values of the social work profession, including attributes for the same.

5. Develop an ability to narrate the learning experiences, assessment of services & resources and participate in service delivery.

6. Develop capacity to prepare process/method-oriented records.

7. Learn to mobilise clients/beneficiaries to create awareness about needs, problems, rights, responsibilities, etc., motivate them to participate in their development and facilitate them to utilise the available services.

8. Develop an ability to critically analyse the service delivery system of the agency, problems and issues in execution.

9. Develop an ability to plan, organise and implement the activities within the agency and/or community framework.

10. Develop an ability to affect changes in improving service delivery by introducing innovations in practice.

11. Improve skills in communication and networking with other organisations.

The task for learners while undertaking concurrent fieldwork practicum

1. Establish contact and develop rapport with the agency personnel.

2. Get a self-orientation and prepare an agency profile.

3. Regular reporting to all concerned persons, performing the assigned tasks and working with agency personnel.

4. Explore, analyse and find out the causative factors of needs and/or problems of individuals & families, groups and communities associated with the agency.

5. Integrate theoretical knowledge with field practice, i.e., methods, principles, skills & techniques of social work etc.

6. Make official correspondence on behalf of the agency and/or community, if required.

7. Make use of advocacy for the betterment of the individuals.

8. Mobilise resources, raise funds and develop a network with other institutions/organisations working in the neighbouring area if needed.

9. Make use of the power structure of the surrounding area and local community leaders as per requirements.

10. Continuous self-assessment of fieldwork experiences and preparing records for all the processes involved.

Given below is a specialisation specific objective, tasks and skills to be acquired of concurrent fieldwork that the students need to be aware of.

Community Development

Objectives:

To study rural and semi-rural life in all its ramifications, including group dynamics and power structure in rural communities.

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 a positive attitude to work in a rural community setting and to acquire the skills such as public relations, fact findings, leadership, networking, fundraising, budgeting, report writing, lobbying and advocacy required for a development worker.

To enable working 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

1. The main task of the trainees assigned to community development-based concurrent fieldwork is to observe, analyse and understand the current major programmes, their budget allocations, methods of implementation, and participation of people in these programmes.

2. Trainees are also required to scrutinise how the principles of rural community development are applied in the field. In essence, they are required to identify/ study/ explore the rural problems covering the following aspects:

3. The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, occupation, housing, and available social services.

4. The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the issue concerned with health, education and welfare (Social Audit)

5. 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.

Skills to be acquired

1. Develop skills to work with people of different social, economic and cultural backgrounds
2. in the community,
3. Facilitation skills
4. Skills in identifying and developing grass root rural leadership,
5. Skills in organising and mobilising community-level participatory programmes
6. Resource mobilisation and budgeting skills,
7. Communication skills, including verbal and nonverbal communication and report writing
8. Skills related to project formulation, management and appraisal and evaluation.

Medical and Psychiatric Social Work

Objectives:

1. 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
2. To enable the students to practice the methods of Social Work, particularly Social Casework and Social Group Work
3. To enable the students to function as multidisciplinary team members with respect to the Medical, Physical and Psycho-social Treatments.
4. To enable the students to develop a Rehabilitation Plan with respect to long-term illness & disability.
5. To enable the students to understand the national health programmes and their implementation at the community level.

Tasks

1. Involvement in the preparation of a psycho-social assessment of the patient in relation to the consequence of the illness.
2. Develop and implement intervention strategies with family and community as social support systems.
3. Undertake case works (includes identification, assessment, intervention, and follow-up).
4. Plan and execute a minimum of one rehabilitation work with a client.

5. Organise a need-based & setting-based community health programme.
6. Identify & undertake group-based therapeutic sessions.
7. Function as a member of the multidisciplinary team
8. Undertake setting-based Field Work Assignments.

Skills to be acquired

1. Psycho-social Assessment skills
2. Skills in Case Recording
3. Skills in planning an intervention
4. Rehabilitation skills
5. Resource mobilisation
6. Collaborative skills
7. Analytical skills
8. Organisational skills
9. Therapeutic skills
10. Networking skills

Human Resource Management

Objectives:

1. To orient the students about the Management Profession, Context to work, Organization and implications for the day-to-day management of the organisation.
2. To develop familiarity with various functions of the Organization.
3. To develop a professional attitude towards the management of an organisation.
4. To develop skills and management competencies needed to become a better administrator/Manager.
5. Develop a comprehensive understanding of the areas of personnel functions.
6. Develop a thorough understanding of factors related to labour welfare measures.

Tasks:

1. Familiarising with the history and administrative set-up of the organisation.
2. Visit to plant and all the administrative departments of the society.
3. Familiarising with the activities of the office.
4. Understanding the activities of different committees.
5. Understanding the role of the social worker in the organisation.
6. Maintenance of different registers and records in the HR/Personnel Department.

7. Familiarising with the Personnel policies of the organisation.

8. Understanding the role of human resource managers in the organisation.

Skills to be acquired:

1. Networking with various internal and external departments.

2. Skills required for collective bargaining.

3. Skills needed for employee counselling and motivation.

4. Skills required for the application of Labour Welfare Measures.

8.5. Block Placement

(SWKFW06, SWKFW08)

Block Placement aims to provide an opportunity to experience day-to-day work in a social work setting in a continuous manner. Through block placement, the learner gets involved with direct practice with the client system and with the ongoing management operations of the setting. 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 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 on 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 the 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.

Objectives of the block placement*:*

1. To develop enhanced practice skills and integrate learning

2. To develop a greater understanding of real situations through involvement in the day-to-day work

3. To develop an appreciation of other's efforts and develop sensitivity to gaps in the programme

4. To enhance awareness of self in the role of a Professional Social Worker

5. To get exposed to Pre- Employment Training.

Though mot mandatory, the students are advised to take up block placement in relation the the specialisation of their choice. While undergoing block placement training, the students are expected to acquire knowledge and skills for rendering efficient service to people in the fields of their specialisation. They are expected to develop an understanding of individual, group and institutional needs and problems, apply appropriate knowledge and the methods of Social Work to meet specific needs and solve problems. Students are expected to acquire the knowledge and skills of Professional Social Workers who are employed in the respective fields of their specialisation.

Rules and Regulations

1. 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 must submit fortnightly reports date-wise and in detail of the work done.

2. The first fortnightly report should be sent to the faculty supervisor, and the 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.

3. 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.

4. At 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.

8.6. Dissertation

(SWKF09)

Objectives of the Dissertation:

1. To assist students in conducting an empirical study.
2. To help the student to choose a topic of their interest for in-depth study.
3. To help students gain practical knowledge required in preparing a research proposal.
4. To enable student to write down a project report of good quality

Rules and Regulations

The dissertation submitted to the department shall be dully certified by the faculty supervisor and Head of the department.

The dissertation shall normally be of 75-100 pages with proper references and scientific organization.

The students have to submit the plagiarism report from the library.

The plagiarism should be limited to 10%.

The dissertation is to be typed in Times New Roman/ Calibri (Font 12- and 1.5-line spaces).

Four copies of dissertation are to be submitted as a hardbound copy to the department (each for student, supervisor, department and library).

The references are to be written in the APA style. The students shall strive to make a paper presentation/ poster presentation/ journal article from the dissertation.

8.7. Ability Enhancement Courses – Skill Labs

Skill labs are an integral part of the curriculum from the time that the students join the course till the time that they graduate. Skill Labs are to be conducted on core skills like communication, self-assertiveness, Team building, leadership, gender sensitivity, structured learning and other preparatory skills for Field Work.

A minimum of four skill labs are organised each semester, 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, Counselling Children and Adolescents, Project Formulation. The theoretical input with respect to skill labs is transacted in the classroom, 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.

SWKFW02 Skill Lab – I (Credit: *2)*

1. Communication

2. Report Writing

3. Public Speaking

4. Theatre Skill

5. Social Work Competencies

SWKFW04 Skill Lab – II (Credit: 2)

1. Research Proposal Writing

2. Literature & Review Skills

3. Interviewing/FGD Skills

4. Policy briefing / legislative review

5. Counselling Skills

SWKFW07 Skill Lab – III (Credit: 2)

1. GPS Basics

2. Documentation Skills

3. Leadership Skills

4. Social Media Skills

5. Administrative & Managerial SKills

SWKFW10 Skill Lab – IV (Credit: 2)

1. Participatory Learning & Action (PLA)

2. Academic Writing Skills

3. Organisation Skills

4. Public Relations / Networking Skills

5. Project formulation and evaluation

7. Fieldwork practicum attendance

1. The Department expects the students to be regular and punctual in the fieldwork. Except in exceptional cases like sickness or essential personal reasons, there shall be no provision for leave of absence from fieldwork.

2. Leave from fieldwork should generally be applied in advance.

3. A student is not required to attend fieldwork on institutional holidays. However, it may be utilised as per the instructions of the faculty supervisor, and all such days will be called additional fieldwork.

4. Hundred per cent (100%) attendance of all the components of fieldwork, i.e., orientation programme, individual conferences, group conferences, rural camp, skills workshops, special lectures and seminars, is also compulsory.

5. Suppose a student missed scheduled days of fieldwork in a semester. In that case, he/she is expected to compensate the same, and this option should be exercised with prior intimation to and approval of the department faculty supervisor.

6. If the required hours of fieldwork are not fulfilled, and any student does not complete its components by the end of the semester in which he/she is studying, the student will be deemed to have failed the fieldwork practicum.

8. Rules and regulations regarding maintaining discipline in the field

1. The social work trainees are expected to behave with maturity, have respect for human beings, exhibit responsibility and decency and work towards maintaining the dignity and worth of individuals.

2. The following acts may be treated as misconduct while undergoing the fieldwork practicum:

3. Frequently late at the fieldwork without intimating faculty supervisor and agency supervisor.

4. Frequently late in the completion of the task assigned by the agency and/or the Department.

5. Missing appointments with the clients or agency supervisor without intimation.

6. Exploiting clients or clients' families.

7. Breaching client's confidentiality.

8. Initiating physical confrontation with a client, client's family members, agency supervisor, agency staff or community people

9. Acting in a discriminatory manner towards the clientele.

10. Falsifying documentation in agency records and fieldwork reports.

11. Exploiting the agency/community by misuse of agency's/community's services/resources.

12. Engaging in behaviour that would constitute malpractice.

13. Engaging in abusive or degrading behaviour towards a client, client's family, agency supervisor, agency staff or community people.

14. Exhibiting disruptive or harmful behaviour; acting in an unprofessional or inappropriate manner while at the field work such as - inappropriate display of emotions or immature behaviour.

If the faculty supervisor against a student receives the complaint or if he/she feels or is confirmed that a student is involved in any of the above-mentioned misconduct, then the procedure of disciplinary proceeding will be as follows:

1. Issuing show-cause notice to the student duly signed by the respective faculty supervisor, Director of fieldwork and Head of the Department
2. Receiving written explanation from the student.
3. Holding an inquiry into complaints by the Head of the Department, Director of fieldwork and respective faculty supervisor.
4. If not satisfied with the explanation, the decision for disciplinary action against the student includes dismissal from the course and issuing a punishment order.

9. 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 the field to knowledge acquired in the classroom. Guided supervision through individual and group conferences on specified days and timings help a student grow as a better professional.

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 to the professional development of a Social Worker. Effective supervision requires clarity about their respective roles as supervisors and supervisees. Each student is placed with a faculty member who is referred to as the faculty supervisor. Supervision is a participatory process, and the role of the student is significant as he/she is expected to clearly identify her/his learning needs and take the initiative to benefit fully from the supervisory process.

The responsibilities of the Faculty Supervisor with regard to field supervision could be summarised as follows:

1. Making students comfortable with the field setting and its requirements.

2. Assisting the students to develop their thinking, attitude, behaviour 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 the 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
1. Department Supervisors should make a minimum of one visit per semester to the agencies where their students are placed.
2. 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 supervisors, in turn, should learn about the agency's objectives, programmes and procedural routines. Department and Agency supervisors should also discuss the broad scope of students learning within the agency 's structure and policy framework.
3. 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.
4. The field visits by the supervisor are also undertaken with the objective of promoting networking and providing opportunities to work together in matters such as advocacy and focussed interventions.

10. Field Work Evaluation

8.8. Individual Conference

Individual Conferences (IC), a critical tool of supervision, are 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 the quality of

reporting. It provides the student with 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 unsupervised Field Work and stands a chance of being cancelled

8.9. Group Conference

Group conference is a vital part of fieldwork training, as it enables the students to develop some essential skills to become effective Social Work professionals. These essential skills include, but are not limited to, compassion, objectivity, integrity and the demonstration of respect for and consideration of others. Students and the supervisor should work towards achieving the competencies required to express ideas and feelings clearly and demonstrate a willingness and ability to listen to others.

Group Conferences are held once in all the Semesters after the fieldwork placement is over. It provides the students with 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 with 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 an 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.

8.10.   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*:*

1. To provide students exposure to different field settings
2. To provide the students with an opportunity to analyse and reflect upon areas of work through the presentation
3. To learn to make a presentation, chair a group meeting and act as a rapporteur.
4. To develop presentation and time management skills
5. To gain exposure to peer learning processes

Nature of paper presentation:

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

Format of Paper

1. Preliminaries- This includes information like the name of the presenter and designation
2. Title of the paper and name of Placement Agency
3. Introduction of the organisation/Agency and activities carried out by the Field Work trainee.
4. The main content of the paper (Max 750 words)

Abstract of Paper

1. An abstract of the paper with a word limit of 250 words should be prepared for circulation among the members. Ten copies of the same should be submitted to the office before the paper presentation.
2. Each presentation should be with the help of a PowerPoint presentation to a maximum of 10 minutes duration. The presentation will be followed by a discussion of 5-10 minutes duration.

Structure of the Group Conference

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

Role of Chairperson

1. Welcome the presenter, rapporteur and resource persons
2. Introduce the theme of the paper
3. Explain the rules of the conference
4. Encourage participation of the group
5. Maintain discipline
6. Time management
7. Seek feedback from resource persons and faculty supervisors on the issue raised
8. Summarise the discussion and conclude the session.

Role of Rapporteur

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

Rules

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

Guideline for Evaluating Group Conference Marks

Mode		Assessment criteria
Group Conference		Presentation – 3 Punctuality – 3 Participation – 3 Report Submission - 3 Chairing Session – 3

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

Guidelines for Evaluating Field work Viva/ Oral Examination

Field work Viva will be conducted at the end of the semester. The students will be evaluated in the following criteria

Field Work Record	Professional Skill
1. Language	1. Practical Knowledge
2. Content	2. Skills
3. Creativity	3. Attitude
4. Critical Assessment	4. Methods Practised
5. Completeness	5. Programmes Implemented

Guidelines for Evaluating dissertation

The following table depicts the criteria used to evaluate the dissertations of the students

Dissertation	Professional growth
1. Relevance of the literature review	1. Research Knowledge
2. Validity and Reliability of Research Methods	2. Research Skills
3. The worth of Literature Review	3. Scientific Attitude
4. The Depth of Analysis and Data interpretation	4. Contribution to Social Work discipline
5. Value of Findings and Conclusions	5. Professional Ethics

9. Fieldwork documentation format

9.1. Observation visit

The students are expected to keenly observe and enquire about the following during their Observation visits and document the same given below is the documentation format for the observation visit.

1. Name & address of the agency:
2. Nature of organisation: Government or voluntary organisation:
3. Year of establishment:
4. Mission & vision statement:
5. Aims and objectives:
6. Administrative Structure & Staffing Pattern:
7. Funding/ Pattern of resource mobilisation:
8. Programmes, Projects & Types of Beneficiaries:
9. Observations / Suggestions:
10. Learning Experience:

9.2. Concurrent Field Work

The students are expected to prepare a profile of the agencies they are placed in and include it at the beginning of their concurrent field report. The agency profile should consist of the following details.

1. Daily Reports with a signed copy of the log sheet attached along with it
2. Brief consolidated copy of work undertaken by the trainee
3. Community Profile
4. Name and address of the agency
5. Agency Profile
6. Mission & vision of the agency
7. History
8. Administrative structure
9. Staffing pattern
10. Programmes and projects of the agency
11. Geographical specifications of the agency
12. Policy reviews
13. Daily Calendar

Daily report for concurrent fieldwork

1. Name of the social work trainee:
2. Name of the Agency:
3. Name of the faculty supervisor:
4. Date:
5. Time:
6. Place:
7. Activities Planned:
8. Activities Carried out:
9. Observations and Self Learning:
10. Issues of discussion:
11. Evaluation:
12. Future Plan:

9.3. Working with Individuals

The casework sessions undertaken each day should be recorded as part of the daily report. However, a separate casework report that isolates the details regarding each case should be prepared at the end of each semester. The following is the reporting format for social casework

1. Name of the client (anonymised)
2. Age
3. Sex
4. Educational Qualification
5. Occupation & income
6. Family constellation
7. Genogram of the client's family
8. Underlying Problem
9. Date of Identification
10. Date of Intake
11. Background information
12. Assessment of client's strengths:

    (Criteria include available resources, living conditions, educational status, health status, social support, client's personal characteristics, etc.)
13. Current Family Functioning
14. Resource mapping:

    (Diagrammatic representation of the resources (material, human resources, financial etc.) available for the client.
15. Assessment
16. Intervention Plan
17. Goals and Objectives
    o Goals
    o Specific Objectives
18. Interventions procedure:

    (Includes date of meeting the client, sub-objective of the day's visit, the process involved, activities carried out, observations and outcomes, and further plan of action)
19. Total No. of sessions
20. Planned Of Action/Working Framework

21. Follow-up
22. Evaluation
23. Termination
24. Concluding Remarks

:

9.4. Working with Groups

The group work sessions undertaken each day should be recorded as part of the daily report. However, a separate groupwork report that isolates each group's details should be prepared at the end of each semester. The following is the reporting format for social group work

1. Name of the group:
2. Group Profile:
3. Type of group:
4. Total no. of members in the group:
5. Name list of the participants:
6. Demographic details of the group
7. Objectives of the group:
8. Group norms/ rules & regulations formulated:
9. Plan of Action for the Group Work sessions to be organised this semester:
10. Resources used:
11. Expected outcomes:
12. Methodology used:
13. Resource persons involved/ agencies coordinated:
14. Group Work Process:
15. Group Dynamics:

    (Level of communication, cohesion and interaction in the group. Adherence to the established norms of group culture during the session and the criteria to judge group dynamics.)

16. Relationship with the group worker:
17. Sociogram / Sociometry:

    (Diagrammatic representation of the communication and interaction pattern that existed in the group)

18. Overall Assessment:

19. Barriers encountered during the session:
20. Principles of Group Work applied:
21. Skills developed:
22. Evaluation & Personal Reflections:

9.5. Working with Communities

The work undertaken as part of organising a community organisation event should be recorded as part of the daily report. However, a separate report that isolates the details regarding the community organisation should be prepared at the end of each semester. Given below is the format for the same.

1. Community Profile:
2. The identified need/problem:
3. Reason for prioritising the need/problem:
4. Description of the nature and implications of the need /problem:
5. Support systems in the community:
6. Alternatives to address the need/problem:
7. Reason for selection of the appropriate approach:
8. Action-Plan:

   (Describe the need, objective, plan of action, the methodology involved, financial aspects, collaborating bodies and the proposed outcome)

9. Implementation of the action plan:

   (Record in detail the actual implementation)

10. Evaluation & feedback:
11. Personal Reflections:
12. Self-Evaluation

    (Includes recording of the key competencies gained in terms of incorporating the knowledge, skills and values of the profession acquired in the process of conducting community organisation.)

10. Annexures

10.1. Annexure – 1 Field Work Placement Request Letter

FIELD WORK, PLACEMENT & CORPORATE RELATIONS UNIT
DEPARTMENT OF SOCIAL WORK
तमिलनाडु केन्द्रीय विश्वविद्यालय
(संसद द्वारा पारित अधिनियम 2009 के अंतर्गत स्थापित)
CENTRAL UNIVERSITY OF TAMIL NADU
(Established by an Act of Parliament, 2009)
नीलक्कुड़ी परिसर/Neelakudi Campus, कंगलान्चेरी/Kangalancherry,
तिरुवारूर/Thiruvarur - 610 005.

Date   :
Place   :

To   : (Add contact details)

Sub: Request for Fieldwork Training for (Name and Registration number).

Respected Sir/Madam,

We bring to your kind notice that the Central University of Tamil Nadu is offering two years of full-time Master of Social Work (MSW) programme with specializations in Medical and psychiatry, Community development and Human Resource 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.

As part of the curriculum, the students are expected to undergo concurrent fieldwork training in well-reputed and established institutions to get practical experience in the concerned social work setting. The students are expected to do a period of ___ 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 Management) in your institute for Concurrent Field Work (Thursday & Friday of every week) from _____ too _____.

1.
2.

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

Thanking you
Kind Regards
(Field Work Director)
(For more information, kindly feel free to contact
Field Work Co-Director / Supervisors)

10.2. Annexure – 2 Field Work Placement Joining Letter

FIELD WORK, PLACEMENT & CORPORATE RELATIONS UNIT
DEPARTMENT OF SOCIAL WORK

तमिलनाडु केन्द्रीय विश्वविद्यालय

(संसद द्वारा पारित अधिनियम 2009 के अंतर्गत स्थापित)
CENTRAL UNIVERSITY OF TAMIL NADU
(Established by an Act of Parliament, 2009)
नीलक्कुडी परिसर/Neelakudi Campus, कंगलान्चेरी/Kangalancherry,
तिरुवारूर/Thiruvarur - 610 005.

Date :
Place :

To

Sub: Joining for Field Work placement / Concurrent Placement (name and registration number of the student)

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

1. (Name)
2. (Name)

Kindly arrange for an agency supervisor to monitor the fieldwork activities of the students. The Department Supervisor assigned to 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 you have during 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

10.3. Annexure – 3 Field Work Placement Winding-up Letter

FIELD WORK, PLACEMENT & CORPORATE RELATIONS UNIT
DEPARTMENT OF SOCIAL WORK
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तिरुवारूर/Thiruvarur - 610 005.

Date   :
Place   :

To

Sub: Conclusion of Fieldwork Placement (Name and registration number of the student)

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)

1

2

Our student has given 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 student placement in your institute. We look forward to academic collaborations with your institute in future also.

Thanking you

Sincerely

Field Work Director

10.4.　　Annexure – 4 Field Work Log Sheet

FIELD WORK, PLACEMENT & CORPORATE RELATIONS UNIT
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तिरुवारूर/Thiruvarur - 610 005.

Name of the Student:　　　　　　　　Name of the Supervisor:

Roll No:　　　　　　　　　　　　　　Name of the Agency/Field:

Day	Dates	Activities Undertaken	Remarks
1			
2			

Individual Conference		
Date		Discussion:
Time		

Signature　　　　　Signature　　　　　Signature　　　　　　　Signature

(Student)　　　(Agency Supervisor)　　(Field Work Supervisor)　　(Head of the dept)

10.5.   Annexure – 5 Field Work Face Sheet

FIELD WORK, PLACEMENT & CORPORATE RELATIONS UNIT
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तिरुवारूर/Thiruvarur - 610 005.

Place:

Date:

Time:

Total Time Duration:

Name of the Trainee:

Name of the Agency:

Name of Agency Supervisor:

Name of the Supervisor:

Nature of Work Planned	Nature of Work Undertaken

Report Submission Date:

Supervisor signature

Submitted to the fieldwork unit

10.6. Annexure- 6 – Block/Field Work Placement Activity Sheet

FIELD WORK, PLACEMENT & CORPORATE RELATIONS UNIT
DEPARTMENT OF SOCIAL WORK

तमिलनाडु केन्द्रीय विश्वविद्यालय
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तिरुवारूर/Thiruvarur - 610 005.

DEPARTMENT OF SOCIAL WORK

BLOCK / FIELDWORK PLACEMENT ACTIVITY SHEET

Trainee: _____ Agency: _____

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

Signature   Signature

Trainee   Supervisor

10.7.   Annexure 7 - Declaration for Fieldwork

FIELD WORK, PLACEMENT & CORPORATE RELATIONS UNIT
DEPARTMENT OF SOCIAL WORK

तमिलनाडु केन्द्रीय विश्वविद्यालय
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तिरुवारूर/Thiruvarur - 610 005.

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.

Name

Signature
Date

10.8.   Annexure – 8 Self-Evaluation Proforma

**FIELD WORK, PLACEMENT & CORPORATE RELATIONS UNIT
DEPARTMENT OF SOCIAL WORK**

तमिलनाडु केन्द्रीय विश्वविद्यालय
(संसद द्वारा पारित अधिनियम 2009 के अंतर्गत स्थापित)
CENTRAL UNIVERSITY OF TAMIL NADU
(Established by an Act of Parliament, 2009)
नीलक्कुड़ी परिसर/Neelakudi Campus, कंगलान्चेरी/Kangalancherry,
तिरुवारूर/Thiruvarur - 610 005.

MASTER OF SOCIAL WORK
Field Work Evaluation Proforma for Students
SELF EVALUATION PROFORMA
Name of the Student:
Register Number:
Semester:
Name of Faculty Supervisor:
Name of Agency:
Briefly describe the nature of the placement Agency and its major functions.
……………………………………………………………………………………………………
……………………………………………………………………………………………………
…………………………………………………………………….............

Discuss the nature of the Community/Agency you were placed in (type of community, size, and major population groups).
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……………………………………………………………………………………………………
…………………………………………………………………………………

Discuss the major assignments handled during the period.
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……………………………………………………………………………………………………
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In what ways do you feel fieldwork training thus far hand contributed to your professional growth and development?
……………………………………………………………………………………………………
……………………………………………………………………………………………………
………………………………………………………………………………

Use of Supervisory Guidance:
Discuss the ways in which you tried to make use of supervisory guidance available at the Department and the organization.
……………………………………………………………………………………………………
……………………………………………………………………………………………………
………………………………………………………..………………………………….

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

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

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Writing Records:

Ability to write in a clear and articulate manner.

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……………

Ability to present facts and observations in an organized manner.

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………………………………………………………………………………………………

Ability to relate day to day work situations with the theoretical knowledge.

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………………………………………………………………………………………………

Ability to present facts and observations within an analytical framework.

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………………………………………………………………………………………………

Discuss the problems faced in operationalizing the fieldwork objectives and how did you try to overcome these.

………………………………………………………………………………………………………

……………………………………………………………………………………………….

Signature of the Student   Signature   of   the
Supervisor
Date: Date:

10.9.   Annexure – 9 Group Conference Mark sheet

FIELD WORK, PLACEMENT & CORPORATE RELATIONS UNIT
DEPARTMENT OF SOCIAL WORK
तमिलनाडु केन्द्रीय विश्वविद्यालय
(संसद द्वारा पारित अधिनियम 2009 के अंतर्गत स्थापित)
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तिरुवारूर/Thiruvarur - 610 005.

GROUP CONFERENCE

Name & Designation of the Resource Persons

Signature

Sl. No.	Name of the Student	Presentation (3)	Punctuality (3)	Participation (3)	Report Submission (3)	Chairing Session (3)	Total (15)

10.10. Annexure – 10 List of Agencies

FIELD WORK, PLACEMENT & CORPORATE RELATIONS UNIT
DEPARTMENT OF SOCIAL WORK

तमिलनाडु केन्द्रीय विश्वविद्यालय
(संसद द्वारा पारित अधिनियम 2009 के अंतर्गत स्थापित)
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तिरुवारूर/Thiruvarur - 610 005.

FIELD WORK AGENCY &SUPERVISOR ALLOTMENT – I Semester MSW

(Odd Semester)

SL. No	Agency	
1	SOS Children's Village, Nagapattinam Mr.S.Bhaskaran (Village Director) No.-50, Bunglow Club Road Kadambady Nagapattinam-611001	Phone No.-(04365) 248853 Mobile: 09361440337 Email: s.baskaran@soscvindia.org
2	Avvai Village Welfare Society, Nagapattinam Mr R Manivannan Programmme Coordinator No.260, Public Office Road, Velipalayam, Nagapattinam District-611 001.	Contact No: 04365-248998 Mob: 9789647476 Email: avvaikk@yahoo.com
3	Hope Foundation, Nagapattinam Mr Suresh MKP Complex, First Floor, Main Road, Tharangambadi Post, Nagapattinam – 609313	Mob: 9364120202 Email: suresh@hopeww.in; mpvtc2@gmail.com
4	District Child Protection Unit, Nagapattinam The Child Protection Officer District Child Protection Unit Collectorate Complex Nagapattinam District	Contact person: MsRamya Mob: 8870112295 Email: dcps.nagai@gmail.com

5	NAMCO, Thiruvarur Mr.C.Jeevanandham(Director) 31, KTR Estate, Thiruvarur. 610001.Tamil Nadu, India.	Phone: +914366- 251297 Mob: 98424 49409 Email: namcoindiatn@gmail.com
6	Community Professional Learning & Training Centre, Nagapattinam	Ms. Kala Manager CPLTC, Poomalai Vanikavilagam, Near Anna Statue, Nagapattinam Mob:9626929545
7	Special School for the Mentally Challenged, Mannarkudi Block Chief Educational Officer, SSA Special School for the Mentally Challenged Thiruvarur	Block Contact Person: MrBhaskar (Coordinator) Mob:9788859149: Email: ceo.tntvr@nic.in
8	District Differently Abled Welfare Office, Thiruvarur Mr S Ravindran District Differently Abled Welfare Officer District Differently Abled Welfare Office, 102, Dhanam Complex, Guru Dekshinamurthy Nagar, Collector Office Complex,Tiruvarur.	Phone: 04366 - 221397 Email: ddawotvr@gmail.com
9	District Differently Abled Welfare Office, Nagapattinam MrChandramohan District Differently Abled Welfare Officer, District Differently Abled Welfare Office, Collectorate Complex (Ground Floor) Palpannaicherry (South), Nagapattinam 611 002.	Phone: 04365 – 253041 Mob: 9710200572 Email: ddawongp@gmail.com

10	District Differently Abled Welfare Office, Tanjore District Differently Abled Welfare Officer, District Differently Abled Welfare Office, New Collectorate Office Thanjavur	Phone: 04362 - 236791 Email: ddawotnj@gmail.com
11	Special School for the Mentally Challenged Thiruvarur Block Chief Educational Officer, SSA Special School for the Mentally Challenged Thiruvarur Block	Contact Person: MrBhaskar (Coordinator) Mob:9788859149: Email: ceo.tntvr@nic.in
12	Special School for the Mentally Challenged Koradachery Block Chief Educational Officer, SSA Special School for the Mentally Challenged Koradachery Block	Contact Person: MrBhaskar (Coordinator) Mob:9788859149: Email: ceo.tntvr@nic.in
13	DCPU, Thiruvarur The Child Protection Officer District Child Protection Unit Thiruvarur	Contact Person: MrManimaran Mob:9659985750
14	Community Professional Learning and Training Centre (CPLTC), Thiruvarur	Mr Arul Assistant Project Manager I/C Community Professional Learning and Training Centre (CPLTC), Thiruvarur
15	Total Sanitation Programme Project Director	MrAnparasan District Coordinator, Sanitation, Mob: 9442519472

	District Rural Development Agency, Collectorate, Thiruvarur	

10.1.   Annexure – 11 Dissertation model

Title of the Thesis

Dissertation submitted in partial fulfilment of the requirements for the degree of Master of Social Work

by

Name of the Student

\(Regd. Number: XXXXXX)

Under the guidance of

Name of the Research Supervisor

(Assistant Professor)

Month, Year

DEPARTMENT OF SOCIAL WORK

SCHOOL OF SOCIAL SCIENCES AND HUMANITIES

CENTRAL UNIVERSITY OF TAMIL NADU

(ESTABLISHED BY AN ACT OF PARLIAMENT, 2009)

THIRUVARUR 610 005

DEPARTMENT OF SOCIAL WORK
तमिलनाडु केन्द्रीय विश्वविद्यालय
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तिरुवारूर/Thiruvarur - 610 005.

Month,/date/ year

Declaration

Regd Number: *xxxxxxx*

Name: xxxxxxx

Title of Dissertation: *xxxxxxxxxxx*

This dissertation entitled **"xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx"** 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

(Name of the Student

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.

Name of the Supervisor   Name of the HOD

   (Supervisor)   Head

                                         Department of Social Work

A social work dissertation at the postgraduate level typically includes several chapters. Here is a suggested breakdown of content for each chapter:

Chapter 1: Introduction

- Introduction to the research topic and its significance within the field of social work
- Background and rationale for the study
- Research problem or research gap being addressed
- Research aims and objectives
- Significance and potential impact of the research
- Scope and limitations of the study
- Organization and structure of the dissertation

Chapter 2: Literature Review

- Overview of the theoretical and empirical literature relevant to the research topic
- Critical analysis and synthesis of existing literature
- Identification of gaps or unresolved issues in the literature
- Development of a conceptual framework or theoretical perspective for the study
- Identification of relevant research questions or hypotheses

Chapter 3: Research Methodology

- Description of the research design and approach (quantitative, qualitative, or mixed methods)
- Justification for the chosen methodology in relation to the research questions
- Sampling techniques and sample characteristics
- Data collection methods (e.g., interviews, surveys, observations) and their rationale
- Data analysis techniques and procedures, including any software used
- Ethical considerations and measures taken to ensure participant protection

Chapter 4: Data Analysis and Interpretation

- Presentation and analysis of the collected data in a systematic and organized manner
- Use of appropriate data analysis techniques to answer the research questions or test the hypotheses

- Clear and detailed description of the findings, including any significant patterns, relationships, or themes
- Use of tables, graphs, and other visual aids to enhance understanding and presentation of the data
- Interpretation of the research findings in light of the research questions and objectives

Chapter 5: Discussion and Conclusion
- Discussion of the implications and significance of the findings in relation to existing literature and theory
- Comparison of the findings with existing literature and theory
- Explanation of any discrepancies or contradictions in the findings
- Analysis of the strengths and limitations of the study
- Reflection on the implications and applications of the findings for social work practice, policy, or further research
- Recap of the main findings and contributions of the study
- Summary of the key insights and implications of the research
- Reflection on the strengths and limitations of the study
- Suggestions for future research to build upon the current study
- Closing remarks and final thoughts

References
References should follow the American Psychological Association (*APA*) style (*7*th edition). All references must be in alphabetical order.

Note: The specific content and sections of each chapter may vary depending on the research topic, research design and can be changed after consultation with the concerned research supervisor.