

# **VIMALA COLLEGE (AUTONOMOUS)**

## **THRISSUR**



**DEPARTMENT OF SOCIAL WORK**  
**Master of Social Work (MSW) Programme**

**SCHEME AND SYLLABUS- 2019**

## MASTER OF SOCIAL WORK

### SCHEME AND SYLLABUS OF MASTER OF SOCIAL WORK (MSW) 2019

#### Semester I

Sl. No.	Course Code	Title of Courses	Instruction Hours/week	Credits	Exam Hours
1.	SOW1Co1	History, Philosophy and Fields of Social Work	4	4	3
2.	SOW1Co2	Sociology and Economics for Social Work Practice	4	4	3
3.	SOW1Co3	Human Growth and Development	4	4	3
4.	SOW1Co4	Professional Skills for Social Workers	4	4	3
5.	SOW1Co5	Social Legislation and Human Rights	4	4	3
6.	SOW1Lo1	Concurrent Fieldwork	10**	4	
7.	SOW1A o1	Working with Older Persons		4	
		Total	30	24	

#### Semester II

Sl. No	Course Code	Title of Courses	Instruction Hours/week	Credits	Exam Hours
1.	SOW2Co6	Social Casework	4	4	3
2.	SOW2Co7	Social Group work	4	4	3
3.	SOW2Co8	Community organization and Social Action	4	4	3
4.	SOW2Co9	Psychology for Social Work	4	4	3
5.	SOW2C10	Theory and Practice of Counselling	4	4	3
6.	SOW2 Lo2	Concurrent Fieldwork	10**	3	
7.	SOW2A02	Child Protection		4	
		Total	30	23	

**Semester III**

<b>Sl. No</b>	<b>Course Code</b>	<b>Title of Courses</b>	<b>Instruction Hours/week</b>	<b>Credits</b>	<b>Exam Hours</b>
1.	SOW 3 C11	Quantitative and Qualitative Methods for Social Work Research	4	4	3
2.	SOW 3 C12	Participatory Project Planning and Training	4	4	3
3.	SOW 3 C 13	Community Health	4	4	3
4.	SOW 3 E101 or SOW 3 E201	Health Care Social Work or Rural Community Development and Governance	4	4	3
5.	SOW 3 E102 or SOW 3 E202	Social Work in Mental Health Settings or Urban Community Development and Governance	4	4	3
6.	SOW 3L 03	Concurrent Fieldwork	10**	4	
		Total	30	24	

**Semester IV**

<b>Sl. No</b>	<b>Course Code</b>	<b>Title of Courses</b>	<b>Instruction Hours/week</b>	<b>Credits</b>	<b>Exam Hours</b>
1.	SOW 4 C 14	Administration of Human Service Organisations	4	4	3
2.	SOW 4 C 15	Social Work with Vulnerable Groups	4	4	3
3.	SOW 4 E1 03 or SOW 4 E2	Therapeutic Approaches in Medical and Psychiatric Settings or Environmental Studies and	4	4	3
4.	SOW 4 E1 04 or SOW 4 E2	Social Work Practice with Families or Social Work and Gender	4	4	3
5.	SOW 4L04	Concurrent Fieldwork	10**	3	
6.	SOW 4L05	Block Field work	4	4	
7.	SOW 4 P 01	Dissertation		4	
8.	SOW 4 V 01	Comprehensive Viva-voce (Theory)		2	
		Total	30	29	
		Grand Total		100	

## **Field Work**

### **Rules**

Field work is designed to provide a variety of opportunities to develop and enhance professional practice skills. Learning is aided through observation, analysis of social realities and experience of participation in designing and providing social work intervention. Major components of field work are observation visits, community living experience/camp, concurrent field work, study tour, summer placement and block placement.

Field work should involve the selective utilization of all social work methods. The student should also be assigned small research studies, organization of programmes for the clientele of the agency and training programmes.

Each student is to be assigned to faculty supervisor who supervises the field work activities of the student. Individual conferences with the students are recommended. The Department should prepare an evaluation proforma to assess the level of competence of the student. This should be given to the agency supervisor for assessment.

The students should prepare and submit the report of their activities during fieldwork. They should also present a summary of activities in the fieldwork seminar held every semester. A viva voce exam should be held at the end of each semester in which a social work practitioner will be the examiner. This viva voce exam can be conducted by the Departments themselves.

**Field Work Schedule**

<b>Semester</b>	<b>Field practicum component</b>	<b>Duration/No (Minimum Requirements are given)</b>	<b>Credits</b>
I	a. Observation Visits  b. Community living/ Camp  c. Concurrent Fieldwork	a. 12 organizations  b. 5 to 7 Days  c. 10 hours per week.(Social work methods)	4
II	Concurrent Fieldwork	10 hours per week (opportunities for casework, and group work should be provided.)	3
III	a. Concurrent Fieldwork  b. Study Tour	a. 10 hours per week (Students should be placed in organizations according to their specializations.)  b. Four to seven days to social welfare organizations and development projects	4
IV	a. Concurrent Fieldwork	a. 10 hours per week (Students should be placed in organizations according to their specializations)	3
	b. Block Placement	b. One Month at the end of the fourth semester (It is an internship to facilitate the transition from academic to work life. Agency should be chosen so that  (Opportunities for enhancing independent practice competencies are provided.)	2

## Assessment

Credits for Fieldwork are given after internal assessment and there is no external evaluation.

Sl. No.	Criteria for Assessment	Weightage
1.	Fieldwork Report (daily)	10
2.	Summary Report	3
3.	Evaluation Proforma (Average of the marks given by the agency and faculty supervisors to be taken. Peer/Self evaluation Peer/Self evaluation can also be done though it should not be considered for	6
4.	Field work seminar (Criteria- preparation, presentation, use of audio-visual aids and general participation in	5
5.	Field work Viva Voce	6
	Total	30

## Dissertation

### Rules

The student has to prepare and submit a dissertation under the guidance of a faculty member. The student is engaged meaningfully in the process of problem formulation; reviewing some literature related to the study; preparing the research proposal, choosing an appropriate research strategy and developing instruments for data collection, collecting data, data processing, analyzing and interpreting the data and preparing the research report. The length of the research report should be between 80 to 100 pages and should not exceed 100 pages. The research report should be soft bound and plastic or plastic laminated paper should not be used for binding.

The assessment of dissertation work has 4 weightage for external evaluation and 1 for internal evaluation. General Grading pattern is applicable to dissertation also. If a candidate fails in the dissertation, the examiner will give comments and suggestions for resubmission. Corrected dissertation should be submitted to the University within one month of the receipt of comments from the University. The resubmitted dissertation may be sent to an examiner for re valuation. (See Annexure I)

**External Evaluation - Criteria**

Sl. No	Item		Percentage of Weightage	Weightage External
1.	Choice of area / topic, Review of relevant literature	Scope, research potentials of the theme Comprehension, quality and quantity	<b>60</b>	<b>3</b>
2.	Research design or methodology	Relevance, relation to research theme, clarity Appropriateness, selection of variables, sample selection, description of the method used		<b>4</b>
3.	Tools/ instruments used	Appropriateness, construction, validation		<b>1</b>
4.	Data analysis and interpretation	Scheme, Application of analytical/statistical techniques, use of tables, figures, relating findings to objectives and literature, discussion on findings Discussion on earlier chapters, synthesis of research findings, implications of the study		<b>4</b>
5.	Report Presentation	Chapter division, chapter size distribution, structuring paragraphs, vocabulary, clarity, coherence and bibliography		<b>2</b>
6.	Viva Voce	Ability to recall and explain the research process and to defend the research work.	<b>40</b>	<b>10</b>
	Total		<b>100</b>	<b>24</b>



**Dissertation Viva Voce – External: Criteria for evaluation**

Sl. No.	Criterion	Description	Weightage External
1	Ability to defend the dissertation	Knowledge of the content of the dissertation, ability to place it in either scientific and/or practical context	3
2	Knowledge of the field of study	Sufficient basic knowledge (subject matter) in relation to research, ability to link various parts of the research, Awareness of the current discussions on the topic	3
3	Coherence in presenting the research process	A carefully defined structure, logical with proper introduction and conclusion	1
4	Contribution to practice	Ability to demonstrate the application of findings with respect to social work practice  Rich arguments for why and how the findings are relevant to improved social work practice, in preparing new models for best practices in social work	3
	Total		10

**Internal Evaluation - Criteria**

Sl. No	Item	Weightage
1.	Choice of area / topic, Review of relevant literature Research design or methodology	2
4.	Data analysis and interpretation Report Presentation Regularity and punctuality	2
6.	Viva Voce	2
	Total	6

**MSW Semester I****SOW 1 C 01: History, Philosophy and Fields of Social Work****Credits: 4**  
**Hours/week:****4****Course Outcomes**

- Understand the history of Social work and Social Work education and its place in the context of other related concepts
- Understand the philosophical assumptions and values of Social Work and the sources of Social work Philosophy
- Apply social work values while working with various client groups
- Analyse ethical dilemmas in practice situations and develop solutions to deal with them
- Understand the different perspectives in Social Work and evaluate their relative relevance/applicability in different practice contexts
- Understand the basic concepts, methods and functions of Social Work and roles and skills of a professional social worker
- Understand and apply the Code of Ethics and understand the attributes of Social Work as a profession
- Understand the various fields of Social Work

**Module I****(10 Hours)**

**Historical development of social work:** U.K. and U.S.A, Historical development of Social Work in India - Social Reform Movements and their contribution to Social Welfare. Welfare activities in India by Governmental and nongovernmental agencies in the Post Independent Era

**Social Work-related concepts:** Social Service, Social Reform, Social Welfare, Social Policy, Social justice, Social Defense

**Module II****(14 Hours)****Concept, Philosophy and approaches to Social Work**

Social Work- Definition, Principles, Core values and Functions.

Philosophical assumptions of Social Work - Democratic frame work, worth and dignity of individual, interacting forces of human behavior, uniqueness of individuality, change and the potentiality to change, the right for self direction, participation of clients in the helping process, right to self fulfillment to the extent of his capacity and within the limits, Society's

responsibility to facilitate self- fulfillment of the individual, group or community. Operationalising cardinal social work values, challenges in embracing values.

Sources of Social Work Philosophy: Moral & Religious values in Social work philosophy-Christian, Hindu, Muslim, Buddhist, Gandhian traditions. Secular humanism, Rationalism, Welfarism, Liberalism and democracy, Socialism and human rights

### **Module III**

**(14 Hours)**

#### **Social Work Theories, perspectives and Methods**

Introduction to theories of Social Work: Importance - Systems Theory, Humanistic, Psychosocial development theories, Social Learning Theory, Conflict Theory.

Major Perspectives in Social Work: Strengths and Ecological Systems Perspectives

Overview of Social Work Practice Models: Crisis Intervention and Task- Centered, Cognitive-Behavioral, Strengths and Solution – Focused, Narrative, Anti oppressive, Cultural Competence

Methods of Social Work- Social Case Work, Social Group Work, Community Organisation, Social work Research, Social work Administration, and Social Action

Role of Professional Social Worker. Core skills of Social Work

### **Module IV**

**(10 Hours)**

#### **Social Work profession-issues and concerns, Social Work Education**

Identification of Social Work as a Profession, Code of Ethics in Social Work, Issues and concerns of Social work Profession. Professional Associations for social workers, Importance of continuing professional development of social workers, International Social Work

Social Work Education - Multidisciplinary foundation of Social work education, curriculum, courses and specializations.

**Field work**– objective, components, Supervision-functions and methods, Field work recording-Need and importance, Current trends in social work education.

### **Module V**

**(12 Hours)**

#### **Fields of Social Work**

Primary and secondary settings, Role of professional social worker. Core skills for Social Work.

Family and child welfare Settings, Medical and Psychiatric Settings, Industrial Settings, Educational Setting, Correctional setting, Community Development Settings.

Social Work with Children, Adolescents and youth, Women, Gender issues, Aged, Differently abled, SC/ST, migrants, unorganized labourers, abuse, sexual assault, and Domestic violence victims, HIV/AIDS, sexual minorities.

**References:**

1. Banerjee .G.R (1973) : Papers on Social Work: An Indian Perspective
2. Choudhary, Paul. (1983): Introduction to Social work. New Delhi: Atma Ram & Sons,
3. Gore, M. S. (1965): Social Work and Social Work Education, P. S. Jayasingh, Bombay :Asia Publication House
4. Batra, Nitin (2004): Dynamics of Social Work in India, Jaipur : Raj Publishing House.
5. Dinitto, Diana, M. (2008): Social Work Issues and Opportunities in a challenging profession (3<sup>rd</sup> edition). Chicago: Lyceum Books
6. Fink, Arthur et al (1985).The fields of Social Work. Beverly Hills, Calif: Sage Publications
7. Hepworth, Dean H (2010): Direct Social Work Practice-Theory and skills (8<sup>th</sup> edition). New York: Brooks/Cole.
8. Friedlander, Walter A. (1977) : Concepts and Methods of Social Work, New Delhi : Prentice Hall of India Pvt. Ltd.
9. Nair, T. Krishnan (1981): Social Work Education and Social Work Practice in India, Madras: Association of School of Social Work in India
10. Singh, R.R. (1985): Field Work in Social Work Education, A Perspective for Human Service Profession, New Delhi : Concept Publishing Company
11. Wadia. A.R (1961): History and Philosophy of Social Work in India. Allied Publishers, Bombay
12. Desai, Murli (2002): Ideologies and social Work. Rawat Publications, Jaipur
13. Patel, Chhaya(Ed): Social Work Practice Religio-Philosophical Foundations. Rawat Publications Jaipur
14. Terry Mizrahi, Larry E. Davis (2008) : Encyclopedia of Social Work (20th Edition), Oxford University Press, New York.
15. Upadhyay Ashok K., John Rawls (1999)– Concept of Justice, Rawat Publications, Jaipur
16. Vivienne Cree and Steve Myers (2009): Social Work: Making a Difference, Rawat Publications, Jaipur.
17. Payne, Malcom (2014) Modern Social Work Theory, Palgrave Macmillan London
18. Gray, Mel and Webb, A. Stephen (ed.) (2013) Social Work Theories and Methods, Sage London
19. Healy, Karen (2014) Social work Theories in Context Creating Frameworks for Practice, Palgrave Macmillan London
20. Maclean, Siobhan and Harrison, Rob (2001); Theory and Practice: A Straightforward Guide for Social Work Students, Kirwin Maclean Associates

**MSW Semester I****SOW I C 02 : Sociology and Economics for Social Work Practice****Credits: 4****Hours/week: 4****Course Outcome**

- Describe the important sociological perspectives
- Outline the contributions of major theorists
- Identify various sociological concepts present in contemporary society
- Examine the impact of social problems existing in the Indian Society
- Recall the basic concepts of Economics
- Elaborate on present-day economic systems
- Explain the concept of economic planning for development
- Determine the impact of the New Economic Policy on the Indian economy
- Analyze the challenges faced by the Indian economy

**Module I: Sociological Perspectives and theoretical contributions to Sociology (12 Hours)**

Sociological perspectives: Functionalist perspective, Conflict perspective, Interactionist perspective.

Contributions of theorists: Durkheim, Auguste Comte, Max Weber, Foucault and Talcott parson, Amartya Sen.

**Module II: Sociological concepts for social work I (12 hours)**

Definition of sociology, relationship between Sociology and Social Work Society: Definition, Society as system of relationships, meaning and characteristics,

Culture: Definition, characteristics, cultural change

Status & Role: Types and Characteristics

Socialization: Meaning, theories of socialization, process and agents

Social process: Associative and dissociative process

Social institutions – Marriage, family, religion, kinship, education, economic institutions and legal system

**Module III: Sociological concepts for social work II (10 hours)**

Social Stratification: Characteristics, Gender, caste, class.

Social control: Conformity and deviance; Characteristics, agencies and means of social control

Social change: Nature, characteristics, factors and theories related to social change

Social Problems: Meaning, natures and factors responsible for social problems, Major Social problems in India.

**Module IV: Introduction to basic economic concepts (12 Hours)** Significance of studying Economics in social work. Basic Economic concepts: Needs, Resources, Production, Distribution and Consumption. Demand and supply.

Contemporary economic systems: Capitalism, Socialism and Mixed economy, their features, merits and demerits.

**Module V: Development Economics (14 Hours)**

Economic Development: Concept, Meaning, under development - Characteristics, causes and consequences

Poverty and unemployment in India: Types, Causes, effects and implications. World Hunger- myths, magnitude, causes and remedies.

New Economic Policy: Structural adjustment programmes (LPG) and Stabilization programmes, Impact of NEP

Planning for Development – Economic Planning, meaning, Objectives of Indian Planning, NITI Aayog,

### References

1. M, A. F. (2006). *“Contemporary Sociology” – An Introduction to Concepts and Theories*. USA: Oxford University Press.
2. Bêteille, A. ( 2002). *SociologyY:Essays on approach and method*. New Delhi : Oxford University Press.
3. Giddens, A. (2005). *Sociology-Introductory Readings*. Excel Media: New Delhi.
4. Rao, C. S. ( 2005). *Sociology* . New Delhi: S. Chand Co.
5. Singh, Y.(2004).*Ideology and Theory in India Sociology*, Rawat Publications. New Delhi.
6. Dutt, R. & Sundram, K.P.M. (2002). *Indian Economy*, S. Chand and Co. ,New Delhi
7. Madan, G.R. (2002) .*Indian Social Problems*, Mumbai: Allied Publishers Pvt. Ltd.

**MSW Semester I****SOW1 C 03: Human Growth and Development****Credits: 4****Hours/week: 4****Course Outcomes**

- Understand the definition, nature and scope of Psychology
- Understand the structure and functions of nervous and endocrine system
- Understand the process of genetic transmission
- Understand the definition, nature and scope of Social Psychology
- Evaluate the theories and principles of development
- Understand the life span approach
- Understand the prenatal period
- Understand the infancy, early childhood and late childhood period
- Understand the personal, vocational, marital and vocational adjustments of early adulthood
- Understand the personal, vocational, marital and vocational adjustments of middle age
- Understand the personal, vocational, marital and vocational adjustments of old age

**Module I: General psychological concepts and Biological basis of behavior (10 Hours)**

Psychology: Definition and scope. Learning, thinking, emotion and intelligence- definition and other basic information.

Brain and Behavior: Brief outline on Nervous system and Endocrine system

**Module II: Introduction to Human Development (12 Hours)**

Developmental psychology: Definition, Scope and its importance in Social work practice. Meaning of Development changes, significant facts about development. Theories of development: Psychoanalytic theory, Cognitive theory, Ecological theory and socio cultural theory. Importance of life span approach.

**Module III: Prenatal period, Infancy Babyhood, and Childhood (16 Hours)**

**Prenatal period** – characteristics, stages, Importance of prenatal period and hazards

**Infancy** – stages, characteristics of newborn – major elements of adjustments, hazards

**Babyhood** - characteristics, developmental tasks, Emotional, Social and moral development **Early childhood** – characteristics, developmental tasks, language acquisition, socialisation, personality, Moral and Emotional development.

**Late Childhood** – characteristics, developmental tasks, importance of play, peer relationships-cognitive and moral development.

#### **Module IV: Puberty & Adolescence (8 Hours)**

**Puberty** – Characteristics, criteria, causes of puberty, major physical and emotional changes and its influence on personal and social adjustments, hazards and its effects on the individual's physical and psychological wellbeing.

**Adolescence** – characteristics, developmental tasks, major physical, emotional and social changes, Emotional, social and personality development, sex and sexuality in adolescence.

#### **Module V: Early adult hood, Middle age and Old age (14 Hours)**

**Early adulthood:** characteristics, developmental tasks, personal and social adjustments, vocational and marital adjustments

**Middle age:** characteristics, developmental tasks, personal and social adjustments, vocational and marital adjustments

**Old age:** characteristics, developmental tasks, Ageing and Ageism. Health problems and hazards. Death and Dying, Bereavement. Personal and social adjustments, vocational and marital adjustments.

#### **References:**

1. Hurlock, Elizabeth B. (1996). *Developmental Psychology-a life span approach*. Tata New Delhi: McGraw-Hill Publishing Co.Ltd.
2. Keniston, Allen (Ed.). (1998). *Perspectives: Life Span Development*. Madison: Course wise Publishing Inc.
3. Papalia, D.E et.al (2004) *Human Development* (9<sup>th</sup> Ed). New Delhi: Tata McGraw Hill Publishing Company
4. Santrock, J.E (2007) *Child Development* (2<sup>nd</sup> end) New Delhi: Tata McGraw Hill Publishing Company



**MSW Semester I****SOW I C 04: Professional Skills for Social Workers****Credits: 4****Hours/week: 4****Course Outcomes**

- Understand the concepts of self
- Study the various techniques of understanding oneself
- Understand the relationship skills required for Social Workers
- Understand and demonstrate the communication skills required for social workers
- Understand the leadership skills required for social workers
- Understand the application of ICT in social work practice

**Module I****(10 Hours)**

**Intra personal and Interpersonal skills** -Significance of understanding self, Meaning of self: Self awareness, self concept, self esteem, self image and self acceptance, Factors affecting self: attitudes and values. Techniques of understanding self, SOWOT analysis, Jo-Hari window. Self defeating behaviour and its management. Life skills, Emotional resilience, Emotional Intelligence.

**Module II****(13 Hours)**

**Relationship skills for social work:** Understanding client's situation and perspective- assessment, genograms, ecomaps, Core relationship qualities: warmth, empathy, genuineness, unconditional positive regard, Interviewing skills: creating supportive environment, active listening, silence, reflecting feelings, paraphrasing, clarifying, summarizing, Direct, closed, open ended questions, Professional integrity, Professional boundaries

**Module III****(14 Hours)**

**Communication Skills-** Communication: Definition, Purpose, Types, process, barriers, approaches in communication, non-verbal communication, Transactional Analysis-ego states, transactions, strokes, life positions, Group discussion, Public speaking, Presentation skills, reflective writing, presentation skills, Writing skills: Minutes, reports, letters, Advocacy letters, case notes, Structure of case notes, legal writing, newsletters, press, media, media releases, Letter to the editor, Literature review, academic writing, referencing and plagiarism.

**Module IV****(12 Hours)**

**Leadership skills:** Leadership- Introduction to Leadership, Leadership Power, Leadership Styles, Leadership in social work-Facilitative and transformational Leadership, Motivation, Motivation enhancement, Group dynamics, Team building and team work, Time Management, Stress management, Goal setting, Managing conflict

**Module V****(11 Hours)**

**ICT Skills:** Use of ICT in Social Work, MS Office, Various forms of ICT resources, ICT in teaching and learning, Online Learning resources, Introduction to Cyber laws, Cyber crimes, Cyber ethics

**References:**

1. Stogdon C and Kitleley R (2010) Study skills for social workers, Sage Publications
2. Mohan K, Banerji M, Developing Communication Skills, , Macmillan Publishers India Ltd.
3. Neil T (2009), People Skills, 3rd Ed., Palgrave Macmillan New York
4. Hamer M (2006), The barefoot Helper: mindfulness and creativity in social work and the caring professions, Russell House Publishing Limited
5. Benson, Jarlath B(2001), Working more creatively with groups, Routledge, New York
6. Donald S. (1991), The Reflective Practitioner, How Professionals Think in Action, Basic Books New York [ISBN: 1857423194]

**MSW Semester I****SOW I C 05: Social Legislation and Human Rights****Credits : 4****Hours/week : 4****Course Outcome**

- Understand the Legal system in India and the process of making social legislation
- Understand Social Legislation as an instrument for Social Control, Social Security, Social change, Social justice and Social Policy
- Understand human rights and organizations to protect human rights
- Understand the legislations for the protection of Children and women and statutory bodies involved in their implementation
- Understand the legislations for the protection of Aged, Disabled and other vulnerable groups, their social relevance, implications, and remedies
- Understand the role of Social Workers in the field of Social legislation and Human rights
- Understand the provisions of Legal Aid and Public Interest Litigation.

**Module I Introduction to Social Legislation****(8 Hours)**

Social Legislation: Definition, objectives, & Scope. Social Legislation as an instrument for Social change and Social justice. Process of making social legislation

Indian constitution and social Legislation: Fundamental rights, Fundamental duties and Directive Principles of State policy. Legal system in India: Courts, Hierarchy of courts.

**Module II Human rights****(14 hours)**

Concept and nature of human rights: Values: Dignity, Liberty, Equality, Justice, and Unity in Diversity.

Human rights as Inherent, Inalienable, Universal and Indivisible, Universal Declaration of Human Rights 1948 and Universal Declaration of Human Responsibilities 1997.

International Convention on Economic, Social and Cultural Rights 1966

International convention on Civil and Political Right 1966

UN and its Principal Organs: General Assembly, Economic and Social Council, and Security Council, Subsidiary Organ: Human Rights Council,

Specialized Agencies: UNICEF, UNESCO, ILO, WHO and various agencies.  
 Inter governmental and non governmental agencies working for human rights.  
 Statutory Mechanism for Enforcement of Human Rights in India: National Human Rights Commission (NHRC) and State Human Rights Commissions (SHRCs) – Evolution, Composition and their Roles,  
 Role of a social worker in relation to social legislation and human rights issues – advocacy, campaign, lobbying, networking, educating, guiding, enabling

**Module III: Legislations for the Protection of Children and Women- their social relevance, objectives, implications, remedies and critical review (14 hours)**

**Children**

Juvenile justice care and protection act 2015

Laws related to adoption, Child Marriage Act – 2006.

The Protection of Children from Sexual Offences Act, 2012

The Child Labour (Prohibition and Regulation) Amendment Act, 2016

**Women**

Laws related to atrocities against women as per Indian penal code

The Dowry Prohibition Act –1986.

The Protection of Women from Domestic Violence Act, 2005.

The Immoral Traffic (Prevention) Act, 1986.

The *Nirbhaya Act*, 2013

Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013,

**Module IV: Social Legislations for the Aged, Disabled and other weaker Sections, their social relevance, objectives, implications, remedies and critical review (14 hours)**

Aged: Maintenance and Welfare of Parents and Senior Citizens Act, 2007.

Disabled: The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.

Backward Classes: The Schedule Caste and Schedule Tribes, (Prevention of Atrocities) Act, 1989.

Social security legislations- An overview

**Module V Introduction to Legal Aid (10 hours)**

Legal Aid- Definition, meaning and scope

Legal services authorities act, 1987 – salient features,

The Schemes and Programmes for Legal Aid Services, Lok Adalats

Public Interest Litigation -Meaning and Definition, Nature and Scope of Public Interest Litigation. Procedure for filing PIL

**References**

1. India Government: Constitution of India. Govt. of India Press, New Delhi
2. Social Legislation in India (2 Vols)Hardcover K .D. Gangrade 2011
3. Mathew PD : Public Interest Litigation, Indian Social Institute, New Delhi, 1999
4. Tapan Bisowal : Human rights, gender and environment Viva books pvt Ltd, New Delhi, 2006
5. Videh Upadhyay, Public Interest Litigation in India: Concepts, Cases and Concerns: Concepts, Cases Concerns – 2007
6. Mamta Rao, Public Interest Litigation Legal Aid and Lok Adalats Paperback – 2015
7. People law and justice : A case book of PIL, Vol 2Orient Longman publishers, New Delhi, 1997
8. Introduction to constitution of India: Vikas publishers house pvt Ltd, New Delhi
9. Legal Education Series : Indian Social Institute, New Delhi, 1999
10. Hebsur, R. K. (Ed.) Social Intervention for Justice, Bombay: TISS.
11. Huttman, E. D. 1981 Introduction to Social Policy, New York: McGraw-Hill.

**MSW Semester I**  
**SOW I L 01: Concurrent Field Work**

**Credits: 4**  
**Hours/week: 10**

**Course Outcomes**

- Understand both agency and clients as systems and develop the knowledge of administrative procedures, programme management.
- Understand the problems of marginalized individuals, groups and communities
- Get hands on exposure to working with rural/tribal community
- Understand the functioning and programmes of governmental and non-governmental organizations involved in welfare and developmental activities for vulnerable groups
- Develop sensitivity towards the needs and problems of different target groups.
- Acquire skills in communication – presentation and reporting of observed realities, documentation, writing field work reports and public relation skills

**Components of Concurrent Field Work**

- Observation Visits to Governmental and non-Governmental Organisations working in the field of social Justice and Welfare
- Seven days Rural/Tribal Camp
- Concurrent Agency Field Work -10 to 12 days
- Concurrent Community field work along with Kudumbasree Mission

**MSW Semester II SOW2****C06: Social Case Work****Credits: 4****Hours/week: 4****Course Outcomes**

- Understand the theoretical framework and core values for the practice of social case work
- Acquire knowledge to assess and diagnose the problems of individuals
- Develop skills to plan intervention for individuals with problems
- Develop competence to provide intervention for the management of interpersonal problems
- Acquire ability in Laisioning, networking and mobilizing resources for the rehabilitation of individuals with problems
- To understand the various tools to assess individuals with problems
- Develop competence to provide intervention for the management of interpersonal problems
- Acquire ability in laisioning, networking and mobilizing resources for the rehabilitation of individuals with problems
- Acquire skills for recording and documentation of individual and group interventions

**Module I: Introduction to Social Case Work****(8 hours)**

Social Case Work as a Method of Social Work: Definition, scope and objectives of Social Case Work, History and Development of Social Case Work in UK, USA and India, Casework and Counseling. Philosophical assumptions and values of Social Case Work. Caseworker - qualities and skills.

**Module II:****(10 hours)**

Case work relationship: definition, qualities and principles of Case work relationship, (Individualization, Purposeful expression of feelings, controlled emotional involvement, Acceptance, Non-judgmental attitude, Client self determination, Confidentiality)

**Tools used in social case work:** Relationship, listening, observation, Home visits, Interview, Casework Interview: nature purpose and principles.

**Module III: Components and Tools of social casework****(16 hours)****Components of casework (Perlman's model):**

Person- client, significant others and collaterals.

Problem- need impaired social functioning.

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

Process- Social Casework intervention; psychosocial study, Diagnosis, Treatment, Evaluation, Termination and follow up. Writing a Case work record

**Recording:** importance, principles and types: Narrative recording, summary recording & verbatim recording,

#### **Module IV: Social Case Work Treatment - Approaches and Models (16 hours)**

Environmental modification, Enhancing social support systems, and Direct treatment (Counselling techniques - guidance, clarification, ventilation, psychological, support, reassurance, confrontation, accreditation, suggestion etc.)

Enhancing the client's problem solving - assertiveness, Stress management & social skills

Theoretical approaches relevant to case work. Psychoanalytical, Psychosocial, Diagnostic and Functional approaches.

Models of Casework Practice : Social diagnostic(Richmond), Supportive and modificatory (Hamilton), Problem solving(Perlman), Crisis intervention(Rappaport), Classified treatment method ( Florence Hollies),Competence based approach ( Elleen Grabrill)

#### **Module V: Case management in Social Case Work (10 hours)**

Case management: definition, philosophy, components- Assessment, planning, facilitation, care coordination, evaluation, advocacy, referral, resource management

Settings of social case work: Primary & secondary, Scope of social case work in various settings, Role and function of case worker in all settings

#### **References:**

1. Biestek Felix (1957). *Case Work Relationship*. Chicago: Loyola University Press
2. Grace Mathew (1992). *Introduction to Social Case Work*. Bombay: Tata Institute of Social Sciences.
3. Perlman, H.H. (1957). *Social Case Work: A Problem Solving Process*. Chicago: University of Chicago Press.
4. Hepworth & Larsen (2010). *Direct Social Work Practice: Theory and Skills* (Eighth Edition). Belmont, CA: Brooks/Cole/ Thompson.
5. Hamilton.G : *Theory and Practice of Social Case Work*
6. Hamilton, Gordon (1970) *The New York School of Social Work: Theory and Practice of Social Case Work*, New York and London: Columbia University Press
7. Rameshwari Devi, Ravi Prakash (2004) *Social Work Methods, Practics and Perspectives (Models of Casework Practice)*, Vol. II,



Ch.3, Jaipur : Mangal Deep Publication

8. Brammer.L.M : The Helping Relationship Process and Skills 1985
9. Upadhay .R.K : Social Casework – A Therapeutic Approach.
10. Garrett, Annett (1972) *Interviewing – Its Principles and Methods*, Family Service Association of America, New York
- 11 Compton and Galaway : Social Work Process 1979

**MSW Semester II**  
**SOW2 C 07: Social Group Work**

**Credits: 4**

**Hours/week: 4**

**Course Outcomes**

- Develop an understanding of various types of group, their processes and dynamics, stages of development and models of interventions
- Learn theoretical approaches that inform group work practice
- Gain insight into dimensions of group processes and group work practice
- Develop skills to work with different stages and record the process
- Understand of group work as a method of professional social work

**Module I: Introduction to Groups**

**( 12 Hours)**

Understanding groups: Definition, characteristics and significance of groups in society. Types of groups – primary and secondary groups

Task groups (forum, committees and work team)

Treatment groups (support groups, educational groups, socialization groups, therapeutic groups,)

Developmental groups (self help groups and support groups)

Subgroups- meaning and types (Cliques, dyads, triads, isolates)

Tools for assessing group interaction - Sociometry and Sociogram.

Functional and nonfunctional role of individuals in group

**Module II Group Process**

**(14 Hours)**

Typical patterns in group process and interpersonal communication, Group formation, Role, Rank and Relationship, Group norm, Bond, acceptance, isolation, rejection, conflict and control. Impact of group experience on individuals

**Group dynamics** - Group bond, Sub groups, Decision making, isolation, Leadership, Conflict.

Communication and Interaction pattern, Group cohesiveness, Group control, Group culture.

**Stages of group development** – Forming, Storming, Norming, Performing and Adjourning

**Group morale**- meaning determinants and importance and characteristics of groups with high or low morale.

**Module III: Introduction to Social Group Work (9 Hours)**

Social Group Work: Definition, characteristics and goals of social group work method.

History and evolution of group work as a method – international and Indian context.

Theoretical assumptions underlying social group work, Philosophical assumptions and Values of social group work, Relevance and Scope of Social Group Work

**Module IV Social group work principles and process( 13 Hours)**

Principles of group work.

Group Worker – Qualities, skills, Role and functions,

Steps in group formation: Need Assessment, Formulating objectives, developing plan for group work, Programme planning

Group Formation and Group Development

Group Work Process: Pregroup formation, Beginning Phase, Middle Phase and Ending Phase

Termination phase: Types of termination

Evaluation: Significance of evaluation, types and methods of evaluation

**Module V (12 Hours)**

**Recording in group work** – Importance, Principles, types, structure of recording, Techniques of recording to analyze group process and plan strategies for intervention

**Applications of Group work in various settings** – Health (Hospitals, De-addiction centres and Mental health centres), Children and Adolescents(schools and Child Guidance Clinics) Women development, Family welfare (Family counselling centres), Industries, Communities, Correctional institutions

**References:**

1. Hepworth, D. H. ( 2010). . *Direct Social Work Practice: Theory and Skills (8th Edition)*. Belmont: Brooks/Cole.
2. Konopka, G. ( 1963). *Social group work. A Helping Process* . New Jersey: Prentice Hall.
3. Rivas, R. W. (2009). *Introduction to social group work practice*. . London : Allyn & Bacon.
4. Siddiqui, H.Y. (2008). *Social group work: Theories and practice*. Jaipur: Rawat Publications.
5. Trecker, H. B. (1972). *Social group work: Principles and Practice*. Chicago: Follett. Publishing Company.
6. Upadhyay, R. (2003). *Social Casework: A Therapeutic Approach*. New Delhi: Rawat Publishers.
7. Zander, D. C. (1960). *Group Dynamics*. New York: Peterson and Co.

**MSW Semester II**

**SOW2 C 08: Community Organisation and Social Action****Credits : 4****Hours/week : 4****Course Outcome**

- Understand the basic concepts of community, community functions and community dynamics
- Understand the values and process of community organization as a method of social work
- Analyse and evaluate the significance of models of community organization and social action proposed by Jack Rothman, Alinsky, Freire and Gandhi
- Use strategies and skills in community organization and social action
- Practice community organization in different contexts
- Understand the values and process of social action as a method of social work

**Module I: Understanding Community and Community Dynamics (10 hours)**

Concept of community: - Sociological and social work perspectives of community - geographical and functional community.

Functions of community. Concepts of power and authority; sources of power in communities. Understanding community power structure, Powerlessness and empowerment, Cycle of empowerment.

Leadership in Community Organisation: Concept and types of leadership.

Role and functions of community leaders.

Participation in Community Organisation: Meaning, significance and dimensions and levels of participation. Challenges in participation.

**Module II: Community Organization as Practice Method (14 hours)**

Concepts: - Community organization, community development.

Evolution of community practice in the West and in India

Principles of community organization. Emphasis on human rights, multiculturalism, diversity, pluralism and social justice. Theoretical perspectives relevant to community organisation-Systems theory, Learning Theory, Conflict Theory and Social Exchange Theory

Phases in community organization- Study, analysis, assessment, organization, action, evaluation, modification and continuation.

Approaches and Models: Rothman's approaches to Community Organisation- Locality Development, Social Planning, Social Action. Paulo Freire and Conscientization. Saul Alinsky and Organised Mass Action.

Approaches to Organising communities in the Indian Context: The Gandhian method of organizing: Satyagraha, civil disobedience and the philosophy of non violence.

**Module III: Strategies in Community Organization (12 hours)**

Formation and capacity building of marginalized groups, community level institutions and organisations (e.g- PRIs, people's organisations), asset-based community development, leadership building and networking, awareness generation, local services development. Advocacy and coalition building.

Skills required in community organization practice: Interaction skills, skills in information gathering and assimilation, community mobilization, resource mobilization (external and internal), advocacy, conflict resolution, documentation, networking, training and facilitation, Participatory Rural Appraisal (PRA)

Recording: community profiling, recording (administrative and process records; data banks, monitoring report, evaluation reports) and documentation of the community organization processes (documentation of the best practices, case studies)

**Module IV: Community Organization Practice in Various Settings (12 hours)**

Health, Education, Residential institutions, Livelihood and work, Natural resource management, Sustainable development, Working with tribal population, Disability, Working with rural and urban vulnerable communities, displaced population and rehabilitation, disaster response.

**Module V: Social Action (12 Hours)**

Social Action: Concept, Objectives, Principles, methods and strategies of social action. Scope of social action in India. Social Movements.

Approaches to Social Action- Freire, Gandhi (Sarvodaya), Alinsky, Radical social work; Rights based approach.

Strategies for social action from various social movements.

Skills- Mediation, advocacy, conflict resolution. Social Action as a method of social work.

**References:**

1. Ross Murray G, Community Organisation: Theory and Principles, Harper and Row Publication New York, 1985.
2. Arthur Dunham: Community Welfare Organisation.
3. Weil, Mary (Ed) :- Community Practice. Conceptual Methods, New York: The Haworth Press. Inc 1996.
4. Meenai, Zubair: Participatory Community work. Concept Publishing Company, NewDelhi 2008
5. Siddiqui , H.Y. Working with Communities: An Introduction to Community Work. Hira Publications, New Delhi 1997.
6. Tropman, John E, Erlich, John L; and Jack Rothman: Tactics and Techniques of Community Intervention – F.E. Pea cock Publication, Inc, Illinois 1995
7. Hardcastle, David A., Powers, Patricia R. and Wenocur, Stanley : Community Practice- Theories and Skills for Social Workers. Second Edition 2011
8. Hardina, D. : Analytical Skills for Community Organisation practice, Columbia University Press, New York, 2002
9. Weil, Mary (Ed): The Handbook of Community Practice, Sage Publications, New Delhi, 2013.

**SW Semester II**  
**SOW2 C 09: Psychology for Social Work**

**Credits: 4**  
**Hours/week: 4**

**Course Outcome**

1. Understand the definition , nature and scope of Social Psychology
2. Identify the components, characteristics, formation and modifiability of attitude
3. Understand the aspects of social perception-Nonverbal communication, Attribution, Impression formation and Impression management
4. Understand the aspects of social cognition-Schema, Heuristics, Priming, Automatic and Controlled Processing
5. Understand the aspects of social cognition-Schema, Heuristics, Priming, Automatic and Controlled Processing and sources of error in social cognition
6. Understand the nature, functions and concepts of group –Social facilitation, Social loafing, Deindividuation, Decision making
7. Understand the aspects of social influence-Conformity, Compliance techniques, Obedience to authority
8. Understand the theoretical perspectives and features of prosocial behaviour and Aggression
9. Evaluate the relevance of propaganda and collective behavior
10. Understand the concept of mental health, mental health issues and Biopsychosocial model of mental health
11. Understand the mental disorders- Schizophrenia, mood disorders, anxiety disorders, Somatoform disorders, childhood disorders, Dissociative disorders

**Module I: Introduction to Social Psychology ( 8 Hours)**

Social Psychology: Definition, Nature and Scope and relevance to social work

Social Perception: Nonverbal communication-Attribution-Theories of attribution.

Attitude: Definition, Formation and change of attitudes.

**Module II: Individual Behavior in social Context (10 Hours)**

Social Cognition: Meaning & definition, Schemas and Heuristics

Prejudice: Definition and characteristics of prejudices

Sex and Gender, Gender identity and gender stereotypes.

Social influence- Types of social influence, Compliance techniques

**Module III: Group Behavior in social Context (12Hours)**

Pro-social behaviour- factors and determinants.

Aggression- factors and determinants.

Propaganda: definition, Psychological basis and techniques. Counteracting misleading propaganda

Collective behavior: Characteristics of Audience & crowd. Classification of crowd and audience.

**Module IV: Introduction to Mental Health (14 Hours)**

Definition, characteristics and determinants of mental health. Mental Health issues in the contemporary society- Alcoholism and drug addiction, Suicide. Adjustment disorder-post traumatic stress disorder; Anxiety disorder: specific phobia, social phobias, generalized anxiety disorders, obsessive-compulsive disorder.

**Module V: Introduction to major Mental Disorders (16 Hours)**

Clinical features of schizophrenia, mood disorders

Somatic Symptom Disorders, Hypochondriasis, Somatization Disorder, Pain Disorder, Conversion Disorder;

Dissociative Disorders - Depersonalization/ Derealization Disorder, Dissociative Amnesia and Dissociative Fugue, Dissociative Identity Disorder  
Major Childhood disorders- Autism spectrum disorders, Conduct disorders, ADHD, LD, Intellectual Disability

**References:**

Baron, R.A., & Branscombe, N.R. (2012). *Social Psychology* (13th ed). New Delhi: Pearson Education.

Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology, 12th ed.* New Delhi: Pearson Education.

Baron, R.A., & Byrne, D. (2002). *Social Psychology, 10th ed.* New Delhi: Pearson Education

Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). *Abnormal Psychology* (16th ed.). U.S.A : Pearson Education, Inc.

Carson, R. C., Butcher, J. N., & Mineka, S. (1996). *Abnormal Psychology and Modern life* (10th ed.). New York : Harper Collins College Publishers.

Myers, D.G. (2006). *Social Psychology*. New Delhi: Tata McGraw Hill Inc.

Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). *Kaplan & Sadock's Synopsis of Psychiatry Behavioral Sciences/ Clinical Psychiatry* (11th ed.). U.S.A : Wolters Kluwer.

Seligman, M. E. P., Walker, E. P., & Rosenhan, D. L. (2001). *Abnormal Psychology* (4th ed.). New York : W. W. Norton & Company, Inc.

Taylor, S.E., Peplau, L.A., & Sears, D.O. (2006). New Delhi: Pearson Education.



**MSW Semester II****SOW2 C 10: Theory and Practice of Counselling****Credits: 4****Hours/week: 4****Course Outcomes**

1. Understand the concept of counselling and its elements
2. Differentiate counselling from Social Case Work, Guidance and Psychotherapy
3. Understand the process of counseling
4. Demonstrate the ability to use techniques of counseling
5. Determine the application of theories in counselling
6. Identify the contexts in which counselling can be practiced
7. Practice counselling in contexts including Marriage and Family, Career, Crisis and trauma, Genetic Issues, Grief, Stress management, HIV/ AIDS, Services for children and adolescents, Elderly, Workplace, and Substance abuse and Addiction

**Module 1 Basics of Counselling Practice****(9 Hours)**

Counselling: definition need and scope, Types of counseling: Individual and Group Counselling, Concepts-similarities & differences: Guidance, Counselling, Social Case Work, Psychotherapy. Elements in counselling: counselee, counsellor, counselling setting.

**Module II Counselling Process****(14 Hours)**

Counselling stages: Relationship building, Exploring, assessment and understanding, goal setting and action, Termination and Evaluation Phase Attitudes and Skills required for the stages of counseling: Contracting, Attending, Reflecting feelings, paraphrasing, focusing, confronting, summarizing, evaluating, goal setting, building relationships, empathic responding, challenging skills,

**Module III Techniques and skills in Counseling****(12 Hours)**

Personal Qualities of an effective counsellor

Skills and Techniques of counselling: Active listening, questioning, clarification, physical attending skills: non-verbal skills: posture, facial expressions and eye contact

Counsellor as a professional: Code of ethics and legal and ethical aspects of Counseling

**Module IV Theories and approaches in Counseling Practice(14 Hours)** Psychoanalysis, Client-centered, Gestalt theory, Rational emotive therapy, Behaviour therapy, Cognitive Behaviour Therapy, Reality therapy and Transactional Analysis, Strengths based approach, Solution focused brief therapy. Mindfulness based stress reduction, Eclectic approach in Counselling

**Module V Counselling practice in different settings (11 Hours)**

Marriage and Family counselling, Career Counselling, Crisis and Trauma Counseling; Genetic Counselling, Grief Counseling, Stress management, Counselling in the Context of HIV/ AIDS, Counselling services for children and adolescents, Counselling for Elderly, Counselling in Workplace, Counselling for Substance abuse and Addiction

**Reference:**

1. Fuster, J. M., (2002). Personal Counselling. Mumbai : Better Yourself Books
2. Gladding, S. (2013). *Counseling : a comprehensive profession*. Boston: Pearson
3. Nelson-Jones, R., (2000). Practical Counselling and Helping Skills. Mumbai : Better Yourself Books
4. Yeo, Anthony, (1993). Counselling a Problem Solving Approach. Boavista : APECA publications in India
5. Carroll, Michael., (1996). Workplace Counseling: A systematic Approach to Employee Care. London : Sage Publications
6. Patri, V.R., (2005). Counselling Psychology. New Delhi : Authors Press
7. Rao, S.N., (2002). Counselling and Guidance. New Delhi : Tata McGraw Hill Publishing Company Ltd
8. Theory and Practice of Counselling; Richard Nelson-Jones, Sage South Asia Edition 2011
9. Elements of Counselling- Scott T Meier, Susan R Davis
10. An introduction to Counselling- John McLeod

**MSW Semester II****SOW2 L02: Concurrent Field Work****Credits: 3****Hours/week: 10****Course Outcome**

1. Understand, practice and record Social Case Work
2. Understand, practice and record Social Group Work.
3. Understand, practice and record Community Organization and other macro level interventions.
4. Develop skills in reporting, documentation and dissemination.
5. Identify as a professional social worker and conduct accordingly

**Field work Components**

1. Concurrent Agency Field work
  - a. Practicing Social Case Work
  - b. Practicing Social Group Work
2. Summer internship in NGOs working with communities
  - a. Practicing community organization

**MSW Semester III**  
**SOW3 C 11: Quantitative and Qualitative Methods for Social Work**  
**Research**

**Credits: 4**  
**Hours/week: 4**

**Course Outcome**

- Understand the significance and characteristics of Social Work Research
- Understand the process of Social Work Research
- Differentiate quantitative research from qualitative research
- Demonstrate the ability to use various quantitative and qualitative research methods
- Understand the meaning of descriptive and inferential statistics
- Determine the application of statistical techniques in Social Work Research
- Demonstrate the ability to undertake research projects in social sciences and prepare scientific reports

**Module I Introduction**

**(8 Hours)**

Scientific Research and social work: - Meaning of research, types of research, Social work research – aims and significance.

Types of Research- Qualitative v/s Quantitative Research, evaluative research, participatory research, action research.

**Module II Quantitative Research methods in social work (20 hours)**

Problem formulation: - Concepts, Theoretical and operational definition of concepts, Role of theory in research, Variables- Types, Hypothesis- Definition, types, sources and significance. Importance and methods of review of literature, Formulation of research proposal, Pilot study. Ethical considerations in research.

Research Design: - Meaning, purposes and types: - Exploratory, Descriptive, Diagnostic and experimental. Quasi-experimental design. Single subject designs, group design,

Sampling Techniques- Types, merits and demerits

Measurement-Levels, scales and scaling techniques, Pre test, validity and reliability

Data collection: - Primary data and Secondary data-Types. Methods of data collection - interview schedule, questionnaires, projective techniques.

Data analysis and data presentation in quantitative studies: Editing, Coding, tabulating, Interpreting, Descriptive and inferential Analysis Report writing- Format, style and content. Qualities of a good research report

**Module III Qualitative Research methods in social work (10Hours)**

Qualitative Research, Nature of Qualitative Research, Methods of collecting qualitative data- Interviews, Focus groups, Observation, Case study, Ethnography, Action Research, PRA and other forms. Writing-up qualitative studies. Principles of Triangulation.

**Module IV Statistical Methods (8 Hours)**

Nature and purpose of statistics – use of statistical methods and limitations of statistics in social work research. Tabulation of data – purpose and basis of classification Frequency distribution-construction of frequency tables, graphic and diagrammatic presentation of data- Bar chart, Pie chart, Histogram, Frequency curve and Ogive. Normal distribution.

**Module V Theoretical understanding of Descriptive and Inferential statistics (14 Hours)**

Meaning, relevance, uses, merits and demerits of measures of central tendency, Measures of dispersion (Range, Quartile deviation, Mean deviation, Standard Deviation)

Meaning, relevance, uses, merits and demerits of measures of Correlation (Karl Pearson's Coefficient of correlation and Spearman's Rank correlation  
Meaning, relevance, uses, merits and demerits of Chi square, 't' test, and ANOVA

Use of software packages in data analysis – SPSS

**References:**

1. C. B. Gupta, V. G. (2009). *Introduction to Statistical Methods*. New Delhi: Vikas Publishing House Pvt Ltd.
2. CresSOWell, J. W. (2007). *Qualitative enquiry & research design: Choosing among five approaches*. New Delhi: Sage Publication.
3. CresSOWell, J. W. (2009). *Research Design: Qualitative, Quantitative and mixed methods approaches*. New Delhi: Sage Publications.
4. CreSOWell, J. W. and Clark, V.L. (2011). *Designing and Conducting Mixed Methods Research*. New Delhi: Sage Publications.
5. D.K, L. (2000). *Practice of Social Research: Social Work Perspective*. New delhi: Rawat Publications.
6. Mark, R. (1996). *Research Made Simple: A Handbook for Social Workers*. New Delhi: Sage Publications Inc.
7. Rosenthal, J. A. (2012). *Statistics and Data Interpretation for social work*. New York: Springer publishing company.
8. Schneider, R. A. (2003). *Basic statistics for social workers*. Maryland: University press of America.

**MSW Semester III**  
**SOW3 C 14: Participatory Project Planning and Training**

**Credits : 4**

**Hours/week : 4**

**Course Outcome**

- Learn relevant theoretical frame work and skills for project preparation and its various stages
- Demonstrate skills to work during various phases of development projects
- Acquire skills in preparing development projects
- Develop scientific temperament in preparation and management of projects at micro and macro levels
- Develop skills in designing and implementing participatory training programmes
- Use participatory training methodologies for social work interventions

**Module I Development Projects (10 Hours)**

Meaning and purpose, Programme vs. project

Principles in development project: sustainability, development direction, concern for the marginalized. Planning in Local Self-Governing Institutions and Community Based Organisations

Environmental Impact assessment [EIA], Gender Impact Assessment [GIA]

**Module II Project Identification and Planning (12 Hours)**

Assessment, Project Formulation -Setting Goals and objectives, feasibility and viability, cost benefit and cost effectiveness analysis, Action plan, budgeting, time schedule, Different models of preparing development projects

Planning for a Project - Development of vision & mission statement, strategic planning, Log frame approach, results frame work, theory of change, Risk analysis and management /Risk matrix, Gant chart, Network analysis, Critical Path Method

Identification of beneficiaries

Resource mobilization- sources and strategies, Preparing project proposals

**Module III Project Implementation and Evaluation (14 Hours)**

Monitoring and Evaluation -Monitoring, evaluation, supervision, review-meaning and definition, Need for M& E, challenges, key M & E activities, Baseline and Endline studies, process documentation, output tracking &

outcome monitoring, key data collection tools for M & E- MSC (most significant change) Case study, interviews, stories, life history and interviews. Measurement of outcomes/Impact assessment, Preparation of monitoring and evaluation reports, Various Models and methods of M&E like PME, Gap analyses, Social auditing.

Public relations and marketing of social projects, Social Entrepreneurship.

Practical sessions in project proposal writing and implementation.

#### **Module IV Participatory training**

**(12 Hours)**

Participatory training- Significance, principles and Philosophy, Difference between conventional training and participatory training. Adult learning, Principles of adult learning.

Social work and participatory training - significance.

Steps- Pre-training phase: designing- conducting training needs assessment, formulation of objectives, identifying and sequencing content, choosing methods, developing modules, readers. Post –training phase: Monitoring and evaluation – types, methods, Follow up of training and report writing

#### **Module V Methods in facilitation and training**

**(12 Hours)**

Lectures, Brainstorming, discussion exercises, focus group discussion, checklists, using visual images, simulation, case studies, learning games, role plays, demonstration, quiz, stories and songs and field visits.

Skill Training: Workshops for Street Theatre, Designing of Posters and other low cost participatory media, developing newsletters, digital stories.

#### **References:**

1. Chandra Prasanna, Projects: Planning, Analysis, Selection, Implementation, and Review, Tata McGraw Hill Pub. Co. Ltd, 1995.
2. Desai, Vasant., Project Management Preparation Appraisal, Himalaya Publications, 1997
3. Ghosh, A.S. Project Management. Anmol Publishers. New Delhi, 1990
4. Roy, M. Sam, Project Planning and Management – Focusing on Proposal Writing, CHAI, Secunderabad.
5. Lock, Dennis, Handbook of project Management, Jaico Publishing House, Delhi, 1997
6. Mohsin M, Project Planning and Control, Vikas Publishing House Pvt. Ltd, 1997
7. PuttaSOWamaiah.K, Aspects of Evaluation and Project Appraisal, Popular Parkashan, 1978.
8. Vasant Desai, Project Management: Preparations, Appraisal, Finance and Policy, Himalaya Pub. House, Delhi, 1997.

9. Reidar, Dale: Evaluating Development Programmes and Projects. Second Edition, Sage Publications, 2004
10. Mathew .T.K.: Project Planning, Formulation and Evaluation CBCI Centre, New Delhi.
11. Agochiya Devendra 2002. Every Trainer's Handbook. Sage Publication New Delhi
12. Chatterjee, Bhasker 2004. ICT for Basic Education and Literacy: Country Study for India. Delhi: UNESCO
13. Chambers, Robert. 2002 Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities Earthscan UK
14. Abreu, Desmond, D. Participatory Evaluation, PRIA, New Delhi



**MSW Semester III SOW3**  
**C 13: Community Health**

**Credits: 4**

**Hours/week: 4**

**Course Outcomes**

- Understand the concept of Community Health and related terminologies
- Understand the concept of health and integrated approach to health in the context of development
- Analyze plans and policies/legislations in health and implications for Social Work practice
- Learn the public health issues and needs facing the country and design Social Work interventions
- Examine the Health Care System in India and its administration pattern

**Module I**

**(14 Hours)**

**Basic concepts in health:** Definition and meaning- Health, Disease, Illness, Wellbeing, Positive health, determinants of health, Spectrum of health, Community Health, Right to health, concepts of prevention, iceberg phenomenon of diseases, Cultural factors in health and disease, Multiple causes of disease, Biopsychosocial aspect of health and illness. Health Education- Purpose and methods.

Health Planning in India, Health for all and primary health care, attributes & principles of primary health care, Community health team and functions, Major health Programmes in India, National Health Mission, School Health Programme.

**Module II**

**(14 Hours)**

**Introduction to major Health problems:** Epidemiology, etiology, clinical picture, treatment and prevention of communicable and non communicable diseases, TB, HIV/AIDS, life style diseases, Cardiovascular diseases, hypertension, Diabetes, obesity. Accidents and injuries.

Immunization: significance, major vaccine preventable diseases.

Impairment, Disability, handicap, Types of Impairment, Causes, and Consequences of Disability, Needs and problems of persons with disabilities.

Rehabilitation- Definition, principles, types: medical, educational, psychological vocational. Rehabilitation – Social worker as a member of the multidisciplinary rehabilitation team, rehabilitation counselling.

**Module III****(10 Hours)**

**Environmental health:** Air pollution, water pollution, poor housing, climate change, health hazards of accumulated solid waste. Environment sanitation, Food sanitation.

National and International health funding organizations WHO, UNICEF, UNDP, UNEP, UNFPA, DFID, FAO, UNESCO, Rotary International, USAID.

**Module IV****(12 Hours)**

**Community health aspects of nutrition:** Classification of foods, introduction to nutrition, Macro and micro nutrients, Mineral deficiencies, Assessment and management of malnutrition, Nutritional rehabilitation, Nutritional supplements, balanced diet, Community nutritional programmes, Approaches to nutrition education. Food adulteration, Food borne disease

**Module V****(10 Hours)**

**Legislations pertaining to health:** Medical Termination of Pregnancy Act, Prevention of Food Adulteration Act, The Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition Of Sex Selection) Act(PCPNDT Act), Mental Health Act, Public Health Act.

**Reference**

1. Park, J. E., & Park K. (2009): Text book of Preventive and social medicine. Jabalapur: Banarsidas. Bhanot
2. Srinivasan K (1998). Basic Demographic Techniques and Applications, Sage Publications,
3. Goel, S L (2005), Population policy and Family Welfare, New Delhi : Deep and Deep publications
4. World Health Organization (2000), Towards better child health and development: integrated management of childhood illness(IMCI), World Health Organization
5. Cannon Ida M. 1952 On the Social Frontiers of Medicine, Harvard University Press, Cambridge
6. Miller R.S 1982 :Primary Health Care More than Medicine, Prentice hall Inc, London
7. Sanjivi K S (1971): Planning India's Health. Orient Long Man Madras
8. Phillips D R (1990) Primary Health Care-Health and Health Care in the Third World, Longman Scientific & Technical,
9. Gupta Piyush, Ghai O.P(2013), Text Book of Preventive and Social Medicine.CBS Publishers, New Delhi

**MSW Semester III****Elective I -Medical and Psychiatric Social Work SOW3****E1 01 : Health Care Social Work****Credits : 4****Hours/week : 4****Course Outcomes**

- Understand the history and scope of Health Care social Work
- Demonstrate the ability to do psycho-social assessment of persons with health issues
- Identify the contexts in which health care social work can be practiced
- Understand the role and functions of social workers in the health care settings.
- Determine the application of theories and approaches in health care social work
- Identify the ethical practice in healthcare social work

**Module I****(10 Hours)**

Historical foundations of Social work in Health Care- UK, USA. India, The concept of patient as a person, social and emotional factors involved in illness, Hospitalisation and its implications on patient and family, Social work's biopsychosocial approach to health care, Limits of medical approach, Psychosocial issues related to health- disease related, treatment related.

**Module II****(13 Hours)**

Social workers role on health teams, Social Work assessment in health care, Case management, Case conferences, Patient advocacy, Team work, multidisciplinary approach in health care, Use of methods of social work in health settings, Role and functions of social worker, Skills and qualities of Health Care Social worker

**Module III****(15 Hours)**

**Health Care Social Work- Practice settings:** Acute and chronic care, Community Care, Chronic disease management, Palliative Care, End of life Care, Hospice care, Death and dying, bereavement., Psycho-social impact of cancer, Oncology Social work, : End-stage renal diseases- Psycho-social aspects, HIV/AIDS, Sexually Transmitted diseases, Organ donation and transplantation, Geriatric health care, Paediatric settings, Primary Health Care, Substance use disorders, addictions and compulsive behaviours: Cyber addiction, Adolescent health, Reproductive Health and Family Health.

**Module IV****(12 Hours)**

**Social Work Interventions:** Assessment, Care Planning, Direct counselling, Information and education, Wellness training, Referral services, patient advocacy, Support groups for patients and carers, Motivational Enhancement therapy, relapse prevention, Change theory perspective, harm reduction approach and other brief interventions; Crisis counselling, Transitional care, Rehabilitation, Advance Care Plan.

**Module V****(10 Hours)**

**Health Care Social Work Practice Standards:** Values, Ethical dilemmas, Role conflicts, Self determination and confidentiality. Medico-legal issues, Patients' rights and responsibilities, Professional supervision and importance of continuing education.

**Reference**

1. Judith LM McCovd and Toba Schwaber Kerson (2010) Social Work in Health Settings, Routledge, NY.
2. Koenig, Michael A (2008), Reproductive Health in India: New Evidence, New Delhi :Rawat publications,
3. Sarah Gehlert, Teri Browne (Ed): Handbook of Health Social Work
4. Surjit S Dhooper :Social work in Health Care- Its past and future , Sage Publications
5. SurjitSingh(1997): Social Work in Health Care in the 21st Century, Sage Publications
6. Tineshowri Devi, M (2010), Reproductive Health and Adolescent Girls, New Delhi :Akansha Publishing House

**MSW Semester III****Elective II – Rural and Urban Community Development SOW3 E 2 01:  
Rural Community Development and Governance****Credits: 4****Hours/week: 4****Course Outcome**

- Understand the condition of rural and tribal communities in India in terms of social and economic development
- Analyse the challenges faced by the rural and tribal communities.
- Understand the concept, philosophy and principles of Rural Community Development
- Understand the programmes and services in the governmental and voluntary sector for rural communities
- Understand the structure and functions of PRIs in community development
- Analyse the role of PRIs in bringing about transformation in rural and tribal communities
- Understand the scope of social work interventions in rural communities

**Module I****(10 Hours)**

**Rural Community** — Basic Concepts, Gandhian concept of village, Rural/Urban differences. Agriculture, forests and non-farm sector in rural areas

Rural infrastructure - status of connectivity, power, land, water, irrigation, education and health in rural India, rural employment situation

**Module II****Contemporary Challenges in Rural communities****(12 Hours)**

Poverty and indebtedness. Growing urbanisation, industrialisation, migration and consequent social issues. De-peasantisation and Proletarianisation of the marginal and small farmers, Changing land use, SEZs, Corporatization of agriculture arising out of globalizing market economy. Rural unemployment. Specific problems of fishermen, craftsmen communities.

**Module III Tribal communities****(12 Hours)**

Understanding the Concept of Tribes, Adivasis, Indigenous people and Aborigines

Overview of tribal history and tribal uprisings in India from pre to post Independence period

Situational Analysis of Indian tribes in the post Independence period with respect to land, food security, employment/livelihood, migration, displacement. Current tribal situation with respect to Human Development Indices

Scheduled areas: issues and governance, Overview from Panchsheel to Tribal Sub-plan and Special Component Plan, Special Commission for Tribes and their Roles

Problems of tribal communities in Kerala

#### **Module IV Rural Development**

**(14 Hours)**

Concept of Rural Development and its objectives. Various Approaches to rural development.

Local Economic Development, Asset Based Community Development

Rural Development policies in India.

Administration of Rural Development at Central and State Levels

Rural development programmes including poverty alleviation programmes and implementation strategies, Different intervention strategies - government and NGOs.

Rural Credit: Current trends, Microfinance – Scope and challenges

Rural Cooperatives: concept, scope and limitations of the cooperative movement

Social Work and Rural Development. Scope and challenges

#### **Module V Governance**

**(12 Hours)**

Major concepts: Governance, Good Governance, Accountable democracy, Panchayati Raj, Decentralisation. Historical development of Panchayati raj, national level committees in the evolution of Panchayati Raj (Balwantrai Mehta, Ashok Mehta, Singhvi committees)

Constitutional provisions, 73<sup>rd</sup> Constitutional Amendment Act 1992, Panchayati Raj Institutions- Three Tier Governance. Gender mainstreaming in rural governance. Panchayati Raj in Kerala

Structure, powers and functions of Panchayati Raj Institution. Gramsabha - role and importance Sources of funds for Panchayats.

#### **References:**

3. Anil Kumar Jana (Ed.) Decentralizing Rural Governance and Development: Perspectives, Ideas and Experiences, Rawat Publications, New Delhi, 2015
4. Chandrasekhar.S : Infant Mortality, Population Growth and Family Planning.
5. G D Banerjee, Issues on Rural Finance Infrastructure and Rural Development  
Jain Book Depot, New Delhi, 2010
6. Hans Raj : Population Studies.

7. Jain, Reshmi, Communicating Rural Development Strategies and Alternatives. Rawat Publications, New Delhi, 2003.
8. John Harriss (Ed.) Rural Development: Theories of peasant economy and agrarian change, Rawat Publications, New Delhi, 2017
9. Rath, Govind Chandra: Tribal Development in India -The Contemporary Debate Sage Publications, New Delhi 2006
10. Sexena.G.B : India's Population in Transition.
11. Sidhartha, Rural Development Administration, Jain Book Depot, New Delhi 2015
12. Singh, Katar, Rural Development- Principles, Policies and Management, 3<sup>rd</sup> Edn. Sage Publications, New Delhi 2009
13. Singh, Surat, (Ed) Decentralised Governance in India- Myth and Reality , Deep and Deep Publications. New Delhi, 2004
14. Srinivasan & Mukherji: Dynamics of Population and Family Welfare in India

**MSW Semester III**  
**Elective I -Medical and Psychiatric Social Work**

**SOW3 E102: Social Work in Mental Health Settings**

**Credits: 4**  
**Hours/week:4**

**Course Outcomes**

- Learn psychiatric interviewing and assessment in Psychiatry
- Learn Classification in Psychiatry
- Understand Epidemiology, Clinical Manifestation, treatment and outcome of major psychiatric disorders
- Understand the role of psychiatric social worker in psycho social interventions
- Learn Psycho Social Interventions and Multidisciplinary team approach in the field of mental health
- Understand the significance of psycho social interventions in psychiatric rehabilitation.
- Learn programmes and policies for mental health in India
- Develop the skills to apply social work methods in mental health settings

**Module I: Psychiatry and psychiatric assessment**

**( 8 hours)**

Definition of psychiatry, historical development, Assessment in Psychiatry, Case History taking and Mental Status Examination, classification in psychiatry-, the need and importance, ICD-10 and DSM IV.

**Module II: Clinical psychopathology**

**( 20 hours)**

Epidemiology of mental illness, causes, clinical manifestation, course, treatment ,outcome and different treatment modalities of;-

- a. Organic Mental disorders
- b. Functional psychoses (schizophrenia, mood disorders and delusional disorders)
- c. Neurotic stress related and somatoform disorder (OCD, phobic disorders, somatoform disorders, generalized anxiety disorders, dissociative disorders, PTSD)
- d. Personality disorders
- e. Sexual disorders
- f. Psychosomatic disorders
- g. Eating disorders
- h. Culture bound syndromes
- i. Substance abuse



- j. Childhood Psychiatric disorders: Pervasive developmental disorders, autism spectrum disorder, attention deficit disorders, speech disorders, conduct disorders, learning disorders

**Module III: Psychiatric Social Work (10 hours)**

Psychiatric social Work- Definition, historical development, Psychiatric Social Work in India

Psychosocial assessment: Individual and family-related determinants, environmental and cultural determinants, Impact of mental illness on individual, family and community

Social work practice competencies in mental health recovery

Psychosocial interventions - preventive, promotive and curative rehabilitative. prevention of mental disorders ,Coping with mental illness, Reducing stressors and enhancing resilience. Strengthening social support system.

**Module IV: Psychiatric Social Work Intervention (12 hours)**

Multi disciplinary team approach in the treatment of psychiatric illness. Role and functions, of psychiatric social worker in the team.

Social workers in clinical settings: hospitals-adult and child psychiatry, aftercare centers, half way homes, sheltered workshop, de addiction centres, crisis intervention in emergency settings

Psychiatric rehabilitation, definition, principles and strategies, treatment and after care of mental patients, psychiatric social worker in psychiatric rehabilitation settings.

Psychiatric social worker in the field of community mental health.

**Module V: Scope of Psychiatric Social Work in India (12 hours)**

Mental Health situation in India, community psychiatry, National Mental Health Policy& Programmes and other projects.

Application of social work methods in mental health settings, Present status of psychiatric social work in India, importance of higher education in the field of psychiatric social work in India. Future trends in psychiatric social work, Problems and Challenges in developing the field of psychiatric social work in India.

**References:**

1. American Psychiatric Association(2005). *Diagnostic Criteria from DSM- IV- TR*. New Delhi: Jay Pee Brothers Medical Publishers.
2. Bland, R. N. &Tullgren, A. (2009). *Social Work Practice in Mental Health: An Introduction* .New South Wales: Allen & Unwin publishers.
3. Garces Carranza C.M (2013). *Social Work in the Hospital Setting: Interventions*. Bloomington: Trafford publishing.

4. Karban, K. (2011). *Social Work and Mental Health*, Cambridge: Polity press.
5. Pratt, C.W & Gill, K. J (2013). *Psychiatric Rehabilitation (3<sup>rd</sup> Ed)*. Cambridge: Academic Press.
6. Sadock, B.J and Sadock, V. A. (2007). *Synopsis of Psychiatry*. New Delhi: Waverly Pvt. Ltd.
7. Sekar, K., Parthasarathy, R. & Rao, M.C. (2007). *Handbook of Psychiatric Social Work(Ed)*. Bangalore: NIMHANS.
8. Semple, D. & Smyth, R. (2009). *Oxford Handbook of Psychiatry*. New Delhi: Oxford University press.
9. Ulas, M. & Connor, A. (2000). *Mental Health and Social Work*. London: J. Kingsley Publishers.
10. Vyas, J. N & Ahuja N. (1999). *Textbook of Post Graduate Psychiatry*. Vol. I & II. New Delhi : Jay Pee Brothers.
11. World Health Organisation (1992). *The ICD-10 classification of mental and behavioural disorder, clinical description and diagnostic guidelines*. New Delhi: Oxford Press.

**MSW Semester III****Elective II – Rural and Urban Community Development SOW3 E2 02:****Urban Community Development and Governance**

**Credits:4**  
**Hours/week** :  
**4**

**Course Outcome**

- Understand the urban communities and the processes like urbanization and its impact on social conditions
- Analyse the challenges faced by urban communities with focus on vulnerable populations
- Understand the concept, philosophy and principles of Urban Community development
- Understand the programmes and services in the governmental and voluntary sector for urban communities
- Understand the structures and institutions for urban governance
- Understand the scope of social work interventions in rural communities

**Module I****(10 Hours)**

Concepts - urban, urbanism, urbanization, urban development. Theories of urban development, Trends in urbanization and its implications.

Changing Urban communities: Infrastructural development, Growing heterogeneity, Merging of fringe villages, the 'global city' and socio-cultural and economic implications

**Module II Urban social problems****(12 Hours)**

Overcrowding and pressure on infrastructure and amenities, urban disorganization and maladjustments, urban migration, Problems related to pollution, waste disposal and sanitation, crime and juvenile delinquency. Urban housing and slums. Displacement - Development Projects (Highways, Special Economic Zones, Large scale industries, Commercial Complexes etc.) Problems in Kerala's cities.

**Module III. Poverty, Livelihood and Informal Sector****(14 Hours)**

Urban poverty: Magnitude, causes and implications, manifestations of poverty

Livelihood issues: employment, growth of informal sector – causes, informalisation and casualisation of work.

Informal sector: Composition - Gender, Caste, Age, Issues and recent developments: sub contracting, etc., Implications on Livelihood, Women and Children Social Impacts – vulnerability, problems in access to Services - Health, Education, Food Security, Social Welfare.

Welfare programmes, and Legislations for informal sector. Institutional Mechanisms (Centre and State),

#### **Module IV Urban Community Development (12 Hours)**

Concept, principles and approaches, Policies and programmes

Urban Planning

Urban Social safety nets – Critical overview of safety nets and urban development programmes- national and state. Social Work Interventions in urban communities, Challenges in working with urban communities

#### **Module V Urban Governance (12 Hours)**

History of Urban Local Self Government in India

Types of Urban Local Self Government in India- Municipal Corporation, Municipal Council/Nagar Palika, Sources of Revenue, Structure, powers and functions at each level.

Committees and their functions, Ward Committees and citizen participation

74th Constitutional Amendment- Review of content and implementation,

Role of Urban LSG bodies in Urban Development, Women's participation; participation of marginalized groups

Challenges in developing partnerships between elected bodies, bureaucracy and civil society.

#### **References**

1. Ali, Sabir (Ed) , Dimensions of Urban Poverty, Rawat Publications, New Delhi, 2006
2. Batnagar, K.K., Gadeock , K.K. (Ed.): Urban Development and Administration, Aalekh Publishers, Jaipur, 2007
3. Batnagar, K.K., Gadeock , K.K. (Ed.): Urban Development and Administration, Aalekh Publishers, Jaipur, 2007
4. Das, Kumar Amiya ,Urban Planning in India, Rawat Publications, New Delhi, 2007
5. Mohan, Sudha, Urban Development New Localism, Rawat Publications, New Delhi, 2005.
6. Mohan, Sudha, Urban Development New Localism, Rawat Publications, New Delhi, 2005.
1. Sivaramakrishnan, K. C. Kundu, Amitabh, Singh B. N. : Handbook of Urbanization in India: An Analysis of Trends and Processes Oxford University Press, 2005
7. Thudipara, Z. Jacob , Urban Community Development (2<sup>nd</sup> Ed), Rawat Publications, New Delhi, 2007

MSW Semester III  
**SOW3 L03: Concurrent Field Work**

**Credits: 4**  
**Hours/week: 10**

**Course Outcomes**

- Understand the practice of Social Work in medical and psychiatric settings
- Understand the practice of social work in the context of urban/ rural communities
- Develop skills in observing, analyzing, evaluating and creating innovative social work interventions.
- Develop documentation and reporting skills
- Identify as a professional social worker and conduct oneself accordingly
- Conduct seminars, workshops and training programmes for different client groups

**Components**

1. Concurrent Field Work placement in the areas of chosen specialisation
  - a. Medical and psychiatric settings for elective one students
  - b. Rural / Urban Development settings for elective two students.
2. Study Tour (5-7 days) outside mother state comprising of
  - a. Visits to settings where medical and psychiatric social work is practiced.
  - b. GOs and NGOs practicing Urban/ Rural Community Social Work
  - c. Exposure visits to premier Social work schools and their extension projects

**MSW Semester IV****SOW4 C 14: Administration of Human Service Organizations****Credits : 4****Hours/week : 4****Course Outcome**

- Understand the concepts in administration and administration as a method of Social work
- Understand the procedure of registering trust, society, CBO, NGO and NPO.
- Understand social welfare programmes of Ministry of women and child development, Ministry of rural development, Ministry of urban development, Panchayati Raj, Central social welfare board and State social welfare board.
- Understand HRM and its process
- Understand and use the concept of organizational behavior and theories of motivation and leadership.
- Understand the problems in organizations and use grievance redressal mechanisms

**Module1 Introduction to Administration of Human Service Organisations**

Administration: Definition, Concept and Scope. Basic elements in Administration: Planning, Organizing, Staffing, Directing, Coordinating and Budgeting. Public Administration, Social Work Administration and its application as a method of social work.

Voluntary organization: Organizational structure, functions, characteristics and types of voluntary organizations. Role of voluntary organizations in social welfare development. Strengths and challenges, capacity building of NGOs and CBOs. Societies registration Act, Indian Trust Act, Companies Act and laws related to Income tax exemption, receiving donations and Foreign grants.

**Module II Social Welfare Programmes of the State and Centre governments.**

Structure and functions of Ministry of Women and Child Development, Ministry of Rural Development, Ministry of Urban Development, Panchayati Raj, PRIs in Social Welfare administration and development, Central Social Welfare Board, State Social Welfare Board, State Social Justice Department,

National social Security Mission, National and State level NGOs, Kudumbasree and other current programmes

### **Module III Human Resource Management**

Introduction and Importance- Meaning and definition, nature and scope, functions, importance of HRM, Qualities and skills of HR professionals, International Human Resource Management. Role of a HR Manager, Human Resource Development.

HRM Processes: Man power planning, recruitment, selection, training, induction, compensation, performance management, promotion, transfer, performance appraisal and employee separation-lay-off, retrenchment, retirement and death-, employee counseling.

Corporate Social Responsibility

### **Module IV Organizational Behavior**

Concept of Organizational Behavior, Organizational Culture, Organization development-process, approaches and strategies

Theories of motivation and basic understanding of their application in the work context

Leadership, Theories of Leadership: Trait theory, Behavioral theories, contingency theories

Morale, job satisfaction and performance, Conflict management, occupational stress and stress management,

Total quality management, Quality circles, Organizational structure –line and staff.

### **Module V Employee Relations and grievance redressal**

Meaning, functions and characteristics of employee relations, methods of maintaining organizational peace. Grievances - handling of grievances, Disciplinary procedures, statutory compliance- welfare measures, health and safety, social security

Problems in organizations: Absenteeism, Alcoholism, health hazards, employee turnover, downsizing, sexual harassment in work place.

### **References :**

1. Armstrong, Michael : A handbook of Human Resource Management Practice, Kogan Page Limited, London. 2014
2. ASOWathappa, K : Human Resource Management: Text and Cases, 5<sup>th</sup> Edition, Tata Mc,Graw Hill Publishing company Ltd, New Delhi.2010
3. Chowdhary D.Paul.(1992). *Social Welfare Administration*. New Delhi: Atma Ram

4. Flippo, Edwin B.: Principles of Management, Mc,Graw Hill Publishing company Ltd, New Delhi
5. Goel S.L, *Social Welfare Administration* VOL. 1: Theory and Practice, Deep & deep Publication,
6. Goel S.L., Jain R.K., (1988) .*Social Welfare Administration* VOL. 2: Theory and Practice, Deep &Deep Publication,
7. Luthans, Fred : Organisational Behaviour Mc. Graw Hill Publishing Company, New Delhi 2005
8. Monappa, Arun and Sivadain : Personnel Management Tata Mc Graw-Hill Publishing Company Ltd, New Delhi.1996
9. Robbins, Stephen.P : Organisational Behavior – Concepts, Controversies, Applications. 4th Ed. Prentice Hall (2004).
10. Stoner, Freeman and Gilbert (2008). Management. PHI Learning Private Ltd, New Delhi.



**MSW Semester IV**  
**SOW4 C 15 : Social Work with Vulnerable groups**

**Credits :4**

**Hours/week :4**

**Course Outcome**

- Understand the concepts-Vulnerability, Exclusion, Marginalisation, At-risk, disadvantaged and Stigmatisation
- Identify vulnerability in children in various circumstances and interventions
- Understand the major gender issues and vulnerabilities faced by women and the policies and programmes for women's welfare
- Practice women centered social work to address the vulnerabilities experienced by women
- Understand the major vulnerabilities faced by elderly and the policies and programmes for elderly
- Practice social work for enabling active ageing and enhancing quality of life
- Understand the major vulnerabilities faced by differently abled persons and the policies and programmes for elderly and the role of social workers in working with them
- Understand the vulnerabilities and oppressive practices faced by the Scheduled Caste and Scheduled Tribe communities, policies and welfare programmes and the approaches and strategies of social work with them

**Module I: Understanding key terms**

**(14 hours)**

Social exclusion, Vulnerability-Multiple vulnerability, Deprivation, marginalization, at risk group, socio-economic disadvantage, stigmatization

**Children:** analytical understanding of the prevailing realities, causes and precipitating factors of vulnerability, needs and problems of these children, child rights and its deprivation..

**Categories of vulnerable children,** with emphasis on the girl child, destitute children, children from broken families, child labour, street children, children with disability, sexually abused children, children facing stigmatization, Children affected by natural calamities, disasters, domestic violence  
 National policies and programmes for children: Education, health, nutrition and protection.

National and international agencies working with children. Institutional and non institutional services for children. National interventions and initiatives in child protection and child rights.

Scope of social work interventions and the role of the social worker in helping vulnerable children.

### **Module II: Women**

**(12 hours)**

Major issues and concern of women, gender issues, issues of representation and participation, and reproductive health

A gender analysis of poverty, health, education and labour. Vulnerable women- adolescent girls, victims of violence and harassment, women having mental illness, Non-heterosexual women Homeless Women, Women in Commercial sex work, women with HIV/AIDS, Female offenders, older women, women with disabilities and Female substance users.

Policies and welfare programmes for Women. Role and functions of social work in working with vulnerable and marginalized women.

### **Module III: Elderly**

**(12 hours)**

**Elderly:** Issues and concerns of the elderly: Work, retirement, social security, housing; physical and mental health, disability, terminal illness and death of spouse; loneliness and alienation; feminization of ageing, domestic violence and abuse; dependency and family care; destitution; Risk assessment.

Policies and programmes for elderly in India, Welfare schemes for elderly. Role of Govt. and NGOs in the development of services for elderly.

Social work practice for enabling active ageing and enhancing quality of life: education for preparation of new roles and activities; for physical safety, financial security; retirement planning; individual and family counselling for adjustment and emotional wellbeing; bereavement counselling; mediating for enabling the elderly to receive their entitlements.

### **Module IV: Differently abled**

**(12 hours)**

Disability, Persons with Disability and their Rehabilitation Contexts — Understanding different categories of disability, causes, classification, assessment, consequences/impact of disability on individual's growth and functioning

Needs and problems of person with disability issues related to activities of daily living, education, sexuality, integration, employment and interpersonal relationships.

Role of the social worker, team work with professionals working in the field of disability and rehabilitation. Policies and programmes for people with disability in India.

**Module V: Schedule caste and scheduled tribes****(10 hours)**

Historical background of backwardness, oppression and oppressive practices in a caste society, problems of Dalits and Tribals, socio political and religious movements; Policies and welfare programmes for SC/ST. Social Work with SC/ST- Approaches, and strategies.

**References:**

1. *AFFILIA: Journal of Women and Social Work*
2. Bhuimali,A. (2009). *Rights of disabled women and children in India*. New Delhi: Serials publications.
3. Desai, M. and Siva, R. (2000). *Gerontological Social Work in India: Some Issues and Perspectives*. Delhi:B.R. Publishing.
4. Gandhi, E.A & Vijayanchali, S.S (2012). *Marginalised groups*. New Delhi: APH Publishing Corporation.
5. Gitterman, A. (2014). *Handbook of Social Work Practice with Vulnerable and Resilient Populations*. New York: Columbia University Press.
6. Karade, J. (2008). *Development of Scheduled Castes and Scheduled Tribes in India*. UK: Cambridge Scholars Publishing.
7. Mukherjee, M. (2006): *Problems of Disabled People*.
8. Naqi M (2005) *Social work for weaker sections*. Anmol Publications Pvt.Ltd.
9. Parke, J.& Penhale, B(2007). *Working with Vulnerable Adults (The Social Work Skills Series)*

**MSW Semester IV****Elective 1 - Medical and Psychiatric Social work****SOW4 E 1 03: Therapeutic Approaches in Medical and Psychiatric settings.****Credits : 4****Hours/week : 4****Course Outcome**

- Understand the concept of psychotherapy and different types of therapies
- Understand Cognitive and behaviour therapies and techniques
- Understand the Humanistic and existential therapies and techniques of practice
- Understand Family Therapy and techniques of practice used in family therapy
- Understand and practice other psychosocial therapies
- Understand the role of Yoga and meditation, mindfulness based stress reduction, motivational enhancement therapy in stress reduction

**Module I: Introduction to psychotherapy****( 8 hours)**

Psychotherapy: Definition and scope, Objectives of Psychotherapy, Types of

Psychotherapies: Re-constructive, re-educative and supportive therapies

Psychoanalysis and psychodynamic therapies

**Module II: Cognitive and behavior therapies and techniques (14 hours)** Behavior therapy- Techniques based on classical conditioning, operant conditioning and observational learning , use of Systematic desensitization, Exposure and Response prevention therapy in psychiatric settings

Rational Emotive therapy (Albert Ellis),

Beck's Cognitive therapy,

Reality therapy (Glasser).

**Module III: Humanistic and existential therapies****(14 hours)**

Humanistic- Existential Therapies: Person- Centered therapy (Rogers), Gestalt therapy (Fritz Pearls).

Logo therapy (Frankl),

Transactional Analysis (Eric Berne)

Supportive psychotherapy

Interpersonal psychotherapy (IPT)

Brief psychotherapy

**Module IV: Family Therapy****(10 hours)**

Family assessment, types of family therapy-Psychodynamic family therapy, systemic family therapy, structural family therapy, Marital and couple therapy

**Module V: Other psychosocial therapies****(14 hours)**

Occupational therapy, Play therapy, Crisis intervention, Therapeutic community, Art therapy, Music therapy, Dance movement therapy, Laughter therapy, Neuro linguistic programming. Solution focused therapy, Yoga and meditation, mindfulness based stress reduction, motivational enhancement therapy.

**References:**

1. Benson, N & Loon, B. V (2012). *Introducing Psychotherapy: A Graphic Guide*
2. Bob Stahl, B & Goldstein, E (2010). *A Mindfulness-Based Stress Reduction Workbook*
3. Fr. John Antony, *Therapeutic approaches in counseling*
4. Glading, S.T & Merrill (2000) *Counselling: A Comprehensive Profession* (4th Ed.) an imprint of Prentice Hall, Ohio US
5. Ratner, H. & George, E. (2012) *Solution Focused Brief Therapy: 100 Key Points and Techniques*
6. Sharf, R.S (2012). *Theories of Psychotherapy and counseling concept and Cases*, Brooks/ Cole
7. Stein, S. (1999) *Essentials of Psychotherapy* *Publisher: CRC Press* (September 9, 1999)
8. Varma, K. Vijoy, Gupta Nitin (2008) *Psychotherapy in a Traditional Society: Context, Concept and Practice*
9. Wolberg, L.R. (1977) *The Technique of Psychotherapy*, vol. 1&II

**MSW Semester IV****Elective 2 - Rural and Urban Community Development SOW4 E 2 03:****Environmental Studies and Disaster Management.****Credits : 4****Hours/week : 4****Course Outcome**

- Understand the basic concepts in environment studies.
- Understand the policies and approaches in the management of natural resources
- Learn the problems in the management of natural resources and efforts in sustainable natural resource management
- Understand the environment problems and impact of development initiatives.
- Understand the national and international measures to deal with environment issues
- Understand the process of disaster management
- Practice Social Work in dealing with environmental problems and in disaster management.

**Module I Basic Concepts****(12 Hours)**

Environment and Ecology. Basic concepts: Ecosystems, Biotic and abiotic factors, climatic factors, food chain, food web. Bio Geo Chemical cycles. The interrelatedness of living organisms and natural resources.

Environmental Ethics: Gaia Theory, Ecosophy, and Deep Ecology, Environmentalism

Biodiversity, Natural Resources and Livelihoods, Sustainable Development

**Module II Conservation and Management of Resources****(12 Hours)**

Natural Resource Management - Policy and approaches (eg. Community-based natural resource management, integrated natural resource management), Role of rural institutions and other mechanisms in the protection of Natural Resources (eg: Pani Panchayats, Vana Samrakshana Samiti, Diversification of livelihoods)

Issues related to Natural Resources- Rights, Indigenous knowledge systems and Indigenous Communities, Food Security, Forestry and Land Use

Concept of appropriate technology. Appropriate technology models in housing, watershed, energy, cottage industries, agriculture.

Gender and Environment: The relationship between Men, Women and Environment, Eco-feminism.

**Module III Environment problems****(12 Hours)**

Climate change and global warming, depletion of the ozone layer, desertification, land degradation, extinction of wildlife and loss of natural

habitat, deforestation, biodiversity depletion, Nuclear wastes and radiation issues, waste management, pollution, energy crisis, disasters.

Impact of development initiatives, war and terrorism.

Environment issues specific to Kerala- Threats to wetlands and Western Ghats, sand mining, quarrying, solid waste management. Mitigation Strategies

#### **Module IV Responses to environment Issues (12 Hours)**

Environmental Movements: History of International Environmental Movements, Grassroots Environmental Movements in India

International Conferences and Environmental Agreements.

Environmental Policy and Politics: An Overview of policies such as liberalization and globalisation

Environment and International Organisations : United Nations, the World Bank and the World Trade Organization. Impact of environment policies on developing nations.

Social Work and environment – Green social work, Interventions – crisis intervention, advocacy, monitoring and enforcement of policy and legal instruments, education, consultation on sustainable development initiatives and appropriate technology.

#### **Module V Disaster Management (12 Hours)**

Disaster: Definition, Natural and Human made disasters; multiple causes and effects; Development and Disaster

Disaster Management: Goals, Disaster management cycle –Prevention, Mitigation, preparedness, Rehabilitation, Reconstruction. Role of social workers in different stages. Disaster Management Policy, Disaster Management Act 2005, Role of government and voluntary organizations.

#### **References:**

1. Ariyabandu, M. M: Bringing together Disaster and Development – Concepts and Practice, Some Experiences from South Asia.” (2003)
2. BiSOWal, Tapan : Human rights, Gender and Environment
3. Carson, Rachel: Silent Spring , Penguin books, 1962
4. Dominelli, Lena: Green Social Work: From Environmental Crises to Environmental Justice, Polity Publishers 2012
5. Pawar, S.N, Patil, R.B and Salunkhe, S.A (Eds) : Environmental Movements in India . Strategies and Practice. Rawat Publications. New Delhi , 2005
6. Pradeep Sahni and Madhavi Malalgoda Ariyabandu (Eds.) ; Disaster Risk Reduction in South Asia. New Delhi: Prentice-Hall of India
7. Saxena, H.M.: Environmental Studies, Rawat Publications. New Delhi, 2006.

**MSW IV Semester**  
**Elective 1 - Medical and Psychiatric Social work**  
**SOW4 EI 04 : Social Work Practice with Families Course      Credits : 4**

**Outcome**

- Understand conceptual framework related to marriage and family
- Understand characteristics of family life cycle
- Identify models of family dynamics and family assessment
- Understand the process of family social work
- Understand the history, concepts and techniques of family therapy
- Practice family therapy in contexts including Family Counselling Centres, Family Courts, Family welfare Clinics, Adoption and Foster Care Agencies, and Family Violence

**Module I (11 Hours)**

Concept of family, Definition Marriage and Family, Types of family, Functions of family, Qualities of successful families, Trends in Marriage & Family. Emerging family problems

Overview of Conceptual frameworks for Understanding Marriage and Family: Family Systems Perspective: Family system, Key assumptions about family systems

**Module II Family Developmental Perspective (6 Hours)**

Family life cycle – Developmental stages of family, Variations affecting Family Life Cycles: Separation and divorce, Death of a parent, Single parenting, Step parenting, blended families, Cultural variation  
 Variations affecting the life cycle

**Module III Assessment of Family (13 Hours)**

Family Assessment Tools: : Genogram, Ecomap, Mc Master Model. Assessing family functioning using Family Categories Schema, Process Model of Family Functioning, Assessment of child development, Assessment of parent –child relationship, Assessing parenting skills.

**Module IV Family Social Work (14 Hours)**

Family social work – Concept & Definition, historical background - Assumptions - Principles  
 Family Social Work, Family Counselling and Family Therapy – similarities and differences. Practice of Family social Work: Scheduling Family meetings, building relationship with clients, Techniques of interviewing families: Attentive listening, Formulating questions,



Different phases of Family Social Work - Beginning phase -Assessment phase  
 - Goal Setting and Contacting - Intervention phase – Promoting behaviour change,  
 Termination Phase, Evaluating outcome, Gender sensitive practice, culturally  
 sensitive practice

**Module V      Practice of Family Social Work      (16 Hours)**

Scope and practice of social work in

- Family Counselling Centers- Premarital, Marriage and Family Counseling
- Family Courts
- Adoption and Foster Care Agencies
- Family Violence

Existing policies, programmes, legislations, organizations in the field of family welfare and development. Family Life Education-Concept, philosophy, goals and significance

**References:**

1. Barker, P., & Chang, J. (2013). Basic family therapy. John Wiley & Sons.
2. Carter, Betty (2004). Expanded family life cycle: individual, family and social perspectives. New York : Pearson Education
3. Collins, D. Jordan, Cathleen, Coleman, Heather (1999). An Introduction to Family Social Work. Illinois: F. E. Peacock Publishers
4. Olson, D. H., & DeFrain, J. (2000). Marriage and the family: Diversity and strengths. Mayfield Publishing Co.

**MSW Semester IV****Elective II – Rural and Urban Community Development SOW4 E2****04 : Social Work Practice and Gender****Credits: 4****Course Outcome**

- Understand concepts and theories related to gender
- Understand the status of women with respect to health, education, political participation, representation in media and law and appreciate the gaps therein
- Understand gender based violence, and measures to combat violence
- Analyse gender issues using gender analysis frame works
- Understand the theoretical frame work for feminist social work
- Practice social work with women in different contexts using Gender Aware therapy, Feminist counselling, building collectives, education, advocacy and assertiveness training

**Module I Basic concepts (10 Hours)**

Concepts- gender, gender studies, gender identity, gender role stereotyping, gender division of labour, gender discrimination, patriarchy, gender equality and equity.

Overview of feminist theories – Liberal feminism, Radical Feminism, Black feminism, postmodern feminism, Eco feminism. Women's Movements

**Module II Status of women (12 Hours)**

Health- life expectancy, maternal mortality, nutritional status, incidence of diseases, mental health issues

Education – literacy rate, representation in higher education,

Work and Income– work participation, wages, ownership of property and assets

Political participation: Women in governance: an assessment of the Panchayati Raj experience

Representation in media, Gender and the Indian Legal System: Gender and personal law. Evaluation

Factors affecting the Status of Women in India

Discrepancies and gaps in the status with respect to health, education, employment and participation

**Module III Gender Based violence (12 Hours)**

Violence against Women–Theoretical perspectives, Causes – cultural, economic, legal and political factors.

Continuum of Violence. Types - Rape, Pornography, Child Sexual Abuse, Domestic Violence and Violence at Workplace. Trafficking, forced prostitution, Military rape and sexual abuse, traditional practices like genital mutilation. Violation of Reproductive Rights, Gender issues in Population Control and Contraception, Sex-selective abortions, female infanticide, surrogacy.

Legal remedies and Social Welfare Services available to Women Facing Violence.

#### **Module IV Gender and Development**

**(12 Hours)** Human

Development Index, Gender Development Index, Gender Empowerment Measure, Approaches to development-- Women in Development (WID), Women and Development (WAD), Gender and Development (GAD)

Gender Analysis Frameworks and gender mainstreaming; Gender blind, neutral and redistributive policies; Welfare, Efficiency and Empowerment approaches to Gender; Strategic and practical gender needs/interests; International initiatives -world conferences, women's decade, CEDAW. Indian initiatives – the 'Towards Equality' Report, National Perspective Plan for women, National Policy for the Empowerment of Women-2001, National and State women's Commissions, Nirbhaya, Women Development Corporation

#### **Module V Social Work with women**

**(14 Hours)**

Feminist social work theory and practice; Applications of liberal, radical, socialist, cultural, post modern and global feminism to social work practice; Feminist theory and practice: Implications for working with men and other disadvantaged groups.

Interventions for women from feminist frame works. Interventions with Gender Based Violence, Women and Mental Health, sexual minorities, Homeless Women, widows, elderly women, women in commercial sex work and women with HIV/AIDS, female offenders, women in unorganized labour sector and women with disabilities

Gender Aware therapy, Feminist counseling, building collectives, education, advocacy, challenging sex role stereotypes, challenging patriarchal norms, assertiveness training, strategies to encourage a sense of empowerment.

Challenges in working with women

#### **References:**

1. Dominelli, Lena (2007), Women and Community Action Rawat Publications Jaipur
2. John, Mary E., (2008), Women's Studies in India a Reader Penguin Books, New Delhi
3. Kamala Bhasin, (2003), Understanding Gender, Women Unlimited, New Delhi

4. Lee, Janet and Susan M. Shaw. 2011. Women Worldwide: Transnational feminist perspectives on women. New York: McGraw Hill.
5. Nalini Visvanathan (Ed.), (2006) The Women, Gender and Development Reader, Zubaan, New Delhi,
6. Peterson, K. Jean and Lieberman, A. Alice (Eds) (2001) Building on Women's Strengths- A social Work Agenda for the Twenty First Century. Routledge New York
7. Sharma, Kumud & Sujaya C. P., (2011) Towards Equality: Report of the Committee on the Status of Women in India. Pearson
8. Towards Equality Report, Government. of India, 1975
9. White, Vicky (2006) The State of Feminist Social work, Routledge London

**Semester IV**  
**SOW4 L 04: Concurrent Field work**

**Credits: 3**

**Hours/week: 10**

**Course Outcomes:**

- Understand practice of Social Work methods in specialized settings.
- Develop skill in documentation, dissemination and recording of Social Work interventions
- Develop innovative models for Social Work interventions
- Identify and manage ethical dilemmas while practicing Social Work.
- Critical reflection of Social Work practice

**Components:**

1. Concurrent field work Placement in the areas of chosen specialisation
  - a. Medical and psychiatric settings for elective one students
  - b. Rural / Urban development settings for elective two students.

**MSW Semester IV SOW4 L**  
**05: Block Field work**

**Credits: 2**

**30 days**

**Course Outcomes**

- Develop independent practicing competency to work as professional social worker
- Apply critical thinking to inform and communicate professional judgments
- Engage in research informed practice and practice informed research
- Apply knowledge of human behaviour and the social environment and understand diversity and difference in practice.

**Components:**

1. One month Block Placement (Interstate) at the end of fourth semester in a primary or secondary setting of Social Work on the basis of their specialisation

**MSW Semester IV SOW  
4 P01 Dissertation**

**Credits:4**

**Hours/week: 4**

**Course Outcomes**

1. Learn to formulate Social Work research proposal
2. Develop independent practicing competency to conduct Social Work research
3. Application of qualitative and quantitative research methods in the development field

**MSW First Semester Ability  
Enhancement Course (AEC)**

**SOW 1 A 01 Working with Older Persons**

**Credits: 4**

**Module I** Introduction to basic concepts: Old Age, elderly, older person, ageing, Demography of the Ageing at national and international level and its related implications

**Module II** Needs and problems of elderly: physical, psychological, financial, social and environmental.

**Module III** Social security measures and Welfare programmes/schemes for older persons

**Module IV** Introduction to Social Work with Older Persons: Counselling and guidance services for preparation of old age, lifestyle management, Grief and bereavement counseling, sensitizing children/families/ communities, creating favourable/safe environment for the elderly, services for older persons in institutions and palliative care

**Instructional Strategies:**

<b>Module</b>	<b>Instructional Strategies</b>
Module I	Reading Assignments
Module II	Seminar on Problems and challenges faced by elderly One article/book review- Article/book discussing problems/interventions with respect to older persons
Module III	Visit to two organizations working with older persons Assignment on services and programmes for older persons
Module IV	Class room sessions (4 hours)  Lectures and Interaction with a social worker from the field of Elderly Care

**Mode of Assessment**

<b>Sl. No.</b>	<b>Assessment Format</b>	<b>Weightage</b>
1.	Test with multiple choice questions (Minimum 25 Questions)	10
2.	Assignment on the profile of an Institutional Care Facility for Older persons	2

- |       |  |    |
|-------|--|----|
| 3.    | One article/book review- Article/book discussing problems/interventions with respect to older persons<br><br>(guidelines for review should be given)   | 4  |
| 4.    | Group Activity (Students may be divided into three or four groups) – One Programme in the campus or in the community-Either to raise awareness of issues or for providing a service or opportunity for older persons | 4  |
| Total |  | 20 |

#### References:

1. Bose, A.B. (2006)*Social Security for the Old Myth and Reality*. Concept Publishing Company
2. Desai, M. and Siva, R. (2000). *Gerontological Social Work in India: Some Issues and Perspectives*. Delhi: B.R. Publishing.
3. Joshi, Arvind K., (2006)*Older Persons in India*, Serials, New Delhi
4. Papalia et al. (2002)*Adult Development and Ageing* Mc Graw Hill, New Delhi
5. Thara Bhai, L., (2002) *Ageing - Indian Perspective*. Vedic Books



**MSW Second Semester****Professional Competency Course (PCC) SOW  
2 A 02 Child Protection****Credits: 4****Module I Introduction**

Child protection: Meaning and Importance, Child abuse: Forms of abuse- Neglect, physical abuse, emotional abuse and sexual abuse, Factors contributing to child abuse and neglect, Abusive relationships, Long term impact of abuse and neglect on children – Trauma, Suicide risk, Factors contributing to suicide risk among children and adolescents

**Module II Legal frame work:**

- Legislation pertaining to child abuse and child protection: POCSO Act
- Mechanisms to address child abuse in India/Kerala
- Child protection practice in developed countries- any one model
- Child Protection Practice in India: Dept of Social Justice, Central government schemes
- Child protection agencies – Child protection workers/CWC, JJB, CHILDLINE

**Module III Intake and Assessment/ Appraisal**

Child concern report/mandatory reporting, Initial assessment, Safety plan, Family assessment /appraisal- Genograms, eco-maps, timelines, behavioural sequences: Health and wellbeing assessment, Family and environment-parenting, Risk factors and protective factors. Assessment of child development, Assessment of parent –child relationship, Assessing parenting skills.

Interviewing children

**Module IV Case management and support**

Therapeutic assessment and care plan, Care team approach, Working with family/community services/ school/ health care system/ police and other stakeholders, Placements of children: Kinship/foster care/residential care, Contact with birth family, Adoption/permanent care, De-institutionalization. Gender sensitivity and cultural sensitivity in child protection

<b>Module</b>	<b>Instructional Strategies</b>
Module I Introduction	Reading Assignments Interaction with Social workers/experts in Child Protection (CHILDLINE, District Child Protection Office/CWC/JJB) Review of reports related to child abuse from at least one major daily
Module II Legal frame work	Seminar by an expert in Legislations for Children Visit to any of the Child Protection Setting- CHILDLINE, District Child Protection Office or any residential care facility.
Module III Intake and Assessment/ Appraisal	Class room sessions Lectures, activity sessions for skill building
Module IV Case management and support	Class room sessions Lectures, activity sessions for skill building

### **Mode of Assessment**

<b>Sl. No.</b>	<b>Assessment Format</b>	<b>Weightage</b>
1.	Test with multiple choice questions (Minimum 25 Questions)	10
2.	Assignment on the profile of a Child Protection Agency	2
3.	Submission of a case report- Thee student should identify a child who is in difficult circumstances (From the field work agency, or school, or community) and do an analysis of the Risks and Protective Factors, and suggest interventions	4
4.	Group Activity (Students may be divided into three or four groups) – The students should organise a Child Protection Awareness activity in the community.	4
	Total	20

### **References**

1. Cocker, Christine & Allain, Lucille, 2013 Social Work with Looked After Children, Sage, New Delhi
2. Greene, Roberta R. 2007 Social Work Practice- A risk and Resilience Perspective, Thomson Brooks/Cole Belmont
3. Sathyarthi, Kailash (2015): Every Child Matters
4. Tiwari, Jyotsana (Ed) Vol. I &II 2011 Child Abuse and Human Rights Isha Books
5. Webb, Boyd Nancy, 2011 Social Work Practice with Children, The Guilford Press, New York

### Examination Regulations

There shall be University examination at the end of each semester.

Project Work / Dissertation shall be evaluated at the end of the programme only. There shall be both Internal and External evaluation for the Project Work.

Comprehensive Viva–Voce shall be conducted at the end of the programme only. There shall be only External Comprehensive Viva–Voce conducted by the examiners appointed by the University.

There shall be one end-semester examination of 3 hours duration for each theory course.

### EVALUATION AND GRADING

**Evaluation:** The evaluation scheme for each course shall contain two parts; (a) Internal / Continuous Assessment (CA) and (b) External / End Semester Evaluation (ESE).

Of the total, 20% weightage shall be given to Internal evaluation / Continuous assessment and the remaining 80% to External/ESE and the ratio and weightage between Internal and External is 1:4.

Primary evaluation for Internal and External shall be based on 6 letter grades (A+, A, B, C, D and E) with numerical values (Grade Points) of 5, 4, 3, 2, 1 & 0 respectively.

**Grade Point Average:** Internal and External components are separately graded and the combined grade point with weightage 1 for Internal and 4 for external shall be applied to calculate the **Grade Point Average (GPA)** of each course. Letter grade shall be assigned to each course based on the categorization based on Ten point Scale provided in clause 20.2 of the Regulations for the Post-Graduate Choice Based Credit Semester System - 2019

**Evaluation of Audit Courses:** The examination and evaluation shall be conducted by the college itself either in the normal structure or MCQ model from the Question Bank and other guidelines provided by the University/BoS. The Question paper shall be for minimum 20 weightage and a minimum of 2 hour duration for the examination. The result has to be intimated / uploaded to the University during the Third Semester as per the notification of the University.

**Internal Evaluation / Continuous Assessment (CA)**

This assessment shall be based on a predetermined transparent system involving periodic written tests, assignments, seminars and viva-voce in respect of theory courses and based on tests, lab skill and records/viva in respect of practical courses.

The criteria and percentage of weightage assigned to various components for internal evaluation are as follows:

<b>(a) Theory :</b>			
<b>Sl. No</b>	<b>Component</b>	<b>Percentage</b>	<b>Weightage</b>
<b>1</b>	<b>Examination /Test</b>	<b>40%</b>	<b>2</b>
<b>2</b>	<b>Seminars / Presentation</b>	<b>20%</b>	<b>1</b>
<b>3</b>	<b>Assignment</b>	<b>20%</b>	<b>1</b>
<b>4</b>	<b>Attendance</b>	<b>20%</b>	<b>1</b>

Grades shall be given for the internal evaluation are based on the grades A+,A,B,C,D&E with grade points 5,4,3,2, 1 &0 respectively. The overall grades shall be as per the Ten Point scale provided in clause **20.2** of the Regulations for the Post-Graduate Choice Based Credit Semester System - 2019

There shall be no separate minimum Grade Point for internal evaluation.

To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester shall be published on the notice board before 5 days of commencement of external examination.

There shall not be any chance for improvement of internal marks.

The course teacher shall maintain the academic record of each student registered for the course, which shall be forwarded to the University, through the college Principal, after being endorsed by the Head of the Department.

For each course there shall be class **test/s** during a semester. Grades should be displayed on the notice board. Valued answer scripts shall be made available to the students for perusal.

Each student shall be required to do **assignment/s** for each course. Assignments after valuation must be returned to the students. The

teacher shall define the expected quality of the above in terms of structure, content, presentation etc. and inform the same to the students. Punctuality in submission is to be considered.

Every student shall deliver **Seminar / Presentation** as an internal component for every course and must be evaluated by the respective course teacher in terms of structure, content, presentation and interaction. The soft and hard copies of the seminar report are to be submitted to the course teacher.

All the records of Continuous Assessment (CA) must be kept in the college and must be made available for verification by university, if asked for.

The semester-end examinations in theory courses shall be conducted by the University with question papers set by external experts.

Students shall have the right to apply for revaluation or scrutiny as per rules within the time permitted for it. Photocopies of the answer scripts of the external examination shall be made available to the students for scrutiny on request by them as per rules.

The language of writing the examination shall be English only.

**Pattern of Questions for External/ESE:**

Sl. No.	Type of Questions	Individual Weightage	Total Weightage	Number of questions to be answered
1	Short Answer type questions	2	$2 \times 4 = 8$	4 out of 7
2	Short essay/ problem solving type	3	$3 \times 4 = 12$	4 out of 7
3	Long Essay type questions	5	$5 \times 2 = 10$	2 out of 4
<b>Total</b>			<b>30</b>	<b>18</b>

### **Evaluation of Project Work / Dissertation**

There shall be External and Internal evaluation with the same criteria for Project Work done and the grading system shall be followed as per the specific guidelines and stipulations of the concerned BoS.

One component among the Project Work evaluation criteria shall be Viva-voce (Project Work related) and the respective weightage shall be 40%.

Consolidated Grade for Project Work is calculated by combining both the External and Internal in the Ratio of 4:1 (80% & 20%).

For a pass in Project Work, a student has to secure a minimum of **P** Grade in External and Internal examination combined. If the students could not secure minimum **P** Grade in the Project work, they will be treated as failed in that attempt and the students may be allowed to rework and resubmit the same in accordance with the University exam stipulations. There shall be no improvement chance for Project Work.

### **Conduct of Comprehensive Viva-Voce**

There shall be External Comprehensive Viva-voce. The panel of examiners for comprehensive Viva -Voce should consist of two external examiners. The Chairman of the Board of Examiners shall prepare the schedule and list of examiners for the MSW programme. Examiners will be selected from the list of examiners prepared periodically by the University.

For a pass in Comprehensive viva-voce, a student has to secure a minimum of **D** Grade. If the students could not secure minimum **D** Grade, they will be treated as failed in that attempt and the student may re-appear for the same next time in accordance with the University exam stipulations. There shall be no improvement chance for Comprehensive viva-voce.

**Direct Grading System**

Direct Grading System based on a 10 – Point scale is used to evaluate the performance (External and Internal Examination of students)

For all courses (Theory & Practical)/ Semester/Overall Programme,  
Letter grades

and **GPA/SGPA/CGPA** are given on the following way :

- a) First Stage Evaluation for both Internal and External done by the Teachers concerned in the following Scale :

<b>Grade</b>	<b>Grade Points</b>
<b>A+</b>	<b>5</b>
<b>A</b>	<b>4</b>
<b>B</b>	<b>3</b>
<b>C</b>	<b>2</b>
<b>D</b>	<b>1</b>
<b>E</b>	<b>0</b>

- b) The Grade Range for both Internal & External shall be:

<b>Letter Grade</b>	<b>Grade Range</b>	<b>Range of Percentage (%)</b>	<b>Merit Indicator /</b>
O	4.25 – 5.00	85.00 – 100.00	Outstanding
A+	3.75 – 4.24	75.00 – 84.99	Excellent
A	3.25 – 3.74	65.00 – 74.99	Very Good
B+	2.75 – 3.24	55.00 – 64.99	Good
B	2.50 – 2.74	50.00 – 54.99	Above Average
C	2.25 – 2.49	45.00 – 49.99	Average
P	2.00 -2.24	40.00 – 44.99	Pass
F	< 2.00	Below 40	Fail
I	0	-	Incomplete
Ab	0	-	Absent

***'B' Grade lower limit is 50% and 'B+' Grade lower limit is 55%***

No separate minimum is required for Internal evaluation for a pass, but a minimum **P** Grade is required for a pass in the external evaluation. However, a minimum **P grade** is required for pass in a course.

A student who fails to secure a minimum grade for a pass in a course will be permitted to write the examination along with the next batch.

**Improvement of Course-**The candidates who wish to improve the grade / grade point of the external examination of a course/s they have passed already can do the same by appearing in the external examination of the concerned semester along with the immediate junior batch.

**Betterment Programme One time-**A candidate will be permitted to improve the **CGPA** of the Programme within a continuous period of four semesters immediately following the completion of the programme allowing only once for a particular semester. The **CGPA** for the betterment appearance will be computed based on the **SGPA** secured in the original or betterment appearance of each semester whichever is higher.

#### **Semester Grade Point Average (SGPA) : Calculation**

The **SGPA** is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses taken by a student.

After the successful completion of a semester, Semester Grade point Average (**SGPA**) of a student in that semester is calculated using the formula given below.

$$\text{Semester Grade Point Average - SGPA (S}_j\text{)} = \Sigma(C_i \times G_i) / Cr$$

(SGPA= Total Credit Points awarded in a semester / Total credits of the semester)

Where 'S<sub>j</sub>' is the j<sup>th</sup> semester, 'G<sub>i</sub>' is the grade point scored by the student in the i<sup>th</sup> course, 'C<sub>i</sub>' is the credit of the i<sup>th</sup> course, 'Cr' is the total credits of the semester.

#### **Cumulative Grade Point Average (CGPA) Calculation**

**Cumulative Grade Point Average (CGPA) =  $\Sigma(C_i \times S_i) / Cr$**  (CGPA= Total Credit points awarded in all semesters/Total credits of the programme)



Where  $C_1$  is the credit of the 1<sup>st</sup> semester  $S_1$  is the **SGPA** of the 1<sup>st</sup> semester and  $Cr$  is the total number of credits in the programme. The **CGPA** is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme. The **SGPA** and **CGPA** shall be rounded off to 2 decimal points.

For the successful completion of a semester, a student should pass all courses and score a minimum **SGPA** of 2.0. However, the students are permitted to move to the next semester irrespective of their **SGPA**.

## **FIELD PRACTICUM MANUAL MSW PROGRAMME**

Field practicum is the integral component of social work education. Human service organizations provide settings in which students are stimulated, challenged and supported in the integration of theories and practice skills. The Department of Social Work, Vimala College partners with government and local and national level non government organizations in order to provide MSW students high quality field education experiences. The department has a well established system of Field education programs coordinated and facilitated by faculty members and eminent social work practitioners. The faculty members are very keen in identifying placement settings appropriate to the curriculum objectives, learning goals and individual learning needs of students.

The Department has an authentic system of assessing the performance of each student. The students are given opportunities to discuss their success stories, expectations, concerns and suggestions to improve their learning outcomes. The students are given proper orientation on social work practice standards to ensure ethical practice. The department's primary focus is quality enhancement and professional development of students. It follows rights based and strengths oriented approaches in teaching and learning.

We solicit ideas to enhance the quality of our field education and looking forward to working with you.

### **Field Practicum**

Field practicum is the 'signature pedagogy' of social work education. Field education is integral to social work education preparing students for professional practice. It provides an opportunity for students to experience field realities, observe and model social work practice and to translate theory into practice. Through field practicum, the students develop a sense of commitment to the social work profession, practice standards and Code of Ethics.

### **Objectives of Field Practicum**

#### **Knowledge:**

1. Basic understanding of how social work practice is applied in a specific agency setting.
2. Knowledge about the application of theories to client situations in the agency setting
3. Knowledge regarding the use of culturally sensitive practice methods with diverse and at-risk populations.

4. Knowledge about the administrative process of social work agencies, and effective strategies for service delivery
5. Awareness of appropriate methods of social work practice in line with the agency's purpose and functions.
6. Awareness of resources in the area to enable students to access services to enhance client functioning and well-being

**Skills:**

1. Enhancement of interviewing skills to enable the student to develop working relationships with diverse types of service users, to formulate initial and ongoing assessments at the micro, mezzo, and macro levels,
2. Ability to prepare an appropriate intervention/service/care plan for clients based on person-in-environment and strengths assessment and the availability of agency services/resources.
3. Increased self-awareness of the student's own intrapersonal and interpersonal attributes that enhance or interfere with therapeutic relationships or the social work role.
4. Application of practice and program evaluation skills for purposes of accountability, outcome monitoring, improvement of practice, and program development
5. Development of the ability to use supervision in an appropriate manner for continued growth and professional development
6. Development of the ability to work collaboratively with a variety of helping professionals.
7. Development of appropriate documentation skills within the agency setting which are clear, organized, and meets professional standards and the requirements of the particular agency setting.
8. Engage in research-informed practice and practice-informed research

**Values:**

1. Respect for an individual's worth and dignity and their unique characteristics.
2. Importance of advocating for the client with organizations and systems to ensure protection of rights and acquisition of needed resources
3. Adherence to professional ethics, especially confidentiality, regarding clients, peers, agencies, and recognition of the individual's right to self-determination and active participation in the helping process.

## FIELD PRACTICUM EXPERIENCE

### I. OBSERVATION AND EXTENSION VISITS

[illegible]

**II. COMMUNITY RESIDENTIAL CAMP / COMMUNITY PLACEMENTS**

<b>Date</b>	<b>Semester</b>	<b>Place</b>	<b>Activities</b>

**III CONCURRENT FIELDWORK**

<b>Sl No</b>	<b>Semester</b>	<b>Name of the Agency</b>	<b>Faculty Supervisor</b>	<b>Agency Supervisor</b>	<b>No of Fieldwork days completed From--- to.....</b>	<b>Details</b>

**III BLOCK FIELD WORK**

<b>Sl No</b>	<b>Semester</b>	<b>Name of the Agency</b>	<b>Faculty Supervisor</b>	<b>Agency Supervisor</b>	<b>No of Fieldwork days completed</b>	<b>Details</b>

**SEMINARS/ WORKSHOPS/TRAINING PROGRAMMES ATTENDED**

<b>Sl. No</b>	<b>Date and venue</b>	<b>Name of the Programme</b>	<b>Organized by</b>

**COMPONENTS OF FIELDWORK**

<b>Sl.No</b>	<b>Semester</b>	<b>Field practicum component</b>	<b>Duration/No (Minimum Requirements are given)</b>	<b>Credits</b>
1.	I	a. Observation Visits b. Community living/ Camp c. Concurrent Fieldwork	a. 12 organisations b. 5 to 7 Days c. 10 hours per week. ( Social work methods )	4
2.	II	Concurrent Fieldwork	10 hours per week (opportunities for casework, group work and community organization should be provided.)	3
3.	III	a. Concurrent Fieldwork  b. Study Tour	a. 10 hours per week (Students should be placed in organizations according to their specializations.)  b. Four to seven days to social welfare organizations and development projects	4
4.	IV	a. Concurrent Fieldwork  b. Block Placement	a. 10 hours per week (Students should be placed in organizations according to their specializations)  b. One Month at the end of the fourth semester (It is an internship to facilitate the transition from academic to work life. Agency should be chosen in such a way that opportunities for enhancing independent practice competencies are provided.)	3  2

### **Field Practicum Calendar**

A field practicum calendar will be prepared at the commencement of each semester. The selection and allocation of Field work agencies will be done by the department. The Department is continually developing new placements, new curriculum priorities and new directions in practice to match students' interests and needs. Recommendations from students for new field placement sites are always welcome. Students who are interested in field placements in agencies with which the department is not currently associating should discuss their interest with faculty members before contacting the agency.

After consultation about a student's particular interests and specific learning goals, the department matches the student to a human services agency, taking into consideration any special needs of the student and the university/department requirements for field education.

### **Field Practicum Orientation Seminar**

Prior to the commencement of field practicum, an orientation seminar will be conducted for the students. The aim of the seminar is to familiarize the students with the nature, objectives, rules and regulations, code of conduct, practice norms and learning contract, documentation etc. for the field work programme.

#### **1. Observation visits**

The Observation Visits aim to make the students get oriented to the vision, mission, objectives, administrative structure and process and the service users of various organisations in the field of social work, such as non- governmental organisations involved in welfare and development activities, government bodies, health care organisations, organisations in the care of aged, women and children and Corporate organizations. The observation visits develop skills of observation, reporting and presentation. Students are expected to submit reports of the observation visits

(See annexure 1 for report format)

#### **2. Community Residential Camps**

The camp provides students an exposure to the rural/urban/tribal/coastal communities. It is designed to sensitize students on social realities, understand social structures and cultural processes with special reference to specific groups experiencing poverty and deprivation. The students gain hands-on experience in planning, organizing, implementing and evaluating community organization and development activities. Students also get experience in interacting with people through home visits, meetings, conducting needs assessment through survey/ participatory methods, social analysis, organizing programmes for diverse groups in the community and document their experience. This is a great opportunity for students to learn about group living, adapting to the new environment and to become more



responsible and committed towards oneself and the society. The camp also provides opportunities for students to fine tune their interpersonal relationship skills. The students are expected submit a report of the camp experience and learning. **(See annexure 2 for report format)**

## **2. Concurrent field work**

Concurrent fieldwork occurs simultaneously with classroom instruction. Students spend two days a week at the field work agency and attend classes for the remaining days. Having classes and field work side by side enhances the student's reflection on her placement and practice, encourages a greater depth of learning tailored to the placement experience, and facilitates the integration of theory and practice.

## **3. Block Field Work**

The block placements allow students to have an intensive experience of social work practice in an agency setting. The students are placed in the agency for a month continuously to gain experience in social work practice. The students are encouraged to take up interstate placements to enhance their cultural competence and social awareness through the exposure to diverse cultures. There will be a minimum of three block placements during the entire period of MSW programme.

### **Integrative Field Practicum Seminars**

Integrative seminars will be conducted at the end of each field work programme. This seminar is designed to help students integrate classroom and field learning. During the seminar each student presents her learning plan/contract, learning experiences and learning outcomes. The students think back to what were their initial learning needs and reflect whether they were met. This seminar allows students to learn from each other and to enhance formal presentation skills.

### **Field Work supervision**

Field work supervision is an integral part of the social work profession's approach to practice. According to Kadushin (1985), professional supervision in social work and social welfare has three functions:

- **Educative** - developing the skills and knowledge of workers; acquiring professional competence; engaging in reflective practice;
- **Administrative/Managerial** - promoting and maintaining good standards of work; implementing agency policies; monitoring and improving work performance;
- **Supportive** - maintaining harmonious working relationships, morale and job satisfaction. (Kadushin, A (1985). Supervision in Social Work, Columbia University)

“A healthy supervisory relationship will comprise all three functions and will manage the inherent conflict between them. If the relationship is based on sufficient levels of trust and respect, these tensions can be managed to minimise the harm to all concerned” (Cleak & Wilson 2004, p. 52).

### **Seminar for Field Educators/ Supervisors**

Workshops/ Seminars are organised for field educators to inform them of the purpose of field practicum in social work education, clarify college expectations and to provide information regarding how to provide professional supervision to students and how to evaluate student performance. This seminar gives an opportunity to understand the expectations of field work agencies and discuss issues related to student placements. This also allows opportunities for discussing programmes mutually beneficial to students as well as agencies.

### **FIELD EDUCATION TEAM**

#### **Field work Coordinator and Faculty Supervisors**

There is a field work coordinator for each semester who is in charge of assessing the learning needs of each student and selection of field work agencies in consultation with other faculty members of the Department. It is the responsibility of the coordinator to allocate students to each faculty member and to arrange common orientation to all the students. She distributes the report formats and evaluation forms of all the students. Then each faculty member will establish contacts with the agencies to seek permission for the placement and individual meetings will be conducted to provide final preparation for the students including encouraging reference reading pertaining to their field work. Further supervision and evaluation of the placement will be done by the faculty supervisor. Students must receive the equivalent of **one hour per week** formal supervision from the faculty supervisor. The supervisor will then hand over the grades of students to the field work coordinator and she consolidates the marks of all the students for submission to the University.

#### **Functions of Faculty Supervisor**

- Serves as a liaison between Department and agency;
- Participate in pre-placement planning, and orientation sessions for the placement.
- Advise students on Occupational Health and Safety Policies and Procedures
- Consults with the student and field instructor (agency supervisor) about assignments, learning contract, evaluation, etc.;
- Locate relevant educational opportunities in the agency setting

- Serves as the student's advocate in ensuring that the department expectations of the agency are being met and that the student is meeting the agency's requirements;
- Serves as a troubleshooter, problem-solver and mediator in the event that a problem in the field placement is identified;
- Visits the agency at least once each semester to meet with the student and field instructor(s) to assess progress toward goals;
- Provide ongoing feedback to the student through individual supervision sessions
- Works with the student in planning for advanced year placement;
- Recommends grade for Field placement

#### **Agency supervisors**

An agency supervisor is a professionally qualified social work practitioner in the agency who should be able to articulate or demonstrate to a student how they conceptualize their own practice. However in some organisations there may not be a trained social worker to supervise the students wherein the task supervisors who are experienced human services workers will be depended upon to provide supervision.

The field educator provides a range of experiences appropriate to the agency and to the level of competence of the student, which will enable the student to meet the expectations of each placement. The field educator provides the student with on-going and regular supervision. She/he provides constructive feedback to the student on assigned tasks and professional behaviour within the agency. They orient students to the agency and its operations and whenever possible, participate in liaison meetings with the student and faculty supervisor.

#### **The following are the responsibilities of the Agency Supervisor:**

1. Obtain knowledge of the student's background prior to placement.
2. Prepare the agency personnel for the students' placement.
3. Gave orientation to the students regarding the agency, its functioning, service users, tasks and assignments of the students, etc.
4. Assign work to the students, after discussing with other agency personnel. Specific tasks should be assigned to the students depending on the objectives and requirements of the student fieldwork, eg: Interviewing, home visits, other agency visits, etc.
5. Provide basic tools of work within the agency, i.e. a desk and chair, or space to work, administrative support, such as access to a computer and telephone

6. Guidance, supervision and verification for the student regarding the work assigned to the student in the agency.
7. In case of exceptional performance of the students, it should be reported to the faculty supervisor and communicated to the student also.
8. In case of unsatisfactory performance of a student discuss this with the student concerned and subsequently with the faculty supervisor.
9. Evaluate the performance of the student.

In short, the agency supervisor acts as a facilitator, guide and educator and allows flexibility and initiative to students as they advance in their learning. The agency supervisor and the faculty supervisor should work, harmoniously as a team, so as to ensure students' progress in field work.

### **FORMULATION OF LEARNING PLAN**

Learning Plan is a document developed by the student, in consultation with the agency field work supervisor and then by the faculty supervisor. It specifies the learning needs of the student, learning goals and specific objectives, learning opportunities/tasks, time frame and supervision agreement and arrangements. The learning plan is a good tool to track student's progress in achieving her goals. It specifies goals or issues for focus, and can guide student's activities to make the placement more productive. The students are expected to complete their learning plan by the end of their first week of placement. It is intended to be "a living document" that will be modified and updated as their field experience progresses and as new opportunities arise. However students are expected to submit their initial plan within five days of the commencement of the placement.

Given below certain points to be considered by field educators and students whilst preparing the learning agreement

#### **Questions for the Agency Supervisor**

1. What knowledge and skills do I bring to this placement? (developed from previous experiences including supervising students, being a student on placement, relevant work experience)
2. What would I like the student to learn during this placement?
3. What are the learning opportunities available to the student in this placement?
4. How will I support the student's learning during this placement? (supervision, collaborative working opportunities)

5. Are there any concerns about the placement that I need to share with the student? (eg. access to appropriate learning opportunities, physical space and potential agency constraints)

#### **Questions for the Student**

1. What knowledge and skills do I bring to this placement? (developed from previous experiences including being a student on placement, previous work experience and relevant life experiences)
2. What would I most like to learn during this placement?
3. What learning opportunities would I like to access during this placement?
4. How would I like my agency supervisor to support my learning during this placement? (supervision, collaborative working opportunities)
5. Are there any concerns about the placement that I need to share with the agency supervisor? (eg. access to appropriate learning opportunities, physical space, potential agency constraints) (See annexure 3 for learning plan)

#### **Onsite Supervision**

The faculty supervisor will visit the students at least once during the placement. The student should have sufficient time on placement before the visit to become familiar with the agency and to be engaging with their placement tasks, but the visit must be held early enough to allow for the redirection of particular aspects of the placement. Faculty supervisors who are supervising more than one student may prefer group supervision. However, as each student's learning needs and development are unique, every student must be allocated time to discuss alone with the supervisor their individual experience of the placement. The students can make arrangements for telephone contacts with the supervisor at regular intervals and emergencies.

## **FIELDWORK RECORDING**

The Social Work Dictionary (1995) defines “recording” as the process of putting in writing and keeping on file relevant information about the client; the problem; the prognosis; the intervention; the progress of treatment; the social, economic, and health factors contributing to the situation and the procedures for termination or referral (p. 317) (Barker, R.L. (1995). The Social Work Dictionary (3rd edition). Washington, DC: NASW Press.)

Recording provides an opportunity to the student to organize and present information, observations and activities in a systematic manner. In social work education process recording, the method of reporting in detail what took place in a social work interaction, serves as an effective tool for supervision and evaluation.

1. The students are expected to write field work reports daily and submit their reports to the faculty supervisor every week.
2. Verbatim recording of casework and group work sessions should be maintained during the initial phase. The faculty supervisor, at her discretion suggests the students to start narrative recording.
3. The faculty supervisors should write detailed comments regarding the activities and reports of the students. These would serve as weekly evaluation of the students’ activity and feedback.
4. Students should submit summary records of their work with individuals (social casework), work with groups (social group work) and work with communities and other activities.
5. The process records will be maintained by the faculty supervisor for three years as they contain confidential remarks of the students learning process.
6. Copies of the summary records have to be submitted to the agency and the department.

### **Reflective Learning in field work recording**

The department emphasizes critical reflective writing/learning throughout the documentation of field experiences. This enables students to become critically reflective practitioners who can integrate theory, research and practice-based knowledge.

### **Daily Report**

For observation visits, residential camps and concurrent field work the students are expected to submit daily reports.

(See annexure 4 for daily report format)

### **Reflective Journal**

The purpose of the journal is to:

1. Provide students with a useful and effective means of documenting their personal and professional development
2. Encourage students to develop the capacity to articulate and document what they are thinking, feeling and experiencing
3. Try to relate theoretical concepts to the real world
4. Stimulate discussion during supervision sessions and liaison visits

The journal is more than just description of the placement tasks. It provides analytical and reflective information. For this, the students use a three - column format to write their actions, thoughts and feelings.

#### **Weekly Report (Agency):**

Weekly reports are very important to monitor student's progress and to identify her strengths and areas for further development. A weekly report includes: Objectives and activities planned for the week, How well the student go with completing her work, to what extent has she achieved the learning objectives, instances where the student could practice social work methods and theoretical perspectives during the placement, attitudinal changes occurred, problems/barriers(internal and external), plans for improvement etc.

(See annexure 5 for weekly report format)

#### **Weekly report (Community)**

The report include objectives, activities, visits to organizations, groups, homes, activities organized for children/ women/youth etc, problems encountered, Key learning areas, application of knowledge and skills, knowledge and skills to be developed, future plan.

(See annexure 6 for weekly report format)

#### **Case Work Recording**

ISOAP format: Here the students write their reflections into four categories: Introduction, Subjective, Objective, Assessment and Plan

(See annexure 7 for ISOAP format)

#### **Case Work Summary Recording**

Students are expected to present one case work process in the integrative seminar after submitting the case work summary record to the faculty supervisor. See annexure 8 -----for summary format)

#### **Group work**

Students are also expected to present one group work process in the integrative seminar after submitting the group work summary record to the faculty supervisor.

(See annexure 9 ---- for group work report format)

### **Field Education Portfolio**

All students are required to create a Field Education Portfolio, either digital or hard copy, in which they keep all records and materials related to their learning in the field. This is an evidence of the students' practice learning and an important reference material for them to prepare their CV and course- transcript.

### **STUDENT RESPONSIBILITIES- PRE-PLACEMENT**

**Before the placement students are expected to:**

1. Participate in pre-placement planning arrangements as specified by the field work coordinator and faculty supervisor
2. Ensure that course pre-requisites are completed.
3. Complete all required documentation as specified by the field work supervisor.
4. Formally disclose any personal history or current issues (e.g. physical, psychological or behavioral) that may hinder them from participating fully in a field placement.
5. Make contact with the agency once they have been asked to do so.
6. Respond to communications from the department concerning the placement.
7. Start placement on the specified time and date

**During the placement the students are expected to:**

1. Conduct themselves in a manner appropriate for a student in a professional setting and in accordance with the department's code of conduct.
2. Inform the field work coordinator or faculty supervisor immediately of any concern regarding their safety or wellbeing during the placement.
3. Comply with all rules, regulations, policies and procedures of the placement agency, including dress code and punctuality.
4. Maintain an appropriate level of confidentiality in relation to their placement experiences and any information
5. Inform the faculty supervisor and agency supervisor promptly of any absences
6. Provide any required documentation relating to the absence.

**In relation to learning on placement students are expected to:**

1. Attend placement for the required number of days
2. Have regular contact with the faculty supervisor



3. Demonstrate commitment to learning by being actively involved in placement tasks, activities and supervision appropriate to the agency and the goals of the placement
4. Prepare a Learning Agreement in consultation with the Agency supervisor and faculty Supervisor
5. Inform faculty supervisor of any difficulties in the negotiation of the agreement, fulfillment of expectations, or other aspects of the placement
6. Arrange liaison visit by faculty supervisor
7. Participate in the process of evaluation of their learning
8. Complete satisfactory quality written work including the Learning Contract, weekly and summary reports
9. Inform the agency supervisor regarding termination of field work and participate actively in presentation of reports
10. Attend compulsory department based Integrative Seminars and complete associated tasks

## **EVALUATION IN FIELD EDUCATION**

Evaluation is an important tool in the teaching-learning process by which a student is helped to become competent and confident to work as an independent professional. It provides the students an objective perspective on their strengths, weakness and areas of growth. It helps the students to direct and integrate their learning. Furthermore, it helps the faculty supervisor to direct her teaching and guidance effectively.

The following aspects of the student are evaluated to assess her development as a social work:

- Over all consistency of progress in field work performance throughout the semester.
- Regularity, punctuality and the discipline to work systematically as seen from the work in the agency/community, submission of reports and participation in field work conferences.
- Ability to interact with agency personnel and service users.
- Ability to integrate theory with practice.
- Ability to analyse individual, group, community needs and resources, social situations, problem identification, case planning and evaluation skills.
- Identification with the profession and internalization of values and goals of the profession as reflected in role performance.
- Approach to work and extent of professional responsibility and commitment.
- Capacity to relate purposefully, to empathize and respond appropriately while working with individual, groups and communities, capacity for sustained focused work and the ability to involve clients in the problem solving process.
- General aptitude and skill shown in using methods of social work.
- Capacity for self direction, independence and resourcefulness in work management of time and work load.
- Extent of openness to learning, accepting constructive criticisms and supervision.

## **EVALUATION PROCEDURE**

1. Formal evaluation sessions are held at the end of each semester.
2. Evaluation forms should be filled in by the student's agency supervisor and the faculty supervisor separately. The individual evaluations will be discussed with students during the formal session.

3. In order to standardize and bring in the formal evaluation, the faculty supervisors should present and discuss their evaluation during the faculty meeting.
4. The final marks of evaluation are also presented in the faculty meeting before submitting them to the university. This further helps in standardizing the marks and also in making faculty supervisor accountable to the whole faculty.
5. A month prior to termination, student's contacts with the client system should be reduced so as to follow sufficient time for termination and summary recording. The last group meeting/ interview should be held at least two weeks prior to termination.
6. The faculty supervisor should see that, prior to termination, the student fulfills responsibilities allocated to her such as submission of recordings, reports etc. The student's marks may be withheld from being sent to the university unless she fulfills all the requirements.

**FAILURE IN FIELD WORK**

The following procedures are to be followed, where students show performance in field work, which is likely to lead to failure:

1. During the regular conference, unsatisfactory performance should be discussed with the students, and the student's problems/limitations should be pointed out.
2. At the end of first semester, the student will be given warning by the field work coordinator on the advice of the faculty supervisor, after a preliminary discussion in a faculty meeting.
3. If the student's performance continues to be poor, this matter should be brought up again at faculty/meeting. The field work coordinator or a faculty member other than the faculty supervisor should be appointed to read the student's recording. Such a person will be selected on the basis of her special area of interest and competence in the specified field as well as the method of intervention.
4. The person so appointed and the faculty supervisor must report in writing to faculty meeting their reasons supported by the recorded evidence of the student's work, and their final evaluation of the student. Based on these reports, the faculty will arrive at a final decision. The final decision of the faculty will be informed to the student by the field work coordinator.

## **CODE OF CONDUCT**

Students are expected to adhere to the agency guidelines around appropriate conduct, standards of dress, workload and organisational responsibilities. Social work students should identify themselves as trainees/students/interns to patients/clients either verbally or through the use of name tags.

### **Attendance:**

Students are expected to be in attendance at the agency for the full time of negotiated hours per week, and any variation from this must be approved by the agency and the university. If a student is absent due to illness or unavoidable circumstances, she should inform her supervisors. Every student is required to complete a time sheet indicating the specified number of days and hours undertaken in each placement signed by their supervisor. Time taken off for any reason must be compensated.

(See annexure 10 for time sheet)

### **Use of mobile phones and social media**

Students are strongly advised not to use their mobile phones for personal reasons whilst undertaking placement tasks. If the student has a personal emergency which requires them to be in contact via their personal mobile phone, the process for this should be explicitly negotiated with their agency supervisor. Under no circumstances is content regarding field placement from a student's personal mobile phone (e.g. photos, text) to be uploaded in social media as this could potentially breach the confidentiality of the agency with which the student is placed and of their clients. In addition, students are to adhere to the agency's policy on use of mobile phones in the workplace.

### **Confidentiality**

The principle of confidentiality is very important for the respect and privacy of social work service users. While personal information should be treated with respect, it is not possible for any health or welfare practitioner to guarantee absolute confidentiality to their clients. All agencies, however, have policies to provide as much confidentiality as possible in dealing with personal information and students are expected to follow agency policies in this regard. In some cases, students may be asked to sign undertakings regarding confidentiality and secrecy. They should consider the implications of these undertakings before signing. Students may wish to use information from their placements in class room or seminar discussions. In these cases the confidentiality of clients must be upheld. All names of clients, relatives, and significant others mentioned by name in the case record or recording must be altered. Students should seek specific direction from their supervisor.

### **Personal Safety during placement**

It is a reality that some of the people with whom social workers and students come into contact are experiencing extreme emotions and circumstances which may be expressed at times as anger, verbal abuse, threats of physical harm, etc. At all times social workers and students need to be able to make rapid assessments of risk to themselves and others, and take appropriate evasive, diffusing, conciliatory or protective action. Students are expected to report any such issues/incidents to the agency supervisor/faculty supervisor at the earliest.

### **Self care of students**

Generally, students find their placements to be rewarding and professionally satisfying. However, at times during placement, students sometimes find that issues arise for them either within the placement itself (e.g. stress experienced as a result of the behaviour of agency staff and/or clients) or outside the placement (e.g. health/family/personal issues etc). These issues can affect not only a student's ability to perform during the placement but also can have an impact on a student's overall wellbeing. If a student experiences a situation that is causing them stress then they should initially seek support from her faculty supervisor or tutor or HOD.

### **Graduate Attributes**

On completion of all placements the students will be able to demonstrate the following specific attributes:

- Commitment to human rights, social justice and social change in the interests of the citizens of their society.
- Ability to think critically and reflectively about their practice, and a commitment to intervene in the interests of the client groups they serve
- Knowledge of theories, principles and processes of social work, emerging and potential fields of practice and modes of intervention.
- Disciplinary knowledge in the social and behavioural sciences and humanities
- Capacity to engage in effective practice at micro, meso and macro levels
- Awareness of personal strengths and limitations.
- Appropriate self-management and self care skills.
- Ability to communicate effectively across differences
- Knowledge and application of Code of Ethics
- Openness to emerging disciplinary knowledge and its relevance to social work.
- Commitment to the development and application of knowledge in the human services.

**Annexure – 1**

**REPORT OF OBSERVATION VISIT**

Name of the student:

Class:

Name and Address of the institution:

Date and time of visit:

**I. Objectives**

**II. Profile of the agency** (History, Vision, mission, Organisational structure, Objectives and Activities of the organisation, stake holders and services provided etc.)

**III. Activities:**

**IV. Observations** (Strengths of the organisation, issues and challenges,)

**V. Evaluation & Suggestions** (key learning, Changes in Knowledge, attitude and skills)

**VI. Scope for Social Work in the setting and Role of Social Worker in the Setting:**

**Annexure – 2****RESIDENTIAL CAMP- REPORT FORMAT**

Name of the Student :

Venue :

Name and address of the partnering Organisation if any:

Date : From .....to .....

**I. Objectives of the Camp:**

**II. Activities:** Descriptive account of all the programmes conducted, research activities and reports prepared

**III. Key areas of learning** (values, knowledge, and Skills)

**IV. Evaluation** (Challenges, attitudinal changes, problems encountered, insights gained)

**V. Suggestions**



**Annexure – 3**

**LEARNING PLAN FORMAT**

Name

Agency

Duration of the Placement

**Learning Objectives:** (To be formulated by student in consultation with the agency Supervisor after initial orientation)

**Learning Opportunities:** (opportunities/activities in the agency which will help you to achieve your learning objectives)

**Possibilities for initiating programmes:** (which will help you to achieve your learning objectives?)

**Supervision with agency supervisor** (proposed time and frequency):

**Supervision with faculty supervisor** (proposed time and frequency):

Signature of the student:

Signature of the Agency Supervisor:

Signature of the Faculty Supervisor:

**Annexure- 4****AGENCY FIELD WORK – DAILY REPORT FORMAT**

Name of the student:

Name address of the Agency:

Date:

Time:

**I. Objectives of the Days field Work:**

**II. Activities:** Brief account of the tasks and activities you have involved in today

**III. Processing your learning:**

- i. Reflect on observation:
- ii. Skills utilized and acquired:
- iii. Insights gained:
- iv. Problems encountered:
- v. Thoughts and feelings about the work today:
- vi. Connections between course content/theory and practice:

**IV. Outcome:** Progress towards learning goals (identify the learning goal you are working on (be specific), and explain in detail progress made today)

**IV. Plan for next Week**

**Home work/ preparations needed for further work:**

**Annexure 5****AGENCY FIELD WORK-SUMMARY REPORT FORMAT**

Name of the student:

Name and address of the Agency:

Placement from-----to-----

**I. Objectives of Field Work:**

**II. Activities Planned:**

**III. Activities completed:**

Completion of activities planned (How well did I go with completing the work?)

**IV. Evaluation:** Achievement of learning objective (To what extent have I achieved the learning objectives?)

Practice of social work methods and theoretical perspectives in the work  
(Instances where you could practice social work methods and theoretical perspectives during the placement)

Attitudinal change occurred (if any)

Problems/barriers faced during the placement (internal and external)

Plans for improvement (Home work to be done eg. reading, consultation, supervision)

**V. Suggestions:**

**VI. References:**

**Annexure 6****COMMUNITY FIELD WORK – DAILY REPORT**

Name: of the Student:

Name of the Community:

Date:                                      Time: From.....to .....

- **Objectives:**
- **Activities**
- **Mentoring:**
- **Visits to organizations/ groups/ Leaders/ individuals**
- **Activities organized by the student for children/youth/women/ others (specify)**
- **Participation in programmes in the community:**
- **Problems identified /observed :**
- **Actions taken:**
- **Key areas of learning:**
- **Knowledge and Skills applied:**
- **Knowledge and skills to be improved:**
- **Home work to be done (Reading, consultation, supervision etc)**
- **Future plan:**

## COMMUNITY PROFILE

**Department of Social Work, Vimala College, Thrissur Community  
Field work**

- Name of the Community
- Geographic area and topography
- Infrastructure (Roads, transportation, electricity, telephone, internet etc)
- Housing
- Condition of other buildings:
- Demographics (Age, gender, race and ethnicity, marital status, education, number of people in household, language)
- History of the community, if any:
- Physical environment (cleanliness, drainage, air, water)
- Community leaders, formal and informal
- Community culture, formal and informal:
- Existing groups: informal and formal (self help, clubs etc)
- Existing institutions (Educational, Health, Recreation Religious etc.)
- Employment and income:
- Social structure (how people in the community relate to one another on a daily basis, how problems are (or aren't) resolved):
- Attitudes and values (What does the community care about, and what does it ignore?

What are residents' assumptions about the proper way to behave, to do business, to treat others? Is there widely accepted discrimination against one or more groups by the majority or by those in power)

### **Problems in the community**

- Problems expressed by the community:
- Problems identified by the SW student:
- Problems of specific groups (children, women, men, elderly)
- Impact of the problems:

### **Needs of the community:**

Needs of the community identified by the SW student

Community resources

Actions taken to resolve the issues:

Barriers to resolve those issues:

Your suggestions for improvement:

**Annexure 7****CASE WORK SESSION –RECORDING FORMAT****ISOAP**

An ISOAP note is a documentation method employed by social workers for recording individual sessions with client. There are five parts for ISOAP. Introduction, Subjective information, Objective information, Assessment, and Plan.

**Introduction:** Identifying/background information, date and time of the session

**Subjective:** Statements client makes about problem or course of treatment or interventions

“I am stressed”, I don’t want to do that”, “I am helpless”, “I feel like I am making better decisions”

**Objective/Observations:** Information gathered by observation of client’s action and behaviours

**Analysis/Assessment:** Indicate probable causes of problems, progression or regression of client’s condition

**Plan:** Specific treatment/intervention techniques, new goals, objectives, referral to other services

**Intervention:** Actions taken or assistance/therapies / techniques provided during the session

**Signature of the Student Date**

**Annexure 8****CASE WORK SUMMARY RECORDING FORMAT**

**I. Identification data such as name (de-identified), age, sex, address caste, religion, etc.**

**II. Reasons for referral:**

**III. Source of referral:**

**III. Presenting issues:**

**III. 1) psychosocial study:-**

(a) Family History: All the details regarding father, mother, siblings etc. to be included. Economic/ social position of the family has to be studied. History of problems/ physical illness/ mental illness in the family has to be included. Family structure and family dynamics have to be studied.

(b) Personal history

- i. Development history
- ii. Health history
- iii. Development of the problem

**2) Psychosocial diagnosis/Assessment**

Analysis of the problems such as probable causes, present factors aggravating it and the case workers interpretation of the problem.

**3) Social work interventions**

- i. Areas where help is provided.
- ii. Techniques and approaches used.
- iii. Tools used by the worker for intervention.
- iv. Limitations and problems faced by the social worker.

**4) Evaluation**

- i. Client's response to social work interventions
- ii. Evaluation of the progress of the case.
- iii. Self-evaluation by the case worker.

**5) Termination and follow up plans.**

**Annexure 9****FORMAT FOR RECORDING GROUP WORK SESSIONS****Introduction**

- Appointment time, date and venue
- Description about the group
  - *Profile of the group*
  - *Group's background, concerns and strengths*
- Group formation-composition and size
- Needs identification
- Overall objectives- Tentative agenda for future work
- Contracting

**Sessions**

- Objectives of the sessions
- Content of the session/activities done
- Group dynamics/group development/ Impact of group experience on individuals
- Evaluation
  - *Activities and objectives*
  - *Progress*
  - *Theoretical understanding and its application*
- *Reflections*
- *Plan for next session*



**Annexure 10****TIME SHEET FOR CONCURRENT/BLOCK FIELDWORK**

Name of the student:.....

Name of the agency:.....Year.....

Sl. No	Date	Description of work	Time	Total hours	Signature of the agency supervisor
			From To		
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

Certified that the above statements are true

Date  
the student

Signature of

Remarks (if any) of the Agency Supervisor  
Supervisor

Signature of the Agency

## Annexure 11

## Department of Social Work (MSW SEMESTER I)

## CONCURRENT FIELD WORK (COMMUNITY) EVALUATION PERFORMA

Name of the student:

Agency Supervisor:

Name of the community:

Designation:

Duration of field work:

Faculty Supervisor:

A – Very Good

B – Good

C – Average

D – Poor

Sl. No.	Attributes	A	B	C	D
1.	Ability to study and understand the community				
2.	Ability to identify and analyze community problems and issues				
3.	Initiative in identifying and utilizing resources within and outside the community				
4.	Ability to establish and maintain professional relationship with individuals and different groups in the community				
5.	Ability to involve people in planning, organizing, implementing and evaluating activities				
6.	Capacity to organize and develop various group activities for a) Children b) Youth c) Women d) Public				
7.	Ability to understand and empathize marginalized individuals in the community				
8.	Ability to integrate theoretical input in field work practice				
9.	Ability to present relevant content in proper sequence in reports				
10.	Participation in field work conferences				
11.	Regularity and punctuality in keeping appointments				
12.	Ability to understand one's own strengths and weakness				

Remarks and suggestions, if any:

Name and Signature:

Date:

**Annexure 12****Department of Social Work (MSW SEMESTER I)****CONCURRENT FIELD WORK (AGENCY) EVALUATION PERFORMA**

Name of the student:

Agency Supervisor:

Name of the Agency:

Designation:

Duration of placement:

Faculty Supervisor:

**A = Very Good,****B = Good,****C = Average,****D = Below Average**

Sl. No.	Attributes and skills to be evaluated	A	B	C	D
1.	Interest shown in studying the organizational structure, functions and activities of the agency.				
2.	Ability to establish and maintain professional relationship with the team members				
3.	Ability in conducting group activities and awareness programmes				
4.	Reliability of the student in completing the tasks assigned				
5.	Level of knowledge related to Social Work and the setting				
6.	Empathy and sensitivity to shown towards the needs and problems				
7.	Participation in various activities of the Agency				
8.	Regularity and Punctuality in attending Field Work				
9.	Ability to understand and empathize with the marginalized individuals in the community				
10.	Interest shown in reference reading				
11.	Ability to accept constructive criticism				
12.	Punctuality and regularity in submission of reports				
13.	Over all Commitment shown by the student				
14.	Over all Competence				
15.	Confidence Level of the student				

Remarks and suggestions

Name and Signature:

Date:

## Annexure 13

## Department of Social Work (MSW SEMESTER II)

## CONCURRENT FIELD WORK (School Social Work) EVALUATION PERFORMA

Name of the student:

Agency Supervisor:

Name of the School:

Designation:

Duration of placement:

Faculty Supervisor:

A = Very Good,

B = Good,

C = Average,

D = Below Average

Sl. No.	Attributes and skills to be evaluated	A	B	C	D
1.	Interest shown in studying the organizational structure, functions and activities of the school.				
2.	Ability to establish and maintain professional relationship with the teachers and students				
3.	Ability in conducting group activities and awareness classes for students				
4.	Ability to provide guidance to students with academic and emotional problems (individual Interventions)				
5.	Ability to plan, practice and record social group work sessions				
6.	Participation in the extracurricular and remedial activities of the School				
7.	Initiative shown in planning and organizing programmes for the overall development of the students				
8.	Regularity and punctuality in attending Field Work				
9.	Reliability of the student in completing the tasks assigned				
10.	Ability to accept constructive criticism and supervision				
11.	Clarity about the role and functions of a School Counsellor /Social Worker				
12.	Interest shown in resource mobilization, networking and Liaisoning with other organisations for student welfare				
13.	Commitment and competence shown by the student				

Remarks and suggestions, if any:

Name &amp; Signature of the School Supervisor:

Date:

## Annexure 14

**Department of Social Work (MSW SEMESTER III)**  
**MEDICAL AND PSYCHIATRIC SOCIAL WORK FIELD WORK**  
**EVALUATION PERFORMA**

Name of the Student :

Agency Supervisor:

Name of the Agency :

Designation:

Duration of Placement:

Faculty Supervisor:

**A = Very Good****B = Good****C = Average****D = Below average**

Sl.No.	Attributes and Skills to be evaluated	A	B	C	D
1.	Interest shown in studying the administrative structure and functions of the Organisation				
2.	Ability to establish and maintain professional relationship with the team members				
3.	Interest and initiative shown in understanding the activities and programmes of the unit				
4.	Participation in academic and professional development sessions				
5.	Interest shown in direct social work practice with clients (ability to listen, flexibility, ability to be client centered)				
6.	Clarity regarding the role of social worker and commitment towards the profession				
7.	Ability to conduct group activities with the patients and care givers				
8.	Capacity to integrate theory with practice				
9.	Regularity and punctuality shown in work assigned and submission of reports				
10.	Ability to accept constructive criticism and utilize supervision				
11.	Initiative shown in introducing new programmes				
12.	Interest shown in reference reading and knowledge acquisition				
13.	Overall performance of the student				

Name &amp; Signature:

Date:

**Annexure 15**

**DEPARTMENT OF SOCIAL WORK (MSW SEMESTER III) RURAL  
AND URBAN COMMUNITY DEVELOPMENT FIELDWORK –  
EVALUATION FORMAT**

Name of the Student:

Agency Supervisor:

Name of the Agency:

Designation:

Duration of Placement:

Faculty Supervisor:

A = Very Good    B = Good    C = Average D = Poor

Sl.	Attributes and Skills to be evaluated	A	B	C	D
1.	Interest shown in studying the organisational structure, objectives, functions and programmes of the				
2.	Ability to establish and maintain professional relationship with the agency personnel				
3.	Ability to work as a member in the team of agency personnel				
4.	Ability to effectively participate in the developmental activities of the agency				
5.	Extent to which the learning opportunities in the agency (eg. Project preparation, research activities) were utilized				
6.	Ability to establish professional relationships with the community people				
7.	Ability to present relevant content in proper sequence in reports				
8.	Regularity and punctuality shown in the submission of reports.				
9.	Regularity and punctuality shown in completing the work assigned				
10.	Ability to accept constructive criticism and utilize supervision				
11.	Extent of professionalism shown while working with the community				
12.	Supervisor's assessment regarding interest shown in learning				
13.	Supervisors assessment regarding the level of knowledge				

Remarks and Suggestions, if any:

Name and Signature:

Date:

## Annexure 16

**FIELD WORK EVALUATION FORMAT**

Sl. No	Name of the Candidate	Report Weight age - 15		Summary Weight age - 4		Evaluation Proforma Weight age-7		Seminar Weight age - 10		Total Weight age - 36	
		Grade point	WGP	Grade point	WGP	Grade point	WGP	Grade point	WGP	Total Grade Points	TWGP

Grade Points: A = 4

B = 3 C = 2 D = 1 E = 0

**SEMINAR EVALUATION RUBRIC FOR SOCIAL WORK**

No .	Name of the Candidate	Content (15 marks)	Presentation (Voice clarity, modulation, body language, Confidence & Eye contact) (10 marks)	Use of Presentation aids (5 marks)	Time management (5 marks)	Response to questions and feedback (5marks)	Total marks 40
1							
2							
3							
4							
5							
6							

**Score:** Emerging (0-14.5), Developing (15 – 24.5), Competent (25 – 34.5)

Advanced (35-40)

## Annexure 17

**ASSIGNMENT EVALUATION RUBRIC FOR SOCIAL WORK****Name of the Student:****Programme:****Assignment Topic:****Course:****Submission time, Date & Time:**

<b>Items and Score</b>	<b><i>Emerging</i> (0-1.49)</b>	<b><i>Developing</i> (1.5 – 2.49)</b>	<b><i>Competent</i> (2.5 – 3.49)</b>	<b><i>Advanced</i> (3.5- 4)</b>
<b>Introduction</b>	Not written appropriately	Given an overview of the topic in student's own words	Given a good overview of the topic in student's own words	Given an excellent overview of the topic in student's own words
<b>Content</b>	Needs clarity in many of the concepts and lacks explanations and examples	Clarity in presenting few of the relevant concepts with examples	Good clarity in presenting all the relevant concepts with examples	Excellent clarity in presenting all the relevant concepts with examples
<b>Originality</b>	No original writing	Could have done better	A good attempt to present the assignment in student's own language	An excellent attempt to present the assignment in student's own language
<b>Lay out/ sequence</b>	Inappropriate layout and sequence	Could have done better	Covered all aspects	Appropriate covering all aspects
<b>Conclusion</b>	Not written appropriately	Could have done better	Written in student's own words	Written excellently in student's own words
<b>Sources&amp; citation</b>	Could have done better/ sources are not acknowledged	Could have done better Sources are acknowledged	Relevant review of literature and sources are properly acknowledged	Extensive and relevant review of literature and sources are properly acknowledged

\*Late submissions will be penalized by **.5 points/day**, if an extension is not suggested or approved ahead of time by the concerned professor.

**Name of the Course Coordinator:****Signature**



**Annexure 18****VIMALA COLLEGE, THRISSUR  
ASSIGNMENT COVER SHEET****Programme:****Course Code and Name:****Name of the Student:****Title of the Assignment:****Due Date:****Name of the Faculty:****Student Declaration**

1. This assignment is my original work and no part has been copied/ reproduced from any other person's work or from any other source, except where acknowledgement has been made.
2. This work has not been submitted for any other course/subject .
3. No part of this assignment has been written by any other person, except to the extent of collaboration and/or group work as defined in the unit outline.

**Student signature Date****of submission Signature****of faculty:****COMMENTS****Marks/Grade Awarded:****Faculty Signature:****Date:**

**Annexure 19****IMPORTANT DAYS TO BE OBSERVED BY THE DEPARTMENT**

January 12	National Youth Day
January 24	National Girl Child Day
February 4	World Cancer Day
February 6	International Day of Zero Tolerance to Female Genital Mutilation
March 8	International Women's Day
3 <sup>rd</sup> Tuesday in March	World Social Work Day
March 15	World Disabled day
April 2	World Autism Awareness Day
April 7	World Health Day
May 15	International Day of Families
May 31	International Anti-tobacco Day
June 5	World Environment Day
June 12	Anti-Child labour Day
June 26	International Day against Drug Abuse and illicit Trafficking
July 11	World Population Day
August 28	World's Nature Conservation Day
September 10	World Suicide Prevention Day
September 21	International Alzheimer's Day, World Peace Day
October 1	International Day of Elderly
October 10	World Mental Health Day
October 13	World Hospice and Palliative Care Day
October 16	World Food Day
October 17	International Day for the eradication of Poverty
November 14	National Diabetes Day
December 1	World AIDS Day
December 10	World Human Rights Day

**Contact Details:**

<b>Name of the Faculty</b>	<b>Contact Number</b>	<b>Mail Id</b>
Vimala College	0487 2332080	<a href="http://www.vimalacollege.edu.in">www.vimalacollege.edu.in</a>
Dept. of Social Work	04872 330351	<a href="mailto:vimalaswd@gmail.com">vimalaswd@gmail.com</a>
Dr. Jaya Cherian	9495997867	<a href="mailto:jayacherianv@gmail.com">jayacherianv@gmail.com</a>
Dr. Asha P. Rao	9447148227	<a href="mailto:ashadshenoy@gmail.com">ashadshenoy@gmail.com</a>
Dr. Mini K. Jose	9495875418	<a href="mailto:minikjose@gmail.com">minikjose@gmail.com</a>
Ms. Treesa T Pulickal	8547248573	<a href="mailto:ttpulickal@gmail.com">ttpulickal@gmail.com</a>
Mr. Lims Thomas	9188820180	<a href="mailto:limsthomas09@gmail.com">limsthomas09@gmail.com</a>
Ms. AlbiaMary George	9526514812	<a href="mailto:albiamarygeorge@gmail.com">albiamarygeorge@gmail.com</a>