



PSGR  
Krishnammal College for Women



## **Department of Social Work**

**CHOICE BASED CREDIT SYSTEM &  
LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (LOCF)**

**Master of Social Work (2023-2025 Batch)**  
**Curriculum and Syllabus for Semester I and II**  
**2023-24**



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Krishnammal College for Women



**Department of Social Work  
Master of Social Work (2023-2025 Batch)  
Curriculum and Syllabus for Semester I and II  
2023-24**

**Programme Outcome**

- PO1:** Engage diversity and difference in practice
- PO2:** Demonstrate ethical and professional behavior in social work practice.
- PO3:** Transform social work knowledge, ethics and values for sustainable changes.
- PO4:** To enhance the quality of life of individuals and society at large.
- PO5:** To work towards people diversity with contemporary realities in society.
- PO6:** Engage in policy to advance social and economic well-being in the society.
- PO7:** To advocate, campaign and lobbying for promotion of social policy.
- PO8:** Engage in research informed practice.

**Program Specific outcome**

- PSO1:** Apply social work knowledge and skills for understanding human behavior and social environment in identifying and analyzing the existing social problems.
- PSO2:** Practice methods of Social Work for problem solving in various fields.
- PSO3:** Become competent social work professionals and to adhere social work ethics, values and ensure social justice.



**Department of Social Work  
Master of Social Work (2023-2025 Batch)  
Scheme for MSW 2023-24**

Sem	Subject Code	Title of the paper	Instruction hours/ week	Total Hours		Duration of Examination	Max. Marks			Credits
				Contact Hours	Tutorial Hours		CA	ESE	Total	
I	MSW2301	Social Work Profession	4	58	2	3	25	75	100	4
	MSW2302	Social Work with Individuals	4	58	2	3	25	75	100	4
	MSW2303	Social Work with Groups	4	58	2	3	25	75	100	4
	MSW2304	Sociology for Social Work Practice	3	43	2	3	25	75	100	3
	MSW2305	Psychology for Social Workers: Theories and Practice	3	43	2	3	25	75	100	3
	MSW23FW1	Concurrent Field Work – I (Observation Visits)	12	180	-	-	50	50	100	5
	MSW23SL1	Skill Lab – I (Personal, Interpersonal Skills)*	-	-	-	-	100	-	100	Grade
II	MSW2306	Community Organization and Social Action	4	58	2	3	25	75	100	4
	MSW2307	Social Work Research	4	58	2	3	25	75	100	4
	MSW2308	Sustainable Development	3	43	2	3	25	75	100	3
	MSW2309	Counselling in Social Work Practice	2	28	2	3	25	75	100	2
II/III	MSW23CE / MSW2310	Advocacy in Social Work Practice / Social work with Children and Youth	3	45/43	-/2	-/3	100/25	-/75	100	3
II	MSW23A1	IDC - Women and Development	2	30	-	3	-	100	100	2
	MSW23FW2	Concurrent Field Work – II (Rural/Tribal Camp)	12	180	-	-	50	50	100	5
	PGINST	Summer Internship <sup>#</sup>	-	-	-	-	100	-	100	Grade
	MSW23SL2	Skill Lab – II (Leadership & Team Building)*	-	-	-	-	100	-	100	Grade

**IDC-** Interdisciplinary Course

\* - 45 hrs course offered outside class hours.

# - 180 hrs internship offered outside class hours.

## Examination System

One test for continuous assessment will be conducted on predetermined dates i.e., commencing on the 50<sup>th</sup> day from the date of reopening. The Model exam will be conducted after completing 85<sup>th</sup> working days. Marks for ESE and CA with reference to the maximum for the courses will be as Follows

### **1. CA Question Paper Pattern (First 3 Units)**

CA Question from each unit comprising of

One question with a weightage of 2 Marks:  $2 \times 3 = 6$

One question with a weightage of 5 Marks (Internal Choice at the same CLO level):  $5 \times 3 = 15$

One question with a weightage of 8 Marks (Internal Choice at the same CLO level):  $8 \times 3 = 24$

**Total : 45 Marks**

### **2. Model Question Paper Pattern (All 5 Units)**

Model Question from each unit comprising of

One question with a weightage of 2 Marks:  $2 \times 5 = 10$

One question with a weightage of 5 Marks (Internal Choice at the same CLO level) :  $5 \times 5 = 25$

One question with a weightage of 8 Marks (Internal Choice at the same CLO level):  $8 \times 5 = 40$

**Total : 75 Marks**

### **3. End Semester Examination Pattern (All 5 Units)**

Questions from each unit comprising of

One question with a weightage of 2 Marks:  $2 \times 5 = 10$

One question with a weightage of 5 Marks (Internal Choice at the same CLO level) :  $5 \times 5 = 25$

One question with a weightage of 8 Marks (Internal Choice at the same CLO level):  $8 \times 5 = 40$

**Total : 75 Marks**

### **4. Interdisciplinary Course End Semester Examination (All 5 Units)**

Questions from each unit comprising of

One question with a weightage of 5 Marks (Internal Choice at the same CLO level) :  $5 \times 5 = 25$

One question with a weightage of 15 Marks (Internal Choice at the same CLO level):  $5 \times 15 = 75$

**Total : 100 Marks**

### Evaluation Criteria CA& ESE

S.No	Exam Type	Component	Marks	Total
1	Continuous Internal Assessment	CIA Test	5	25
		Model Exam	7	
		Seminar/Assignment	5	
		Class Participation	5	
		Attendance	3	
2	End Semester Examination		75	75
<b>Total</b>				<b>100</b>

### MSW23FW1 - Concurrent Field Work – I (Observational visits)

<b>Continues assessment (internal)</b>	<b>50 marks</b>
<b>Viva Voce Exam (external)</b>	<b>50 marks</b>
<b>Total Marks</b>	<b>100</b>

Sl.No.	Criteria	Marks
<b>Continues assessment (internal): 50 marks</b>		
1.	Regularity(visits attended)	10
2.	Field work Observation note and Report submission	10
3.	Content of the report	10
4.	Professional knowledge and Skills	10
5.	Regularity in Individual conference	10
<b>Viva Voce Exam (external):</b>		
1.	Subject Knowledge	20
2.	Content of the report	15
3.	Presentation and Communication skills	15
<b>Total Marks</b>		<b>100</b>

**MSW23FW2 - Concurrent Field Work – II (Rural/Tribal Camp)**

<b>Continues assessment (internal)</b>	<b>50 marks</b>
<b>Viva Voce Exam (external)</b>	<b>50 marks</b>
<b>Total Marks</b>	<b>100</b>

<b>Sl.No</b>	<b>Criteria</b>	<b>Marks</b>
<b>Continues assessment (Internal): 50marks</b>		
1.	Working in the context of an Agency	5
2.	Working at Individual / Working at Group level / Community organization	10
3.	Organizing CO Program	5
4.	Rural/Tribal Camp	10
5.	Report writing (recording)	10
6.	Use of supervisory process	5
7.	Development of professional self	5
<b>Viva Voce Exam (External): 50marks</b>		
1.	Subject Knowledge	20
2.	Content of the report	15
3.	Presentation and Communication skills	15
	<b>Total Marks</b>	<b>100</b>

## RUBRICS

### Assignment/ Seminar

Maximum - 10 Marks (converted to 5 marks)

Criteria	4 Marks	3 Marks	2 Marks	1 Marks
<b>Focus Purpose</b>	Clear	Shows awareness	Shows little awareness	No awareness
<b>Main Idea</b>	Clearly presents main idea	Main idea supported throughout	Vague sense	No main idea
<b>Relevant Content</b>	Exceptionally well presented	Well presented	Content is sound	Not good
<b>Presentation</b>	Well planned	Good overall organization	There is a sense of organization	Not good
<b>Case study / Examples</b>	Current situation analysis- International and national	Research articles	Book reference	Not stated any examples

### Class Participation

Maximum – 20 marks (converted to 5 marks)

Criteria	5 marks	4 marks	3 marks	2 marks	1 mark
<b>Level of engagement in class</b>	Student proactively contributes to class by offering ideas and asks questions more than once per class.	Student proactively contributes to class by offering ideas and asks questions more than once per class.	Student contributes to class and asks questions occasionally	Student rarely contributes to class by offering ideas and asking no questions.	Student never contributes to class by offering ideas
<b>Listening skills</b>	Student listens when others talk both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class	Student listens when others talk in groups and in class occasionally	Student does not listen when others talk, both in groups and in class.	Student does not listen when other talk, both in groups and in class. Student often interrupts when others speak.
<b>Behavior</b>	Student almost never displays disruptive behavior during class	Student rarely displays disruptive behavior during class	Student occasionally displays disruptive behavior during class.	Student often displays disruptive behavior during class	Student almost always displays disruptive behavior during class
<b>Preparation</b>	Student almost always prepared for class with required class materials.	Student almost always prepared for class with required class materials	Student almost occasionally prepared for class with required class materials	Student is rarely prepared for class with required class materials	Student is almost never prepared for class.

Course Code	Course Title	Category	L	T	P	Credit
MSW2301	Social Work Profession	Theory	58	2	0	4

**Preamble:**

- To understand the historical context of origin and development of the social work profession.
- To comprehend the various concepts related to the social work profession.
- To analyze the underlying ideologies, philosophy, theories and approaches in social work practice in diverse settings.
- To highlight the significance of theories and models and their application to practice.
- To gain insights into the skills and ethical decision making while providing services.

**Course Learning Outcomes**

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

CO No	CO Statement	Knowledge Level
CLO1	Understand the socio-economic and political environments and their contributions to origin and development of the social work profession.	K1 / K2
CLO2	Compare and contrast the various concepts related to social work	K2
CLO3	Demonstrate social work professional competencies through analytical thinking, scientific reasoning, problem-solving, team work and emerge as professionals or entrepreneurs.	K3
CLO4	Analyze and apply appropriate theories and models in practice.	K4
CLO5	Apply their knowledge of social work methods, principles and ethics in their real life, field work training and work environments as a mark of professionalism in diverse practice settings.	K5

**Mapping with programme outcome:**

Course Learning Outcomes	Programme outcome							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CLO1	S	M	S	M	S	S	M	S
CLO2	S	S	S	M	S	S	M	S
CLO3	S	M	S	S	S	S	M	H
CLO4	S	S	M	S	M	S	M	S
CLO5	M	S	S	M	S	M	S	S

S-Strong; M-Medium; L-Low

**Unit I**

**(10hrs)**

**Social Work & Related Concepts:** Social Work: Meaning, Definition, Goals, Objectives, Functions and Scope. Basic Concepts: Social Welfare, Social Service, Social Reform, Social Justice, Social Policy, Social Legislations, Social Development, Social Empowerment, Sustainable Development, Human Rights, Social Exclusion and Human Development Index (HDI). Brief Introduction to the Methods of Social Work. Levels of Intervention: Micro, Mezzo and Macro levels.



**Unit II****(12hrs)**

**Historical Evolution of Social Work in the West & India:** Evolution of Social Work in the UK and USA. Contributions of Indian Social Reformers: Raja Ram Mohan Roy, Sarojini Naidu, Vinoba Bhave, Jyothiba Phule, EVR Periyar, Bharathiyar, Narayana Guru, Arya Samaj & Brahma Samaj. Gandhian and Ambedkar ideologies and linkage with Indian Constitution. Religio-Philosophical Foundations of Social Work Practice in India – Contributions of Buddhism, Jainism, Hinduism, Islam and Christianity. Origin of Social Work Education: Evolution of Professional Social Work Education in India. Importance of Fieldwork and Supervision. Challenges faced by Social Work Profession in India. Professional Social Work Associations in India.

**Unit III****(13hrs)**

**Social Work as a Profession:** Nature, Characteristics and Social Work Values & Beliefs. Principles of Social Work: Acceptance, Individualization, Confidentiality, Client Participation, Non-Judgemental Attitude and Controlled Emotional Involvement. Ethics in Social Work Practice: Ethics towards Clients, Colleagues, Organization and Profession. Challenges in Ethical decision making in Social Work practice. Skills of a Social Worker and Roles and Responsibilities of a Professional Social Worker. International Social Work: Meaning, Definition, Global Issues, Need for International Practice. Approaches to International Social Work Practice and Role of International Agencies. Emerging trends in Social Work in India.

**Unit IV****(13hrs)**

**Theoretical Approaches to Social Work Practice:** Social Work Theory: Definition, need and importance of professional practice. Theories in Social Work Practice: Systems Theory, Social Learning Theory, Social & Behavioural Theories, Psycho-Social Development Theory, Psychodynamic Theory, Rational Choice Theory, Humanistic Perspective Theory and Transpersonal Theory. Models and Approaches: Remedial model, Rehabilitative model, Relief Model, Welfare Model, Clinical Model, Integrated Social Work model, Developmental model, Empowerment model, Radical Model, Rights Based, Participatory Model and Indigenous Model.

**Unit V****(10hrs)**

**Fields of Social Work Practice:** Community Development (Rural, Urban & Tribal), Family and Child Welfare, Medical and Psychiatric Social Work, Industrial Social Work, Corporate Social Work, School Social Work and Youth Social Work. Emerging Areas of Social Work: Health Social Work, Disaster Management, Environmental Protection and Gerontological Social Work and Human Rights.

**Text Books:**

S.No	Name of the Authors	Title of the Book	Publishers	Year of Publication
1.	Acharya, BC.	A handbook of social work	Wisdom Press, New Delhi	2012
2.	Bradford, W. Sheafor, Charles, R. Horejsi, &	Techniques and Guidelines for Social	Allyn and Bacon, A Viacom Company,	1997

	Gloria.A.	Work	London	
3.	Josantony Joseph & Gracy Fernandes	An Enquiry into Ethical Dilemmas in Social Work'	NirmalaNiketan, Mumbai	2006
4.	Rameshwari, Devi & Ravi Prakash	Social Work Practice	Mangal Deep Jaipur	2000
5.	Reamer, Frederic G.	Social Work Values and Ethics	Rawat, New Delhi	1999

### References:

S.No	Name of the Authors	Title of the Book	Publishers	Year of Publication
1.	Dean, Hepworth	Direct Social Work Practice: Theory And Skills.	Boston: Cengage Publications	2018
2.	Roy Sanjoy	Social Work in a Globalizing World – Professional Challenges and Practices	Rawat Publications	2018
3.	Singh, Ram Shankar	Professional Social Work: Best Practices and Innovations	ABD Publishers Rajasthan	2017
4.	Cournoyer Barry	The Social Work Skills Workbook	Wordsworth Publishing Company, California	2016

### Web Resources:

- <https://www.socialworker.com/>
- [isw.sagepub.com/content/51/6/847.citation](http://isw.sagepub.com/content/51/6/847.citation)
- [www.unv.org](http://www.unv.org)
- [www.un.org](http://www.un.org)
- [www.worldbank.org](http://www.worldbank.org)
- [www.iassw-aiets.org](http://www.iassw-aiets.org): International Association of Schools of Social Work
- [www.icsd.info](http://www.icsd.info): International Consortium for Social Development
- [www.icsw.org](http://www.icsw.org): International Council on Social Welfare
- [www.ifsw.org](http://www.ifsw.org): International Federation of Social Workers

**Pedagogy:** Lecture, e-content, Online Group Discussions, Videos, peer learning, case discussion, Field Work Observational Learning, Journaling and mind mapping.

**Course Designer:** Dr.K.Umamaheswari & Ms.S.SathyaPriya

Course Code	Course Title	Category	L	T	P	Credit
MSW2302	Social Work with Individuals	Theory	58	2	0	4

**Preamble:**

- To understand evolution and social case work as a primary method of practice in working with individuals.
- To comprehend the tools and techniques used in case work practice.
- To acquire knowledge on the principles and process involved in social case work practice.
- To develop the ability to critically analyse appropriate skills and attitude toward individuals' problems and the factors contributing to it.
- To impart knowledge of the scope of using the method in various settings.

**Course Learning Outcomes**

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

CLO No	CO Statement	Knowledge Level
CLO1	Understand and appreciate the evolution and foundations of social case work practice.	K1
CLO2	Comprehend the distinct nature of social Casework and apply the method to work with individuals and families.	K2
CLO3	Demonstrate knowledge and skills related to the tools and techniques used in the practice of social case work.	K3
CLO4	Analyze and design appropriate intervention approaches and models for individuals who need professional help.	K4
CLO5	Describe the scope and role of a social worker in different settings in working with individuals.	K5

**Mapping with programme outcome:**

Course Learning Outcome	Programme outcome							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CLO1	S	S	M	S	M	M	S	S
CLO2	S	S	S	M	S	S	S	S
CLO3	S	S	S	S	M	M	M	S
CLO4	S	M	S	S	S	S	S	S
CLO5	S	S	S	S	S	S	S	S

S-Strong; M-Medium; L-Low

**Unit I (10hrs)**

**Working at individual level/Social Case Work:** Definition, objectives, scope and relevance to other methods of social work. Philosophical assumptions and case work values; Historical development of social case work; Importance and scope for working at individual level.

**Unit II (12hrs)**

**Nature of problems, values and principles:** Principles of social case work. (Beistic's Principles to be followed) Types of problems faced by individuals and families; Components of social case work; Process of social case work. (Seven step planned process). Catharsis, Transference and Counter Transference. Role of a social worker.

**Unit III (13 hrs)**

**Theories, approaches, SC Work:** Understanding the client system. Client and case worker relationship. Approaches: Psycho-analytical, psycho-social, problem solving, behavior modification, crisis intervention and eclectic approach. Similarities and differences - case work, counseling and psycho-therapy. Recording in social case work.

**Unit IV (13hrs)**

**Tools and Techniques of working at individual level:** Tools - Interview, home visits, listening, communication skills, rapport building, observation, and collateral contacts; Techniques - Counseling, supportive, resource enhancement. Clarification, interpretation, suggestion, developing insight, identification, environmental modification, Therapeutic Approaches: Transactional Analysis, Cognitive Behavior Therapy, Psycho-analysis.

**Unit V (10hrs)**

**Settings: working at individual level in different Settings:** families, school, community, industry, correctional settings, hospital, geriatric, disasters, children in vulnerable groups (children accommodated in various homes), differently abled; Transgender and people affected and infected by HIV/AIDS.

**Text Books:**

S.No	Name of the Authors	Title of the Book	Publishers	Year of Publication
1.	Barba J. G	Beyond case work	Macmillan, London	1991
2.	Barry Coronel	The Social 1996: The Social Work Skills Workbook	Macmillan, London	1996
3.	Mathew, Grace	An Introduction of social case work	TISS, Mumbai	1992
4.	Pearlman, Helen H.	Social Case Work: A problem solving process	The university press New York, USA	1995
5.	Robert W Roberts, Rebert H Nee	Theories of Social Case work	Unity of Chicago Press	2000
6.	Upadhyay, R.K.,	Social Case Work: A Therapeutic Approach	Rawest Publications New Delhi	2021

## References:

S.No	Name of the Authors	Title of the Book	Publishers	Year of Publication
1.	Johnson E.J., Huggins C.L.	Social Casework Methodology: A Skills Handbook for the Caribbean Human Services Worker.	Springer	2019
2.	Johnson, L. C. & Yanaca S. J.	Social Work Practice: A generalist approach	Pearson	2015
3.	Hamilton, G.	Theory and Practice of Social Case Work	Rawat Publications, India	2013
4.	Healy, K	Social Work Methods and Skills	Palgrave MacMillan	2012
5.	Sanjay Bhattacharya	Social Work intervention and management	Deep & Deep publication (p) Ltd	2008
6.	Bogo, M.	Social work practice: Concepts, process & Interviewing	Rawat Publication	2007
7.	Misra P.D., Beena Misra	Social Work Profession in India	New Royal book Com. Lucknow	2004
8.	Misra .P.D.	Social Work Philosophy and Methods	Inter-India Publications, New Delhi	1994
9.	Hollis, F., & Wood, M.	Casework: A psychosocial therapy (3rd ed.).	New York: Random House	1981

## Web Resources

- [https://www.russellsage.org/sites/default/files/Richmond\\_What%20is%20Social\\_0.pdf](https://www.russellsage.org/sites/default/files/Richmond_What%20is%20Social_0.pdf)
- <http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf>

**Pedagogy:** Lecture e-content, Online Group Discussions, Videos, peer learning, case discussion, Field Work Observational Learning, Journaling and mind mapping.

**Course Designer:** Dr.K.Umamaheswari

Course Code	Course Title	Category	L	T	P	Credit
MSW2303	Social Work with Groups	Theory	58	2	0	4

**Preamble:**

- To understand group work as a method of social work and to understand concept, values, principles of Social Group Work
- To acquire skills and techniques required for group workers.
- To develop the ability to critically analyse problems of groups and provide suitable intervention.
- To apply the models of Social Group Work in different settings.
- To identify the settings and fields for the practice of Social Group Work method.

**Course Learning Outcomes**

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

CLO No	CO Statement	Knowledge Level
CLO1	Aware of the concept, characteristics, values and principles of social group work.	K1
CLO2	Apply suitable theories and models to resolve the problems of groups.	K2
CLO3	Critically choose and implement interventions to achieve social group work goals.	K3
CLO4	Acquire and master the competencies and skills for working with different groups in various practice settings.	K4
CLO5	Analyse and implement empirically-based group interventions and evaluate group effectiveness.	K5

**Mapping with programme outcome:**

Course Learning Outcome	Programme outcome							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CLO1	S	S	S	S	S	M	S	M
CLO2	S	S	S	S	S	S	S	M
CLO3	S	S	M	S	S	M	M	S
CLO4	S	S	S	M	S	S	M	S
CLO5	S	S	M	S	M	S	S	M

S-Strong; M-Medium; L-Low

**Unit I**

**(10hrs)**

**Social Group Work:** The Group: Definition, Characteristics, Types, Functions and Group Structure. Social Group Work: Definitions, Objectives, Values and Principles of Social Group

Work. Skills and Roles of Social Group Worker. History of Social Group Work in India and abroad. Social Group Work as a method of Social Work

**Unit II (12hrs)**

**Group Dynamics and Group Functioning :** Dynamics of Groups: Bond, Acceptance, Isolation, Rejection, Subgroups, Conflict and Control. Group Membership, Group Norm, Group Cohesiveness, Group Culture, Group Morale and Group Attraction. Leadership and Communication in groups. Relationships - Sociometry and Sociogram.

**Unit III (13hrs)**

**Group Formation and Group Work Process.** Group Formation Phases - Forming, Storming, Norming, Performing, Adjourning. Group Work Process: Phases of Social Group Work Process, Intake, Study, Analysis and Assessment, Negotiating, Contracts, Treatment, Evaluation, Termination, Stabilization of Change Effort. Challenges in the Group Work Process

**Unit IV (13hrs)**

**Types and Models of Group Work:** Models of Social Group Work: Remedial, Mediating or Reciprocal, Developmental, Social Goal Model and Consensus Model. Skills, Qualities and Roles of Social Group Worker. Group Therapy: Significance of Group therapy. Recording in Social Group Work: Principles, Structure and Types.

**Unit V (10hrs)**

**Application of Social Group Work:** Application of Social Group Work in School Settings, Community Settings and Industrial Settings, Health Settings, Family Welfare Settings, Women Welfare and Child Care Settings, Correctional Settings.

**Text Books:**

S.No	Name of the Authors	Title of the Book	Publishers	Year of Publication
1.	Trecker, Harleigh B	Social Group Work: Principles and Practice	Pranava Books, New Delhi	2020
2.	Bradler,S and Roman C.P	Group work Skills and Strategies for Effective Interventions	The Howorth Press New York	2016
3.	Dave Capuzzi, Douglas R.Gross, Mark D. Stauffer	Introduction to Group Work	Rawat Publication New Delhi	2010
4.	David, C., Douglas, R.G. & Mark, D.S.	Introduction To Group Work	Rawat Publication New Delhi	2010
5.	Siddiqy, H Y	Group Work: Theories and Practices	Rawat Publication New Delhi	2008
6.	Gravin, Charles. D. Lorraie& M. Gulier.	A Handbook of Social Work with Groups	Rawat Publication New Delhi	2007
7.	Toseland, Ronald & Rivas, Robert	Introduction to Group Work Practice	Allyn and Bacon, London	2001
8.	Gerald Corey	Theory and Practice of Group Counseling	Wordsworth, London	2000
9.	Alissi,A.S	Perspectives on Social Group Work Practice;	The free press, New York	2000

		A Book of Reading		
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**References:**

S.No	Name of the Authors	Title of the Book	Publishers	Year of Publication
1.	Gravin, Charles. D. Lorriae & M. Gulier.	A Handbook of Social Work with Groups	New Delhi: Rawat Publications	2003
2.	Toseland, Ronald & Rivas, Robert	Introduction to Group Work Practice	Allyn and Bacon, London	1986
3.	Alissi, A.S	Perspectives on Social Group Work Practice	New York: The free press.	1986

**Web Resources**

- <https://www.socialworkin.com/>
- <https://socialwelfare.library.vcu.edu/social-work/social-group-work-theory-and-practice/>
- <https://mgcub.ac.in/>
- <https://www.socialworkin.com/>

**Pedagogy:** Lecture e-content, Online Group Discussions, Videos, peer learning, case discussion, Field Work Observational Learning, Journaling and mind mapping.

**Course Designer:** Dr.K.Umamaheswari & Ms.S.SathyaPriya



Course Code	Course Title	Category	L	T	P	Credit
MSW2304	Sociology for Social Work Practice	Theory	43	2	0	3

**Preamble:**

- To provide an insightful knowledge about the fundamental concept of sociology of groups, societies, communities to enable them practice social work methods.
- To help them to understand various social institutions, social structures and recent trends of sociological concepts and apply their understanding of the social work profession in their respective field work settings.
- To link the students' knowledge of Indian Society with the major social problems including socio-economic disparities thereby increasing the students' ability to practice various methods of social work and to apply intervention for the same.
- To gain clarity on the interpretive and historical understanding of a concept or a theory but also explains the relevance of concept in daily life for the social work interventions across settings.
- To analyse the various social problems affecting the society and help students to apply social work interventions to resolve the same.

**Course Learning Outcomes**

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

CO No	CO Statement	Knowledge Level
CLO1	Learn about Indian Society, Communities and relevance of Sociology knowledge for Social Work	K1
CLO2	Understand the concepts Socialization, Social Control and Social groups	K2
CLO3	Gain knowledge about Indian Culture	K3
CLO4	Learn about various Institutions like Family and Marriage	K4
CLO5	Acquire knowledge about Social stratification, Social Change, Social Problems and apply suitable Social Work methods to address the issues	K5

**Mapping with programme outcome:**

Course Learning Outcome	Programme outcome							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CLO1	S	S	M	S	M	M	S	S
CLO2	S	S	S	M	S	S	S	S
CLO3	S	S	S	S	M	M	M	S
CLO4	S	M	S	S	S	S	S	S
CLO5	S	S	S	S	S	S	S	S

S-Strong; M-Medium; L-Low

## **Unit I**

**(5hrs)**

**Introduction to Social Sciences and Basic Concepts in Sociology:** Sociology - Definition, Scope : and Significance and its Relevance to Social Work Practice. Relationship between Sociology and Social Work. Difference Between Sociology and Social Work. Fundamental Concepts: Society, Communities, Associations, Groups, Social Change, Social Systems, Social Movements, Social Structure and Social Pathology. Recent Developments in Sociology: Urban, Rural, Religious and Political Sociology. Sanskritization, Westernization, Globalization and Modernisation

## **Unit II**

**(10hrs)**

**Sociological Theories and Perspectives:** Sociological Perspectives and Major Theoretical Perspectives – Functionalist, Conflict, and Interactionist Perspectives. Contributions by Western Thinkers: Auguste Comte, Herbert Spencer, Karl Marx, Emile Durkhiem and Max Weber. Indian Sociologists: Gandhi, Vivekananda, Ambedkar, EVR Periyar, G.S.Ghurye, A.R.Desai, R.K.Mukerjee, Irawati Karve, , K.M.Kapadia, Majumdar, M.N.Srinivas and other Indian pioneers

## **Unit III**

**(10hrs)**

**Sociological Composition of Indian Society :** Division of Indian Societies – Tribal, Rural and Urban Societies. Social Institutions – Marriage, Family, Religion – Characteristics, Types and Functions. Social Stratification - Class, Caste and other forms of differentiation. Social Mobility - Elements, Forms, Functions and its Consequences; Role and Status. Social Process of Interaction - Cooperation, Competition, Conflict, Accommodation and Assimilation: its Forms, Types and its Integrative and Disintegrative effects on Society. Socialization - Meaning, Agencies and Functions, Importance of Socialization.

## **Unit IV**

**(10hrs)**

**Social Control, Social Change and Movements:** Social Control –Concept, Need, Means of Social Control – Formal and Informal. Agencies of Social Control – Values, Norms, Folkways, Custom, Mores, Law and Fashion – It’s Effect on Individual. Society Social Processes - Co-operation, Competition, Conflict, Accommodation, and Assimilation. Social Change – Meaning, Theories, Causes and Resistance. Social Change in India. Social Movements – Meaning, Causes, Types. Major Social Movements in India – Narmadha Bacho Andolan, Dalit Movements, Consumer Movement, Women Movements, Naxalbari Movement, Terrorism and Religious Movements.

## **Unit V**

**(8hrs)**

**Social Work Intervention to Deal with Social Problems :** Meaning, Nature, Functions and Factors responsible for Social Disorganization: Levels of Social Disorganization: Individuals, Family, Groups, Community, Societal Disorganization and Maladjustment. Role of Professional Social Workers and Use of Methods of Social work in dealing with Social Problems – Socio - Economic: Poverty, Unemployment, Beggary, Settlements in Slums (Urban Habitat Settlements) and Caste Conflicts. Problems faced by Women: Commercial Sex Work and Human Trafficking, Domestic Violence, Gender Inequality Marital Conflict including Marital Rape, Divorce, Dowry Deaths. Problems faced by Children: Abuse, Juvenile Delinquency, Child Labour, Orphanhood, Online Rummy, Drug Addiction and Suicidal Tendencies; Problems faced by Senior Citizens: Ageing, Destitution and other related issues. Developmental Issues – Issues arising out of Liberalization, Globalization and Privatization. Legislative Approach to Social Problems. Environmental Degradation, Terrorism and International Problems including Border Disputes.

**Text Books:**

S.No	Name of the Authors	Title of the Book	Publishers	Year of Publication
1.	Bhusan, Vidya & Sachdev	An Introduction to Sociology	Kitab Mahal, Allahabad	2006
2.	Giddens, Anthony	Sociology (Seventh Edition)	Polity Press, Cambridge	2013
3.	Horton, P.S. & Hunt, C. L.	Sociology	Tata McGraw Hill New Delhi	2005
4.	Haralambos & Holborn	Sociology: Themes and Perspectives	Segment Book Distributors New Delhi	2022
5.	Madan G.R.	Indian Social Problems - Social Disorganisation and Reconstruction	Allied Publishers Pvt. Ltd	2015
6.	Suresh Agarwal	Sociological Theory	Rawat Publications, New Delhi	2015
7.	Rao, C.N.S.,	Sociology: Primary Principles	Sultan Chand & Co	2002
8.	Shankar C.N.Rao	Sociology: Principles of Sociology with an Introduction to Social Thoughts	Sultan Chand & Sons Private Ltd, New Delhi	2007

**Reference Books:**

S.No	Name of the Authors	Title of the Book	Publishers	Year of Publication
1.	Ram Ahuja	Social Problems in India	Jaipur, Rawat Publications	1997
2.	Madan, G. R.	Indian Social Problems	Allied Publishers New Delhi	1982
3.	Ghurye. G.S	Caste, Class and Occupation	Popular Prakashan	1982
4.	Elliot and Merril	Society and Culture	Princeton Hall Inc	1980
5.	Kapadia, K.M.	Marriage and Family in India	Oxford University Press, New Delhi	1966
6.	Maclver, R. M. and Page	Society: An Introductory Analysis	London, MacMillan O.C.H	1985

**Pedagogy:** Lecture, e-content, Online Group Discussions, Videos, peer learning, case discussion, Field Work Observational Learning, Journaling and mind mapping.

**Course Designer:** Dr.K.Umamaheswari & Ms.S.SathyaPriya

Course Code	Course Title	Category	L	T	P	Credit
MSW2305	PSYCHOLOGY FOR SOCIAL WORKERS: THEORIES AND PRACTICE	Theory	43	2	0	3

**Preamble:**

- To an in-depth understanding of the concepts of psychology.
- To acquire skills and techniques required to understand human behaviour and personality.
- To understand the lifespan and development stage of individuals.
- To gain insight on various factors contributing to the personality of an individual.
- To facilitate the integration of above knowledge with social work practice

**Course Learning Outcomes**

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

CLO No	CO Statement	Knowledge Level
CLO1	Aware of the concepts and fundamentals of psychology.	K1
CLO2	Understand and apply suitable psychological theories and models to social work practice.	K2
CLO3	Analyse and develop the competencies and skills for working with different groups in various practice settings.	K3
CLO4	Critically analyse the physical, emotional and social personality development of the individual from conception to old age.	K4
CLO5	Apply self-care and stress management in both personal and professional life	K5

**Mapping with programme outcome:**

Course Learning Outcome	Programme outcome							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CLO1	S	S	S	S	M	S	S	M
CLO2	S	S	M	S	S	M	S	S
CLO3	S	S	S	M	S	S	M	S
CLO4	S	S	S	M	S	S	M	M
CLO5	M	S	S	S	S	S	S	M

S-Strong; M-Medium; L-Low

**Unit I (5hrs)**

**Introduction to Psychology:** Psychology: Definition, Goals, and Importance of Psychology in Social Work Practice, History of Psychology and Fields of Psychology.

Brief Introduction on Schools of Thought: Structuralism and Functionalism, Gestalt Psychology, Behaviourism, Psychoanalysis, Humanistic Psychology and, Cognitive Psychology.

**Unit II (10hrs)**

**Understanding Behaviour and Attitude:** Behaviour - Definition, Psychology as a Study of Individual Differences. Observable Behaviour - Normalcy and Abnormalcy. Attitude - Formation, Maintenance. Difference between Attitude and Behaviour. Attention and Perception. State of Consciousness. Learning and Memory.

**Unit III (10hrs)**

**Conception to Old Age:** Conception, Infancy, Babyhood, Childhood, Adolescence, Adulthood, Middle Age, Old age. Definition of the Period, Development Tasks - Physical, Emotional and Social Development. Personality Development and Challenges at each Life Stage. Life Cycle Approach to Development. Social and Cultural Context to Human Development. Cognition and Emotional Development.

**Unit IV (10hrs)**

**Learning, Personality and Motivation Theories of Psychology Motivation:** Nature, Need, Instinct, Biogenic Motives: Hunger: Acquired drives. Sociogenic: Aggression. Maslow's Hierarchy of Needs Theory. Personality: Concept, Psychoanalytic Theory, Rogers' Person Centered Theory, The Biological, Social and Cultural Determinants of Personality. Learning: Nature of Learning Process. Factors Influencing Learning and Basic Principles. Types: Classical and Operant Conditioning, Thorndike's Trial and Error Theory and Bandura's Observational Learning Theory.

**Unit V (8hrs)**

**Self Care for Social Workers.** Concept, Definition, Importance of Self-Care for Social Workers. Dimensions of Self-Care – Physical, Emotional, Psychological, Professional and Spiritual. Professional Quality of Life (ProQOL) – Burnout and Compassion Fatigue. Impact of Burnout & Compassion on Personal and Professional life. Stress and Wellbeing. Work Life Balance for Social Workers. Myth and Facts about self care Developing a Self-Care Plan. Weaving Self-Care Plan into Everyday Life.

**Text Books:**

S.No	Name of the Authors	Title of the Book	Publishers	Year of Publication
1.	Gerald Corey	Theory and practice of group counseling	Wordsworth, London.	2000
2.	Glencoe	Understanding Human Behaviour	McGraw Hill	2012
3.	Gross, Richard D	Psychology –The Science of Mind and Behaviour	Hodder and Strongton	2003
4.	Morgan and King	Introduction to Psychology	McGraw Hill	2017
5.	Dennis Coon	Introduction to	Watts & Company	1977

		Psychology, Exploration and Application		
6.	Hurlock, Elizabeth B	Developmental Psychology: Life-Span Approach	McGraw-Hill	2017
7.	Bruno, Frank, J.	Adjustment and Personal Growth: Seven Pathways	John & Wiley Sons, Inc.	1983
8.	, Hjelle, Larry A.; Ziegler, Daniell J.	Personality Theories	McGraw-Hill	1981
9.	Hall, C. & Lindzey ; G.	Theories of Personality	Wiley	1978
10.	Mc. Guigan	Experimental Psychology	Ox I. B.M	1996
11.	Feldman Martha S.	Strategies for interpreting Qualitative data	Sage Publication	1996

### Reference Books

S.No	Name of the Authors	Title of the Book	Publishers	Year of Publication
1.	Kuppuswamy.	An introduction to social psychology	Media Promoters and Publishers Pvt Ltd	1980
2.	Nicolson,P.&Rowan,B.	Applied Psychology for Social Workers	Palgrave Macmillan UK	1984
3.	WHO	The ICD-10 Classification of Mental and Behavioral Disorders	WHO, Geneva.A.I.T.B.S. Publishers. New Delhi	2007
4.	Nicolson, P., & Bayne, R.	Psychology for social work. theory and practice	London: Palgrave	2014
5.	Nicolson, P., Bayne, R., & Owen, J.	Applied psychology for social workers	Macmillan International Higher Education	2006
6.	Field, M., & Hatton, C. S.	Essential abnormal and clinical psychology	London: Sage	2015
7.	Crawford, Karen and Janet Walker	Social Work and Human Development (3rd ed.).	UK: Learning Matters Pvt Ltd	2010

**Pedagogy:** Lecture, Online Group Discussions, Videos, peer learning, case discussion, Field Work Observational Learning, Journaling and mind mapping.

**Course Designer:** Dr.K.Umamaheswari & Ms.S.SathyaPriya

Course Code	Course Title	Category	L	T	P	Credit
MSW23FW1	Concurrent Field Work – I (Observational visits)	Practical	0	0	12	5

**Preamble:**

- To acquire direct experience in different fields of professional social work practice in development organizations and corporate.
- To gain experience of group living, understand social realities and initiate development work in communities.
- To develop attitude and skills required for the practice of professional social work, and

**Course Outcomes:**

After successful completion of the course, the students will be able to

COL No	CO Statement	Knowledge Level
CLO1	Demonstrate an understanding of the fields of social work	K1
CLO2	Understand the organization philosophy, policies, administrative structures, financial and project management.	K2

**Mapping with programme outcome:**

Course Learning outcome	Program Outcome							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CLO1	S	S	S	M	S	S	M	S
CLO2	S	S	M	S	S	S	S	S

S-Strong; M-Medium; L-Low

**Observation Visits:**

The students accompanied by a faculty member shall visit pre-identified agencies indifferent areas like disability, health, old age, child care institutions, women, rural, urban & tribal communities, CSR, hospitals & psychiatric settings and industrial & corporate settings.

Total of 20 visits

The students are expected to observe & enquire about

- Background of the agency.
- Vision, Aims, objectives and programmes implemented
- Types of Beneficiaries / Target groups.
- Administrative structure, departmentalization, staffing pattern.
- Role of the agency in the society.
- Funding and resource mobilization.
- Problems and issues faced by the organization.
- Conditions and problems of the inmates / beneficiaries, during their observation visits and document the same.

- Best practices or Community Development models

The learning and outcome of each visit is to be evaluated through a group conference under the supervision of a faculty member. The students must submit a detailed report for each visit and this will be finally evaluated in the viva-voce examination.

### Assessment

<b>Continues assessment</b>	<b>50 marks</b>
<b>Viva Voce Exam</b>	<b>50 marks</b>
<b>Total Marks</b>	<b>100</b>

<b>Sl.No.</b>	<b>Criteria</b>	<b>Marks</b>
<b>Continues assessment (internal): 50 marks</b>		
1	Regularity(visits attended)	10
2	Field work Observation note and Report submission	10
3	Content of the report	10
4	Professional knowledge and Skills	10
5	Regularity in Individual conference	10
<b>Viva Voce Exam (external):</b>		
1	Subject Knowledge	20
2	Content of the report	15
3	Presentation and Communication skills	15
<b>Total Marks</b>		<b>100</b>

**Course Designer:** Dr. K.Umamaheswari



Course Code	Course Title	Category	L	T	P	Credit
MSW23SL1	Skill Lab – I (Personal, Interpersonal Skills)	Theory	0	0	0	Grade

**Preamble:**

- To enable students to analyse their self and create a positive self.
- To develop an understanding of the nuances of communication and its effectiveness in managing personal and inter-personal relationships.

**Course Learning Outcomes:**

After successful completion of the course, the students will be able to;

CLO No	CO Statement	Knowledge Level
CLO1	Appraise their strengths and weakness through SWOT.	K1,K2,K5
CLO2	Analyse and work towards creating a positive self concept.	K4,K5
CLO3	Demonstrate communication skills in Listening, Speaking, Reading and Writing.	K3,K4,K5

**Unit 1**

(5hrs)

Understanding Self: Understanding Self through a SWOT, Self Esteem, Self-Awareness, Creating a Positive Self Concept and SWOT Analysis of Self.

**Unit 2**

(12hrs)

Communication: What/Why/How of Communication.

One to one communication - Work Place Communication, Assertive Communication, Importance of Listening in Communication.

- Presentation Skills: Public Speaking, Speaking in Meeting and Speaking during Interviews.

**Unit 3**

(13hrs)

Interpersonal Skills: Group Decision Making (Strengths and Weaknesses). Developing characteristics of Charismatic and Transformational Leadership. Emotional Intelligence and Leadership Effectiveness - Self Awareness, Self Management, Self Motivation, Empathy and Social Skills.

- Negotiation Skills - Preparation and Planning, Definition of Ground Rules, Clarification and Justification, Bargaining and Problem Solving, Closure and Implementation.

**Text Books:**

S.No	Name of the Authors	Title of the Book	Publishers	Year of Publication
1.	Swaminathan V.D and Kaliappan K.V.,	Psychology for Effective Living	The Madras Psychological Society, Chennai	2001
2.	Robbins S.B.	Organizational Behavior	Prentice Hall of India, New Delhi	2005
3.	Christopher, E. M. & Smith, L.E.	Leadership Training	Viva books New Delhi	1999
4.	Dale Carnegie	How to Win Friends and Influence People	Simon & Schuster	1936
5.	Lambert and Selma Myers	50 Activities for Conflict Resolution – Group Learning and Self Development Exercises	Published by Human Resource Development Press, Inc.	1999
6.	Leil Lowndes	How to talk to anyone	Tata McGraw-Hill Company Limited New Delhi	2003

**Course Designer:** Ms.S.SathyaPriya

Course Code	Course Title	Category	L	T	P	Credit
MSW2306	COMMUNITY ORGANIZATION AND SOCIAL ACTION	Theory	58	2	0	4

**Preamble:**

- To impart knowledge, skills and processes related to community organization.
- To create an understanding of community organization and social action as methods of social work and their application in diverse fields.
- To identify and apply various models of community organization and social action for social development.
- To create an understanding of the history, models and skills of social action.
- To learn the various strategies of social action for effective social work practice.

**Course Learning Outcomes**

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

CLO No	CO Statement	Knowledge Level
CLO1	Demonstrate an understanding of the concepts, principles and processes in community organization and social action.	K1
CLO2	Apply the principles and models in the practice of community organization and social action methods in addressing social problems.	K2
CLO3	Identify, design and implement development projects for vulnerable communities.	K3
CLO4	Able to identify the different approaches used by contemporary social movements and campaigns	K4
CLO5	Adopt strategies to effectively solve social problems through social action	K5, K6

**Mapping with programme outcome:**

Course Learning Outcome	Programme outcome							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CLO1	S	M	S	M	S	S	M	S
CLO2	S	S	S	M	S	S	M	S
CLO3	S	M	S	S	S	S	M	S
CLO4	S	S	M	S	M	S	M	S
CLO5	M	S	S	S	S	M	S	S

S-Strong; M-Medium; L-Low

**Unit I**

**(10 hrs)**

**Introduction to Community Organization** - Community: Concept, Meaning, Definitions, Characteristics, Types of Communities, Structure, Dynamics and Community Leadership. Community Organization: Definition, Objectives, Philosophy, Principles, Goals and Scope. Community Organization as a Method of Social Work. Similarities and Dissimilarities between Community Organization and Community Development. History of Community Organization: Development of Community Organization in the UK, USA and India.

**Unit II (12 hrs)**

**Approaches, Models and Process of Community Organization** - Approaches to Community Organization: Murray. G. Ross (1955) - General Content, Specific Content and Process Objective. Robert Fisher (1984) – Social Work Approach, Political Activists Approach, Neighborhood Maintenance Approach. Hussain & Alauddin (1970) and Ghafoor & Manna (1968) – Gandhian Approach to Community Work. Models of Community Organization: Locality Development, Social Planning/Policy and Social Action. Community Organization Process: Study, Analysis, Discussion, Organization, Action, Evaluation, Modification and Continuation. Application of Community Organization in Different Fields and Settings.

**Unit III (13 hrs)**

**Methods, Strategies and Skills of Community Organization** -Methods of Community Organization: Awareness Creation, Planning, Education, Communication, Participation, Leadership, Resource Mobilization, Community Action, Legislative and Non-Legislative Actions. Strategies of Community Organization: Advocacy, Campaigning, Lobbying and Networking. Skills in Community Organization: Organizing, Communication, Training, Consultation, Enabling, Facilitation, Public Relations, Resource Mobilizations, Liaisoning and Conflict Resolution. Qualities of Community Organizer. Roles and Responsibilities of Community Organizer.

**Unit IV (13 hrs)**

**Social Action** : Meaning, Definition, Principles, Objectives, Processes, Methods and Scope. Types of Social Action; Elitist & Popular. Social Action as a Method of Social Work. Approaches to Social Action: Paulo Freire, Saul Alinsky, Martin Luther King, Karl Marx, Mahatma Gandhi, Ambedkar, E.V.R. Periyar and Contemporary Social Action Initiatives and Campaigns.

**Unit V (10 hrs)**

**Strategies and Tactics of Social Action**- Strategies and Tactics: Individual Contact, Conscientization, Negotiation, Collaborative, Pressure, Advocacy, Legal Situation, Public Relations, Political Organization, Conflict Resolution, Violence, Peace Initiative. Contextual Usage of Strategies – Case Studies. Use of Mainstream Media and Social Media for Social Action. Social Action for Social Change and Development.

**Text Books:**

S.No	Name of the Authors	Title of the Book	Publishers	Year of Publication
1.	Alan Twelvetrees	Community Development Social Action and Social Planning	Palgrave Macmillan	2017
2.	Murray G. Ross	Community Organisation	Harper and Row Publishers, New York	2012
3.	Christopher A.J. Thomas William. A	Community Organisation and Social Action	Himalaya Publishing House	2009
4.	Behar A & Samuel J	Social Watch in India: Citizens Report on	Pune: NCAS	2006

		Governance and Development		
5.	Boon Andrew & Book Andy	Advocacy Ideas for Development, USA	Cavendish Publications Chambers Robert Earth Scan, London.	2005
6.	Cox. M. Fred and Erlich L. John	Strategies of Community Organisation	.E. Peacock Publishers, Inc. Illinois.	1987
7.	Ross, Murray & Lappin, Ben	Community Organization; Theory, Principles, and Practice	New York: Harper & Row	1967
8.	Siddiqui	Social Work and Social Action: A Developmental Perspective	Harnam Publications, New Delhi	1984
9.	Alinsky Saul	Rules for Radicals: A Practice Primer for Realistic Radicals	Vintage Books	1971
10.	Dunham Arthur	Community Welfare Organization: Principles and Practice	New York: Thomas Crowell	1962
11.	Parsons, T.	The structure of social action	New York: Free Press.	1949

### Reference:

S.No	Name of the Authors	Title of the Book	Publishers	Year of Publication
1.	Christopher and Thomas William	Community Organisation and Social Action- Concepts, Principles and Methods	Mumbai: Himalaya Publishing House	2006
2.	Chowdhry Paul	Introduction to Social Work	New Delhi: Atma Ram Publication	1976
3.	Jainendra Kumar Jha	Social Work and Community Development	ANMOL Publications Pvt. Ltd, New Delhi	2002
4.	Harper. E and Dunham. A.,	Community Organization in Action	New York: Association Press	1987
5.	Vivek Rampal	Social Work and Community Development	New Delhi: ALFA Publications	2009

### Web Resources

- <http://vidyamitra.inflibnet.ac.in/index.php/searchg>
- <http://ignou.ac.in/upload/bswe-03-block1-unit-3-small-size.pdf>
- <http://ignou.ac.in/upload/bswe-03-block1-unit-1-small-size.pdf>
- <https://kapanjadibeda.files.wordpress.com/2010/08/community-practice.pdf>
- <http://www.thecyberhood.net/documents/papers/mendes09.pdf>
- [http://www.sagepub.in/upm-data/24165\\_Chapter1.pdf](http://www.sagepub.in/upm-data/24165_Chapter1.pdf)

- <http://www.soc.iastate.edu/sapp/soc506socialaction.pdf>

**Pedagogy:** Lecture, Online Group Discussions, Videos, peer learning, case discussion, Field Work Observational Learning, Journaling and mind mapping.

**Course Designer:** Dr.K.Umamaheswari & Ms.S.SathyaPriya

Course Code	Course Title	Category	L	T	P	Credit
MSW2307	Social Work Research	Theory	58	2	0	4

**Preamble:**

- To understand the nature, principles and ethics of social work research.
- To learn the various facets of the research process involved in social work research.
- To gain insights into the use of both quantitative and qualitative research tools for data collection, analysis and interpretation.
- To understand the application of appropriate statistical techniques in social work research.
- To develop skills in independently carrying out research and documentation.

**Course Learning Outcomes**

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

CLO No	CO Statement	Knowledge Level
CLO1	Demonstrate an understanding of the knowledge, values and skills related to research.	K1
CLO2	Competent to identify a research problem, design tools and execute research independently.	K2
CLO3	Have an understanding of the research methods and processes in social work.	K3
CLO4	Demonstrate skills and competencies to analyze, interpret and present both qualitative and quantitative data.	K4
CLO5	Apply appropriate statistical techniques in social work research.	K5,K6

**Mapping with programme outcome:**

Course Learning Outcome	Programme outcome							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CLO1	S	M	S	M	S	S	M	S
CLO2	S	S	S	M	S	S	M	S
CLO3	S	M	S	S	S	S	M	S
CLO4	S	S	M	S	M	S	M	S
CLO5	M	S	S	S	S	M	S	S

S-Strong; M-Medium; L-Low

**Unit I**

**(10hrs)**

**Introduction to Social Work Research** - Basic Elements of Scientific Methods in Social Work Research – Need and Importance of Evidence Based Practice. Social Work Research: Concept, Meaning, Definition, Objectives, Scope and Limitations. Difference between Social Work Research and Social Research. Social Work Research Ethics. Research Approaches: Quantitative and Qualitative Research. Mixed Methods and Participatory Research Methods.

**Unit II**

**(12hrs)**

**Research Problem Identification and Research Design** - Research Process: Identification and Formulation of Research Problem, Review of Literature, Framing of Objectives. Research Concepts and Variables - Identification, Conceptualization, Operationalization of Variables and

Types of Variables. Hypothesis - Construction of Hypothesis & Types of Hypothesis. Research Designs - Descriptive, Diagnostic, Explorative, Experimental, Census Study, Survey, Case Study, Evaluative, Ex-Post Facto, Action and Participatory Designs. Applications and Limitations of the designs. Sampling Methods: Concept, Definition, Importance and Types of Sampling - Probability and Non-Probability Sampling. Sampling Error.

**Unit III (13hrs)**

**Data Collection Methods and Tools-** Data: Meaning, Sources, Types: Primary & Secondary data. Usage of Internet for Data Collection. Tools of Data Collection: Observation – Participatory & Non Participatory, Process of Observation. Interview Schedule and Questionnaire. Scaling Techniques and Types (Likert & Thurston). Levels of Measurement: Nominal, Ordinal, Interval and Ratio. Key Informant Interviews, Case Study, Focus Group Discussion, Participatory and Rapid Appraisal Techniques. Pre-testing and Pilot Study. Reliability and Validity of Tools.

**Unit IV (13hrs)**

**Date Processing and Analysis of Data -** Data Processing: Coding, Entry, Editing, Processing and Data Analysis. Data Tabulation, Data Representation and Data Interpretation. Research Report Preparation. Research Proposal Writing. Research Abstracts, Referencing Styles. Computer Application in Social Work Research: SPSS / R – Introduction to Basic Concepts, Defining Data, Data Entry, Data Analysis and Statistical Applications.

**Unit V (10hrs)**

**Application of Statistics in Social Work Research -** Statistics: Meaning, Need and Importance and Limitations, Types of Statistics – Concept of Descriptive and Inferential Statistics. Types of Analysis – Univariate, Bivariate and Multivariate analysis. Measures of Central Tendency – Mean, Median and Mode and their usage. Measures of Dispersion – Range, Quartile Deviation and Standard Deviation. Hypothesis Testing, Type I and Type II Errors. Levels of Confidence and Degrees of Freedom. Tests of Significance – Correlation, Chi-Square and t-test

**Text Books:**

S.No	Name of the Authors	Title of the Book	Publishers	Year of Publication
1.	Bell, Linda	Research Methods for Social Workers	Palgrave	2017
2.	Das, Lal D.K	Practice of Social Research: Social Work Perspective	Rawat Publication	2017
3.	Fortune, Anne E.; Reid, William	Research in Social Work	Rawat Publication	2017
4.	Shaw, Ian; Holland, Sally	Doing Qualitative Research in Social Work	Sage Publications India Pvt. Ltd.	2015
5.	Gupta, S. P., & Gupta, A.	Business Statistics: Statistical Methods	New Delhi: S. Chand Publishing	2014
6.	Sherman, Edmund	Qualitative Research in Social Work	Rawat Publication	2013
7.	Babbie E	The Practice of Social Research	Cengage Learning, USA	2013
8.	Bryman A	Social Research Methods	Oxford University	2004

			Press, New York	
9.	Bryderup M I	Evidence Based and Knowledge Based Social Work: Research Methods and Approaches in Social Work Research	Aarhus University Press, Denmark	2015
10.	Cohen L, Manion Land Morrison K	Research Methods in Education (8 <sup>th</sup> Edition)	Routledge, London, UK	2017

### References:

S.No	Name of the Authors	Title of the Book	Publishers	Year of Publication
1.	Bryderup M I	Evidence Based and Knowledge Based Social Work: Research Methods and Approaches in Social Work Research	Aarhus University Press, Denmark	2008
2.	Adams J, Khan, Robert and David	Research methods for Graduate Business and Social Science Students	SAGE Publications, New Delhi	2007
3.	Cohen L, Manion Land Morrison K	Research Methods in Education (6 <sup>th</sup> Edition),	Routledge, London, UK	2007
4.	CorbyB	Applying Research in Social work Practice	Tata McGraw Hill Education, New Delhi.	2006
5.	Kumar, Ranjit	Research Methodology	New Delhi: Pearson Education	2005
6.	Majumdar P K	Research Methods in Social Science	Viva Books Ptv. Ltd, New Delhi	2005
7.	Chhapekar R	A Text book of Social Research	Dominant Publishers and Distributors, New Delhi	2004
8.	Babbie E, Hally F, Zaino J	Adventures in Social Research, Data Analysis Using SPSS For Windows 95/98	Pine Forge Press, California.	2000

### Web Resources

- <https://research-methodology.net/research-methodology/research-types/>
- [https://www.youtube.com/watch?v=bQ5\\_PPRPjG4](https://www.youtube.com/watch?v=bQ5_PPRPjG4)
- [www.campbellcollaboration.org](http://www.campbellcollaboration.org)
- [www.cochrane.org](http://www.cochrane.org)
- [www.rip.org.uk](http://www.rip.org.uk)
- <https://abhath@usf.edu>

**Pedagogy:** Lecture, Online Group Discussions, Videos, peer learning, case discussion, Field Work Observational Learning, Journaling and mind mapping.

**Course Designer:** Dr.K.Umamaheswari & Ms.S.SathyaPriya



Course Code	Course Title	Category	L	T	P	Credit
MSW2308	Sustainable Development	Theory	43	2	0	3

**Preamble:**

- To comprehend the various concepts related to sustainable development.
- To understand the history and the evolution of Sustainable Development Goals.
- To gain insights into the Sustainable Development Goals and their measurement indicators.
- To analyze the Sustainable Development Goals and their relationship to social work practice at national and regional levels.
- To understand the relationship between SDGs and National and International development agenda.

**Course Learning Outcomes**

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

CLO No	CO Statement	Knowledge Level
CLO1	Demonstrate an understanding of the concepts related to sustainable development.	K1
CLO2	Relate the geo socio-economic and political factors that lead to the evolution of MDGs and SDGs.	K2
CLO3	Have an idea about the indicators used to measure the Sustainable Development Goals.	K3
CLO4	Analyze and link the impact of their social work practice to the Sustainable Development Goals.	K4
CLO5	Relate the SDG's with the National and International development agenda.	K5

**Mapping with programme outcome:**

Course Learning Outcome	Programme outcome							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CLO1	S	M	S	M	S	S	M	S
CLO2	S	S	S	M	S	S	M	S
CLO3	S	M	S	S	S	S	M	S
CLO4	S	S	M	S	M	S	M	S
CLO5	M	S	S	S	S	M	S	S

S-Strong; M-Medium; L-Low

**Unit I**

**(5hrs)**

**Ecology, Economy and Sustainable Development :** Introduction to Environment, Ecosystem and Ecology. Introduction to Economics: What is Economics? . Classical Theories Focusing on Supply and Neoclassical theories focusing on Demand. Missing Thinking on the Environment. Limits to Growth. Emergence of Global Environmental Problems: Global Warming, Climate Change. Ozone Depletion: Concepts, Harmful Effects and Scenarios in Developing Countries Scenario. Sustainable Development: Concept and History – Brundtland Commission to Rio +20 Conference. Brief about Millennium Development Goals and its Achievements. From Millennium Development Goals to Sustainable Development Goals. The UN and Sustainable Development Goals – Transforming the World: The 2030 Agenda for Sustainable Development

**Unit II**

**(10hrs)**

**Sustainable Development Goals and Society:** Sustainable Development Goal 1: End poverty in all its forms everywhere. Sustainable Development Goal 2: End hunger, achieve food security

and improved nutrition and promote sustainable agriculture. Sustainable Development Goal 3: Ensure healthy lives and promote well-being for all at all ages. Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Sustainable Development Goal 5: Achieve gender equality and empower all women and girls. Sustainable Development Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all. Sustainable Development Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable. Sustainable Development Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

### **Unit III**

**(10hrs)**

**SDGs and Economy:** Sustainable Development Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. Sustainable Development Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation. Sustainable Development Goal 10: Reduce inequality within and among countries. Sustainable Development Goal 12: Ensure sustainable consumption and production patterns

### **Unit IV**

**(10hrs)**

**SDGs and Earth:** Sustainable Development Goal 6: Ensure availability and sustainable management of water and sanitation for all. Sustainable Development Goal 13: Take urgent action to combat climate change and its impacts. Sustainable Development Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development. Sustainable Development Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

### **Unit V**

**(8hrs)**

**Partnership for SDGs:** Sustainable Development Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development. Elements - Partnership for the Goals. Public Private Partnership. Trade and Finance. Technology. Systemic Issues and Policy Governance. Linkage between SDGs and Social Work practice in India. Challenges in achieving the SDGs in India.

### **Web Resources:**

- United Nations. (2021). The Sustainable Development Goals Report 2021. New York: United Nations.
- Jindra, C. and Vaz, A. (2019). Good governance and multidimensional poverty: A comparative analysis of 71 countries. *Governance*, 32, 657– 675. doi: 10.1111/gove.12394
- Unterhalter, E. (2019). The Many Meanings of Quality Education: Politics of Targets and Indicators in SDG 4. *Global Policy*, 10(S1), 39-51.
- Giles-Corti, B. et al. (2019). Achieving the SDGs: Evaluating indicators to be used to benchmark and monitor progress towards creating healthy and sustainable cities. *Health Policy*.
- Bengtsson, M., Alfredsson, E., Cohen, M., Lorek, S. and Schroeder, P. (2018). Transforming Systems of Consumption and Production for Achieving the Sustainable Development Goals: Moving beyond Efficiency. *Sustainability Science*, 13(6), 1533-1547. doi: 10.1007/s11625-018- 0582-1.
- Ortigara, A.R.C., Kay, M. and Uhlenbrook, S. (2018). A Review of the SDG 6 Synthesis Report 2018 from an Education, Training, and Research Perspective.

Water, 10(10), 1353. doi: 10.3390/w10101353.

- Campbell, B., Hansen, J., Rioux, J., Stirling, C., Twomlow, S. and Wollenberg, E. (2018). Urgent action to combat climate change and its impacts (SDG 13): Transforming agriculture and food systems. *Current Opinion in Environmental Sustainability*, 34, 13-20.
- Oestreich, J.E. (2018). SDG 10: Reduce inequalities in and among countries. *Social Alternatives*, 37(1), 34-41.
- Singh, G.G. et al. (2018). A rapid assessment of co-benefits and trade-offs among Sustainable Development Goals. *Marine Policy*, 93, 223-231
- Timko, J., Le Billon, P., Zerriffi, H., Honey-Rosés, J., de la Roche, I., Gaston, C., Sunderland, T.C.H. and Kozak, R.A. (2018). A Policy Nexus Approach to Forests and the SDGs: Tradeoffs and Synergies. *Current Opinion in Environmental Sustainability*, 34, 7-12.
- World Trade Organisation. (2018). *Mainstreaming Trade to Attain the Sustainable Development Goals*. Lausanne: WTO.
- OECD. (2018). *Policy Coherence for Sustainable Development 2018: Towards Sustainable and Resilient Societies*. Paris: OECD Publishing.
- ITU. (2017). *Fast-forward Progress: Leveraging Tech to Achieve the Global Goals*. Geneva: ITU.
- Nilsson, M. (2017). Important interactions among the Sustainable Development Goals under review at the High-Level Political Forum 2017. Stockholm Environment Institute, Working Paper 2017-06.
- Schmidt, S., Neumann, B., Waweru, Y., Durussel, C., Unger, S. and Visbeck, M. (2017). SDG 14: Conserve and Sustainably Use the Oceans, Seas and Marine Resources for Sustainable Development. In *A guide to SDG interactions: from science to implementation* (eds.), Griggs, D.J., Nilsson, M., Stevance, A. & McCollum, D. International Council for Science, Paris, pp.174-218. doi: 10.24948/2017.01.
- Wahlén, C. B. (2017). *Achieving Gender Equality to Deliver the SDGs*. International Institute for Sustainable Development.
- McCollum, D., Gomez Echeverri, L., Riahi, K., and Parkinson, S. (2017). SDG 7: Ensure Access to Affordable, Reliable, Sustainable and Modern Energy for All. In *A guide to SDG interactions: from science to implementation* (eds.), Griggs, D.J., Nilsson, M., Stevance, A. & McCollum, D. International Council for Science, Paris, pp.127-173. doi: 10.24948/2017.01
- Pradhan, P. , Costa, L. , Rybski, D. , Lucht, W. and Kropp, J. P. (2017). A Systematic Study of Sustainable Development Goal (SDG) Interactions. *Earth's Future*, 5, 1169-1179. doi:10.1002/2017EF000632.
- Battersby, J. (2017). MDGs to SDGs – new goals, same gaps: the continued absence of urban food security in the post-2015 global development agenda. *African Geographical Review*, 13(1), 115- 129.
- Mollier, L., Seyler, F., Chotte, J.L. and Ringler, C. (2017). SDG 2: End Hunger, Achieve Food Security and Improved Nutrition and Promote Sustainable Agriculture. In *A guide to SDG interactions: from science to implementation* (eds.), Griggs, D.J., Nilsson, M., Stevance, A. & McCollum, D. International Council for Science, Paris, pp.31-80. doi: 10.24948/2017.01.
- Howden-Chapman, P., Siri, J., Chisholm, E., Chapman, R., Doll, C.N.H. and Capon, A. (2017). SDG 3: Ensure Healthy Lives and Promote Wellbeing for All at All Age. In *A guide to SDG interactions: from science to implementation* (eds.), Griggs, D.J., Nilsson, M., Stevance, A. & McCollum, D. International Council for Science, Paris, pp.81-126. doi: 10.24948/2017.01
- Frey, D. F. (2017). Economic growth, full employment and decent work: the means

and ends in SDG 8. *The International Journal of Human Rights*, 21(8), 1164-1184. doi: 10.1080/13642987.2017.1348709.

- Mead, L. (2017). How Can Progress on Infrastructure, Industry and Innovation Contribute to Achieving the SDGs? IISD.
- UNDESA. (2016). Public-Private Partnerships and the 2030 Agenda for Sustainable Development: Fit for Purpose? DESA Working Paper No. 148, ST/ESA/2016/DWP/148.
- Bellmann, C. and Tipping, A.V. (2015). The Role of Trade and Trade Policy in Advancing the 2030 Development Agenda. *International Development Policy*, 6(2).
- Oldekop, J. A., Fontana, L. B., et al. (2015). 100 Key Research Questions for the Post-2015 Development Agenda. *Development Policy Review*, 34, 55-82. doi:10.1111/dpr.12147
- United Nations General Assembly. (2015). Transforming Our World: The 2030 Agenda for Sustainable Development. A/RES/70/1
- UNDP, 2017, The Millennium Development Goals Report 2015.
- Biermann, F., Stevens, C., Bernstein, S., Gupta, A., Kabiri, N., Kanie, N., Levy, M., Nilsson, M., Pintér, L., Scobie, M. and Young, O.R. (2014). Integrating Governance into the Sustainable.
- The Brundtland Report: World Commission on Environment and Development (WCED). (1987).
- Our common future. New York and Oxford: Oxford University Press.
- United Nations, Sustainable Development Goals Knowledge Platform, <https://sustainabledevelopment.un.org/>
- Development Goals. POST2015/UNU-IAS Policy Brief #3. Tokyo: United Nations University Institute for the Advanced Study of Sustainability.
- India SDGs Report - <https://www.niti.gov.in/reports-sdg>

**Pedagogy:** Lecture, Online Group Discussions, Videos, peer learning, case discussion, Field Work Observational Learning, Journaling and mind mapping.

**Course Designer:** Dr.K.Umamaheswari & Ms.S.SathyaPriya

Course Code	Course Title	Category	L	T	P	Credit
MSW2309	Counselling in Social Work Practice	Theory	28	2	0	2

**Preamble:**

- To introduce the students to the concept and need for counselling.
- To impart knowledge to the students on the various models of counselling.
- To equip the students on the skills, techniques
- To provide knowledge on the process and models of counselling.
- To make the students understand the counselling in different settings

**Course Learning Outcomes**

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

CLO No	CO Statement	Knowledge Level
CLO1	Demonstrate understanding of counselling and its need.	K1, K2
CLO2	Compare and contrast the various models of counselling	K2
CLO3	Evaluate the client's problem and execution of remedial measures	K3,K4,K5
CLO4	Apply the learnt skills, techniques of counselling in counselling practice.	K3,K4
CLO5	Provide counselling in different settings addressing the needs of individuals and groups.	K3,K4,K5,K6

**Mapping with programme outcome:**

Course Learning Outcome	Programme outcome							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CLO1	S	M	S	M	S	S	M	S
CLO2	S	S	S	M	S	S	M	S
CLO3	S	M	S	S	S	S	M	S
CLO4	S	S	M	S	M	S	M	S
CLO5	M	S	S	S	S	M	S	S

S-Strong; M-Medium; L-Low

**Unit I**

**(6hrs)**

**Counselling foundations:** Definition of Counselling and objectives. History of counselling. Types of counselling: Individual counselling, group counselling, Couple counselling, Marriage counselling and workplace counselling. Ethical principles in Counselling. Characteristics of an Effective Counsellor. Counselor-counselee relationship  
Concepts of Guidance, Psychotherapy and Psychiatry.

**Unit II**

**(6hrs)**

**Counselling Process :** Relationship Building – Empathy, Unconditional positive regard, Genuineness, Warmth, Respect. Assessment – Standardised methods: Personality tests, Aptitude Tests, Attitude questionnaires, Projective tests; Non-Standardised Methods: Observation- checklists and oral assessment, collateral visit, Self-reporting – Questionnaires,

personal essays, journals. Goal setting: counselling goals, S.M.A.R.T. Goals, .Interventions: Affective, Cognitive, Behavioural and Interpersonal. Termination and Follow-up(10hrs)

**Unit III (6hrs)**

**Counselling Skills & Techniques:** Skills & Techniques: Interviewing skills - Questioning, Probing. Active Listening Paraphrasing, Clarifying. Confronting, Summarizing, Verbal & Non-verbal communication, (9hrs)

**Unit IV (5hrs)**

**Counselling Approaches and Models:** Counselling models: Psychodynamic Approaches, Cognitive-behavioural approaches, Humanistic Approaches, Transactional Analysis, Gerard Egan’s Model, and Eclectic Model. Problems in counselling, Issues of counsellor: Burn out, Stress, Self-care. Record keeping, Supervision. Counselling – tool for social work intervention(9hrs)

**Unit V (5hrs)**

**Counselling in different settings: Hospital** and lifeline setting, Psychiatric setting, De-addiction setting. Family setting, School setting, correctional setting, Workplace counselling, industrial setting, corporate setting, Community setting(9hrs)

**Text Books:**

S.No	Name of the Authors	Title of the Book	Publishers	Year of Publication
1.	Jones-Nelson	Basic counseling Skills, A helper’s Manual	Sage Publication India Pvt.ltd	2008
2.	Welfel Elizabeth & Patterson E	The counseling Process, A multi theoretical Integrative Approach	Cole,a part of Cengage Learning	2005
3.	Zastrow H.Charles	1. The Practice of Social Work: Applications of Generalist and Advanced Content	Brooks	2003
4.	Phil Joyce & Charlotte	skills; skills in gestalt counseling & psychotherapy	sage publications, New Delhi	2002
5.	Dave Mearns	Person centered Counseling Training	Sage Publications. New Delhi	1997
6.	Ray Wolfe & Windy Dryden	Handbook of Counseling psychology	Sage Publications, New Delhi	1996
7.	Michael Carroll	Workplace counseling; A systematic approach to employee care	Sage publications, New Delhi	1996
8.	Moursand Janet	The Process of Counseling and Therapy	Prentice Hall, New Jersey	1993
9.	Narayan Rao,S.,	Counseling & Guidance	Tata McGraw Hill Publishing Co.,Ltd., New Delhi.	1991

## References:

S.No	Name of the Authors	Title of the Book	Publishers	Year of Publication
1.	Egan, Gerard	The skilled helper: A problem management and opportunity, Development Approach to helping	Wadsworth publishers, Boston, USA	2006
2.	Hough & Margaret	Counselling skills and theory	Hodder Arnold publishers, UK	2006
3.	Gururani	Guidance and Counselling: Educational, Vocational & Career Planning	New Delhi, Akansha Publishing House	2005
4.	Mcleod & John	Introduction to Counselling	Open University Press, UK	2003
5.	Palmer	Counselling, The BAC Counselling reader, British Association for counseling, Vol. 1 & 2	Sage publications, New Delhi, India	2004

## Web Resources

1. <http://www.dspmuranchi.ac.in/pdf/Blog/stages%20of%20counselling.pdf>
2. <https://positivepsychology.com/counseling-process/>
3. <https://onlinecounselingprograms.com/become-a-counselor/resources/counseling-skills-techniques/>
4. [https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004050627539144Rajnish\\_Yadav\\_SW\\_Treatment\\_Methods\\_in\\_Psychiatric\\_Social\\_Work.pdf](https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004050627539144Rajnish_Yadav_SW_Treatment_Methods_in_Psychiatric_Social_Work.pdf)  
<https://www.toppr.com/bytes/types-of-counselling/>

**Pedagogy:** Lecture, Online Group Discussions, Videos, peer learning, case discussion, Field Work Observational Learning, Journaling and mind mapping.

**Course Designer:** Dr.K.Umamaheswari

Course Code	Course Title	Category	L	T	P	Credit
MSW23CE	Advocacy in Social Work Practice	Theory-online	45	0	0	3

S.No	Name of the Course	Name of the University	Duration & Assessment	Course Link
1	Social Work Practice: Advocating Social Justice and Change	University of Michigan	<b>Duration:</b> 12 Hours (4 Weeks) <b>Assessment :</b> Quiz	<a href="https://www.coursera.org/learn/social-work-practice-advocating-social-justice-and-change#modules">https://www.coursera.org/learn/social-work-practice-advocating-social-justice-and-change#modules</a>
2	Research Methodologies	Queen Mary University of London	<b>Duration:</b> 19 Hours (4 Weeks) <b>Assessment :</b> Quiz	<a href="https://www.coursera.org/learn/research-methodologies#modules">https://www.coursera.org/learn/research-methodologies#modules</a>
3	The Sustainable Development Goals – A global, transdisciplinary vision for the future	University of Copenhagen	<b>Duration:</b> 10 Hours (3 Weeks) <b>Assessment :</b> Quiz	<a href="https://www.coursera.org/learn/global-sustainable-development">https://www.coursera.org/learn/global-sustainable-development</a>



Course Code	Course Title	Category	L	T	P	Credit
MSW23A1	WOMEN AND DEVELOPMENT	Theory	30	0	0	2

## PREAMBLE

- To gain understanding of the women and their development in Indian society
- To understand the key challenges and discrimination faced by women in education, employment and health.
- To critically analyze gender related issues by applying several frameworks.
- To comprehend, evaluate and evolve solutions for issues faced by women.
- To appreciate the effectiveness of international conventions and constitutional safeguards available for women.
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## COURSE LEARNING OUTCOMES

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

CLO NO	CLO Statement	Knowledge Level
CLO1	Demonstrate an understanding on the perspectives of women and their development.	K1, K2, K3
CLO2	Reflect on the challenges faced by women in education, employment and health.	K2, K3, K4
CLO3	Compare and contrast the various gender frameworks.	K3, K4, K5
CLO4	Critique on the key issues faced by women and identify strategies to address them.	K4, K5
CLO5	Adopt the legal frameworks, policies and programmes to address women issues in the community.	K3, K4, K5

## Mapping with programme outcome:

Course Learning Outcome	Programme outcome							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CLO1	S	M	S	M	S	S	M	S
CLO2	S	S	S	M	S	S	M	S
CLO3	S	M	S	S	S	S	M	S
CLO4	S	S	M	S	M	S	M	S
CLO5	M	S	S	S	S	M	S	S

S-Strong; M-Medium; L-Low

## Unit I

(6 hrs)

### Status of Women

Concept of Women in Development and Women and Development. Patriarchy and Patriarchal Structures in India. Status of Women in Pre and Post Independent India. Gender in Development: Sex and Gender, Gender as a Social Construct, Strategic and Practical Gender Needs. Equity and Equality. Feminism: Concept, Meaning and Definition. Types of Feminism: Liberal, Social, Radical and Post-Modern Feminism. Movements for the Emancipation of Women.

**Unit II****(6 hrs)****Education, Employment and Health of Women**

Education: Differences between Male and Female Children Enrolment and Educational Achievement. Problems in Girl Child Education. Participation in Higher Education. NGO and Government Efforts to Improve Women's Education. Employment: Labour Force Participation of Women, Trends, Exploitation of Women. Marginalization and Casualization of Women's Labour. Feminization of Poverty and Multiple Roles of Women. Health Issues of Women in India: Maternal Health, Maternal Mortality, Family Planning Choices and Access to Health Services. HIV/AIDS and its Impact on Women in India. Female Genital Mutilation.

**Unit III****(6 hrs)****Gender Analysis and Framework**

Gender Analysis and Framework: Moser Framework, Kabeer's Social Relations Framework (SRF), The Harvard Framework, Parker's Gender Analysis Matrix and Women's Empowerment Framework (Longwe). Gender Census, Sex Ratio, WID, WAD, GAD. Gender Mainstreaming, Gender Sensitization, Gender Budgeting. Gender Gaps and Gender Digital Divide.

**Unit IV****(6 hrs)****Issues Related to Women**

Women in Difficult Circumstances: Dowry, Divorce, Widowhood, Commercial Sex Work, Women Headed Households and Domestic Violence. Women and Displacement, Violence against Women, Women and Disasters, Riots and War. Marginalized and Deprived Groups: SC/ST Women, Women Prisoners, Juvenile Girls and Transgender. Women at Protection Homes, HIV Positive Women and Differently Abled Women.

**Unit V****(6 hrs)****International and National Efforts**

Convention on Elimination of All Forms of Discrimination against Women and Girls (CEDAW) 1982 – Implementation in India; Global Impact of CEDAW. Role of UN-WOMEN; UN Timeline in Women's Progress; UN 2030 Agenda for Sustainable Development and Gender Equality. Protective Laws in India to Mitigate Violence against Women: Hindu Succession Act 1956 with Amendment in 2005; Prohibition of Child Marriage Act 2006, Protection of Women from Domestic Violence Act 2005. Sexual Harassment of Women at Workplace Act 2013. Special Initiatives for Women: National and State Commissions for Women. Ministry for Women and Child Development. The National Plan of Action for the Girl Child (1991-2000). National Policy for the Empowerment of Women 2001 and Reservation for Women in Local Self Government.

**Text Books:**

Sl.No	Author Name	Title of the Book	Publisher	Year of Publication
1.	Janet Momsen, Taylor & Francis,	Gender and Development,	3rd Edition, London	2019
2.	Adhikari, Sudeep and Sinha, B.R.K,	Human Development, Equity and Gender Justice,	New Century Publication, New Delhi,	2012
3.	Biju, M.R , ,	Globalization, Democracy and Gender Justice	New Century Publication. New Delhi	2012
4.	Bharat J, Madhu J, ,	Indian Approaches to Women's Empowerment,	Rawat, Jaipur,	2004

5.	Visvanathan Nalini,.	The Women, Gender and Development	Reader, Canada: Fernwood Pub	2011
6.	Bansal, D, K.,	Gender Justice,	Mahaveer and Sons, New Delhi:	2006
7.	Dominelli, L.	Feminist Social Work Theory and Practice,	Palgrave Macmillan, New York	2002
8.	Mikkelsen Britha,.	Methods for Development Work and Research – A Guide for Practitioners,	Sage, New Delhi:	1995
9.	Kanhere U S,	Women and Socialization	Mittal Publishers, New Delhi.	1995
10	Kaushik, Susheela,	Women’s Oppression: Patterns and Perspective	Shakti Books, New Delhi	1993
11	Hamilton,	The Liberation of Women: A Study of Patriarchy	George Allen and Unwin, London.	1992
12	Choudhary, K, C,	Social Work Intervention in Reducing Gender Disparity”	Social Welfare, Vol.No.60, Issue No. 10	2014
13	Bhatia Anju,	Women’s Development and NGOs	Rawat, Jaipur	2000
14	Moser O.N Caroline	Gender Planning and Development, Theory, Practice and Training	London: Routledge	1993
15	Neera Desai	Women and Society in India	Ajanta Publications, New Delhi	1987
16	Devendar, Kiran,	Status and Position of Women in India,	Shakthi Books, New Delhi	1985
17	ICSSR	Status of Women in India – Report of the National Commission,	Allied Publishers, New Delhi.	1985
18	Usha Rao,	Women in Development Society	Ashish Publishing House, New Delhi	1983

### Web Resources :

1	<a href="http://www.unwomen.org">www.unwomen.org</a>
2	<a href="http://www.un.org/womenwatch/daw/cedaw">www.un.org/womenwatch/daw/cedaw</a>
3	<a href="http://www.ncw.nic.in">www.ncw.nic.in</a>
4	<a href="http://www.wcd.nic.in/wdcaact.pdf">www.wcd.nic.in/wdcaact.pdf</a>
5	<a href="http://www.censusindia.gov.in">www.censusindia.gov.in</a>

**Pedagogy:** Lecture, Online Group Discussions, Videos, peer learning, case discussion, Field Work Observational Learning, Journaling and mind mapping.

**Course Designer:** Dr.JayaMala

Course Code	Course Title	Category	L	T	P	Credit
MSW23FW2	Concurrent Field Work – II (Rural/Tribal Camp)	Practical	0	0	12	5

**Preamble:**

The aim of the field work is to provide opportunities for application of the primary & secondary methods of social work while working with individuals, groups and communities. The students will acquire professional competencies and skills as part of their training.

- To integrate classroom theory and practice knowledge in diverse settings.
- To enhance their skills through practice of primary & secondary methods of social work.
- To develop a holistic approach to solving social problems and meet the needs of individuals, groups and communities through appropriate interventions.
- To lobby and advocate with stakeholders to bring about effective changes in the implementation of policies and programmes.
- To inculcate professional growth and development.

**Course Learning Outcomes**

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

CLO No	CO Statement	Knowledge Level
CLO1	Apply classroom teaching to practice in diverse settings.	K1
CLO2	Develop the ability to identify and solve problems through the primary & secondary methods of social work.	K2
CLO3	Understand the roles, values, principles and ethics that need to be followed in practice of professional social work.	K3
CLO4	Design and implement appropriate interventions at micro, mezzo and macro levels.	K4,K
CLO5	Develop and demonstrate professional competency and skills.	K5,K6

**Mapping with programme outcome:**

Course Learning Outcome	Programme outcome							
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CLO1	H	H	H	H	M	H	H	H
CLO2	H	M	H	H	M	H	H	M
CLO3	H	H	M	M	M	H	H	H
CLO4	H	S	H	M	H	H	H	H
CLO5	H	S	M	M	M	H	M	H

S-Strong; M-Medium; L-Low

**Concurrent Field Work** - (2 Consecutive Days in a Week spread across the semester)

## **Concurrent Field Work II**

- The students will be oriented by practitioners and their faculty with regard to the mandate for the fieldwork.
- Two students will be placed in different community settings through NGOs which are identified by the department.
- Faculty must ensure that the NGOs must have a professionally qualified social worker, so that he/she can guide the students in their practice as an Agency Supervisor.
- The students will report to their faculty supervisors every week during the Field Work Conference and submit their reports.
- The mandate for successful completion of the field work are as follows;
  1. Case Work – 1 to be completed
  2. Group Work – 1 to be completed
  3. Community Organization - 1 programme can be organized based on problems identified (Awareness programmes / Campaigns, Trainings / Workshops)
- Students will submit a Daily Report of the activities before meeting the faculty supervisor for the field work conference every week.
- 100% Attendance is mandatory for field work.
- 100% Attendance in Field Work Conference with faculty is mandatory
- Agency evaluation must be received at the end of field work training.
- Students will be assessed based on Internal Assessment by faculty & Agency and External Assessment by viva-voce examination.

### **Component 2- Rural/Tribal Camp- Duration: On Camp (7 field work days)**

Rural / Tribal Camp provides an experiential learning opportunity for students to understand rural / tribal realities and issues. The actual rural / tribal camp is preceded by almost a few weeks of camp preparation to actual camp.

This will include

- Training the students in Street Theatre, Puppetry, Mime and other traditional arts to promote awareness in the community.
- Pilot visits to the village (s) for identification of the camp site.
- Identification projects to be implemented based on existing social problems.
- Liaise with local community, various NGO's and Government departments to conduct the rural camp in a particular place.
- Arranging logistics for the camp.

Process:

- The entire class shall be divided into various groups called committees namely Project, Transport, Food, Medical, Accommodation, Health, Finance, Discipline and Cultural Committee.
- Student coordinators and members will be nominated to these committees.
- For overall coordination two student camp leaders will also be elected.
- Faculty members as camp directors and supervisors in charge of the respective committees will guide and facilitate the planning process of each committee.
- The whole class will plan and execute the rural camp by working out the logistics, contributing and mobilizing necessary resources for the conduct of the camp.
- The whole process will be documented and evaluated by the class in terms of camp experience, outcome and learning.
- After completion of the rural camp, students are expected to submit a detailed daily report to the department.

- The students will be evaluated on the basis of the record submitted in relation to their project planning and execution of the same in the community. This will be evaluated through a viva-voce examination.

### Assessment

<b>Continues assessment</b>	<b>50 marks</b>
<b>Viva Voce Exam</b>	<b>50 marks</b>
<b>Total Marks</b>	<b>100</b>

<b>Sl.No</b>	<b>Criteria</b>	<b>Marks</b>
<b>Continues assessment (Internal): 50marks</b>		
1.	Working in the context of an Agency	5
2.	Working at Individual / Working at Group level / Community organization	10
3.	Organizing CO Program	5
4.	Rural/Tribal Camp	10
5.	Report writing (recording)	10
6.	Use of supervisory process	5
7.	Development of professional self	5
<b>Viva Voce Exam (External): 50marks</b>		
1.	Subject Knowledge	20
2.	Content of the report	15
3.	Presentation and Communication skills	15
<b>Total Marks</b>		<b>100</b>

**Course Designer:** Dr.K.Umamaheswari

Course Code	Course Title	Category	L	T	P	Credit
PGINST	Summer Internship	Practical	0	0	0	Grade

**Preamble:**

- To understand the functioning, policies and services of placement organizations.
- To connect theory to practice in the students area of specialization.
- To experience direct practice of social work methods in specialization settings.
- To network with stakeholders in planning and implementation of interventions.
- To inculcate professional skills, values and ethics as part of professional development.

**COURSE LEARNING OUTCOMES:**

After successful completion of the course, the students will be able to

CLO No	CO Statement	Knowledge Level
CLO1	Identify the roles, values and significant contributions of the social welfare agency / industrial organization.	K1
CLO2	Associate theory into practice and demonstrate knowledge and skills in helping clients solve their problems.	K2
CLO3	Demonstrate and acquire professional competency and skills through direct practice.	K3
CLO4	Implement appropriate interventions to address the needs of the target population.	K4, K5
CLO5	Assess their professional and personal strengths and weaknesses and take actions to rectify the same.	K5, K6

**Mapping with programme outcome:**

Course Learning outcome	Program Outcome							
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CLO1	S	S	S	M	S	S	M	S
CLO2	S	S	M	S	S	S	S	S
CLO3	M	S	S	S	S	S	S	M
CLO4	S	M	S	S	S	M	S	S
CLO5	S	S	S	S	M	S	M	S

S-Strong; M-Medium; L-Low

At the end of the First Year during summer vacation, the students should do an internship (non-supervised) for a period of 30 days in an agency / industry related to his / her specialization so as to utilize the summer vacation fruitfully for their professional development.

### **30 days – 1 Month Block Pattern (180hrs)**

#### **Process:**

- The trainee must volunteer to identify a NGO / CSR setting based on their choice about two or three months in advance.
- They must explore the possibilities of a 4 week practice learning during their summer placement.
- The practice setting must have a professionally trained social worker on the team of a staff.
- The trainee is to record the learning and submit a comprehensive report (in the format provided by the department) at the beginning of the II Year academic year both to the department (compulsory) and to the setting (on requirement).
- 100% Attendance is mandatory for field work.
- Agency evaluation must be received at the end of field work training.

Also, each student is expected to make a presentation on the summer placement experiences before the class and faculty (in the format provided by the department).

**Course Designer:** Dr.K.Umamaheswari



Course Code	Course Title	Category	L	T	P	Credit
MSW23SL-2	Skill Lab – II (Leadership & Team Building)	Theory	0	0	0	Grade

**Preamble:**

- To enable students to learn team building and conflict management skills.
- To develop insights into effective leadership skills and emotional intelligence.

**Course Learning Outcomes**

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

CLO	CO Statement	Knowledge Level
CLO1	Build and nurture team spirit and work with others in harmony.	K3
CLO2	Analyze conflicts and adopt effective strategies to resolve them.	K4
CLO3	Articulate and Exhibit the basic skills necessary for leadership, communication and task execution in teams.	K5,K6

**Unit I (15 hrs)**

**TEAM BUILDING:** Principles of team building, Getting to know, Building trust among people, Focusing on other people with awareness, Reaching out and helping team members. Group Identity, High level cohesiveness and its dynamics, Spirit of team work and creativity, Working together and performing, Managing change as a team.

**Unit II (12 hrs)**

**CONFLICT MANAGEMENT:** Attitudes towards Conflict, Fight or Flight responses towards Conflict, Conflict Management Styles, Dealing with Hot Buttons and Skills of Conflict Resolution.

**Unit III (18 hrs)**

**LEADERSHIP:** Basics of leadership, Leader vs. Manager & balancing both. Understanding competition and power, Understanding your style and strengths, Problem solving and creativity as sources and Emotional intelligence for leaders.

**Text Books:**

S.No	Name of the Authors	Title of the Book	Publishers	Year of Publication
1.	Newstrom, J. & Scannell, E	The big book of team building games	Tata McGraw-Hill Company Limited	2004
2.	Peter R. Scholtes	The Leader's Handbook Making – Things Happen, Getting Things Done	McGraw-Hill	1998
3.	Stephen R. Covey	Seven habits of highly effective people	Free Press	1989
4.	Stephen R. Covey	The leader in me	Free Press	2011

**Pedagogy:** Lecture, Online Group Discussions, Videos, peer learning, case discussion, Field Work Observational Learning, Journaling and mind mapping.

**Course Designer:** Ms.S.SathyaPriya