



University of Mysore

(Estd.1916)

Choice Based Credit System

Programme Details

DEPARTMENT OF STUDIES IN SOCIAL WORK



Social Work



UNIVERSITY OF MYSORE

Department of Studies in Social Work

Manasagangotri, Mysuru-570006

Regulations and Syllabus of Master of Social Work (MSW)

(Two-year Post Graduate Programme)

Under

CHOICE BASED CREDIT SYSTEM (CBCS) PATTERNED EDUCATION SYSTEM

2025

University of Mysore, Mysuru
Department of Studies in Social Work

Title of the Course:

The course shall be called 'Master of Social Work' leading to 'MSW' Degree.

Duration of the Course:

The Course of study for MSW Degree shall extend over a period of four Semesters, normally extending to two academic years.

Objectives of The Course:

- To impart education and training in Professional Social Work to those desirous of making a career in the fields of Social Work.
- To develop knowledge, skills, attitudes, and values appropriate to work with individuals, groups and communities.
- To provide inter-disciplinary collaboration for better understanding and addressing of problems/issues related to human development.
- To promote among students a sense of dedication and commitment for appropriate service to cause of the poor, under-privileged and disadvantaged sections of society.

ACTIVITIES INVOLVED IN THE COURSE:
(OUTLINE FOR FIELD WORK PRACTICUM)

Orientation and Observation Visits:

There shall be a minimum of **six (6) orientation** and Observation visits to be made in the first four weeks to provide exposure to and understanding of the services offered in response to people's needs. (Agencies in health settings, education, community, institutional services, criminal justice system, civic administration, rehabilitation, etc.)

Before placing the students for concurrent fieldwork, orientation observation visits shall be organized for the first and third semesters respectively.

Soon after orientation and Observation visits are completed, Orientation and Observation to Fields of Social Work, a student workshop, shall be conducted to share the orientation **and Observation** visit experiences and learning.

Concurrent Field Work

Every student of the **first, second, third, and fourth** semesters is required to undergo fieldwork practicum two days a week with commitment, dedication, and appropriate professional behavior.

Every student shall undertake two casework, and one group work (with a minimum of ten sessions), and in the third semester, two awareness programs/trainings should be organized with any group in the agency/School/Community.

The students in the agencies allotted by the department/colleges shall do the fieldwork concurrently two days a week.

The student shall put in not less than 15 hours a week for fieldwork training, and not less than 25 visits in the first and second semester. In the second semester, fieldwork practicum should comprise a minimum of 25 days of concurrent fieldwork, 8 -10 days of social work camp, and 15 days of summer placement Both components of fieldwork are mandatory. In the first and second semesters, students shall be placed for field work practicum in Governmental Departments, Non-governmental Organizations, panchayat institutions, counseling centers, and community development projects of hospitals, innovative projects, and other developmental agencies/projects only and shall not be placed in Industries and Medical and Psychiatric departments in hospitals.

A minimum of 25 concurrent field work visits in the third and fourth semesters and a minimum of 30 days in the Block Placement are mandatory after 4th semester examination.

The Chairman/Principals/Field Work Coordinators and the faculty members shall help the students in getting permission for field work from agencies. However, the students also shall be responsible for getting the permissions for field work practicum.

Social Work Camp and Organizational Placement:

Rural / Tribal camps with duration of **7 - 10 days** – provide the learners ample opportunities to experience rural life, analyse rural dynamics, and observe the functioning of local self-government and voluntary organisations. This experience aids peer participation in planning for activities for own group and those for local people. It also helps develop skills to carry out, evaluate, and report the experience.

Organisational Placement:

Provides an opportunity to experience day-to-day work in a setting. The learner gets involved with direct practice with the client system and with the on-going management operations of the setting. The time frame recommended for this experience is about **three (3) weeks**, after the first year of the post-graduate programme.

Study Tour

5 - 7 days duration shall be made to provide an opportunity to study and appreciate innovative practices in the area of Urban/Rural and Tribal Community Development. This would help the students to get exposure to the area of their specialization and also develop a vision for their future practice. The report of the exposure visit shall be part of concurrent fieldwork. The work of the faculty at the Campsite will be treated as official work in case the deputed guest faculty TA and DA will be reimbursed (as per University norms)

Major Project work / Dissertation

Project is part of the fourth semester. The purpose of the project work is to provide practical exposure to research in a wide range of issues related to urban and rural communities. The students will have to spend minimum of 4 hours in a week with their research guide and complete the project work within the stipulated time. The assessment of the project work will be based on document and viva voce.

Responsibilities of Staff involved in Field Work Practicum (Basic Functions outlined)

Field Work Coordinator: The Department Council in Social Work shall nominate a Field Work Coordinator for the first and third, second, and fourth semesters, respectively. The Field Work Coordinator is responsible for:

- Responsibility of planning and monitoring fieldwork program including networking with agencies ;
- Make a purposeful distribution of students among the staff for fieldwork supervision;
- Preparation of placement in consultation with the Department Council/staff;
- Arrangement of Orientation Visits; and
- Supporting and networking between students, Department staff, and Field Work Agencies.

Faculty Supervisors:

- Every staff member is required to visit regularly to supervise and monitor the fieldwork training components of students placed under him/her;
- Three-way matching of students-agency-field work co-ordination in the department;
- Providing adequate supervision inputs to the agency supervisor; and
- Providing any support/assistance to the students for effective learning in the field.

Chairman/Coordinator Head of the Social Work Department/Principals in affiliated Colleges:

- The Chairman of the Department Council in Social Work/Head of the Social Work Department/Principals in affiliated Colleges are responsible for providing adequate logistical support, leadership, and encouragement of the fieldwork program.
- He/She shall ensure support, guidance, and an ambiance of learning both in the department and in the fieldwork agency.

Assessment of Practicum in all Semesters:

The Chairman of the Department of Studies and Research in Social Work/Chairman of BoE in Social Work shall conduct Viva-Voce examination in the department in all semesters for both the department students and students of affiliated colleges by inviting two examiners for each panel from the Panel of Examiners External and Internal . (Viva-Voce examination will be conducted by a committee consisting of one external and internal examiner)

Fieldwork practicum marks shall be awarded based on reports submitted by the students and performance in the Viva-voce examination.

- A maximum of 30 marks is awarded for the reports/records submitted by the student. This shall be assessed by the respective faculty supervisors.
- A maximum of 70 of marks shall be awarded for the student's performance in the viva-voce examination conducted by the two examiners.

The Department Council of Social Work shall make appropriate decisions, evolve detailed guidelines if required, and take any decision concerning fieldwork practicum and to resolve any problems about fieldwork practicum.

Criteria for Allocation of Internal Assessment Marks

Criteria for allocation of internal assessment marks shall be as per the Regulations of the University of Mysore, from time to time.

Activities	IA Marks	Total Marks
Attendance	10	10
Internal Test	10	10
Assignment Seminars/PPT Presentations/Activity	10	10
Total	30	30
Minimum Passing marks	13	13
Field work / Dissertation/ Project work etc.	IA Marks	Total Marks
Regularity, level of participation and leadership in the execution of planned field work activities - Regular Field Work Attendance	10	10
Regularity and level of participation in Individual and Group Conferences (50% weightage) and regularity and neatness in writing and submission of Field Work reports / records (50% weightage)- ICGC	10	10
Report /Presentation/ Writing Skills	10	10
Total	30	30
Minimum Passing marks	13	13

A viva-voce examination (based on various components of curriculum specified in Field Work Practice Course) shall be conducted **for 100 marks at the end** of each semester to assess the performance and reports of the student with respect to Field Work Practice. The performance of the candidate shall only be assessed by a Committee consisting of one internal and one external faculty member as decided by the Chairperson of the Board of Examiners (BoE) in coordination with the Registrar (Evaluation). The number of such committees depends on the number of candidates. To be eligible to be the member of the evaluation committee the faculty member has either hold a Doctoral degree in Social Work or have qualified UGC- NET / KSET. However, in such colleges, where no qualified examiner is available both the examiners

Specializations offered for the MSW Programmed are

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

The College / Department of the University will provide a choice to the students to option Specialisation in the third and fourth semesters. However, no specialization will be given to more than 1/3 of the total intake of students of the second semester and the minimum intake for any specialisation will be ten. The college or the department of the university can take into consideration the performance of students in the first semester as the criterion for making choices and offering specialisation. The choices of the students may be obtained in order of preference and specialisation may be allotted based on their merit in the first semester and order of preference for the specialisation.

First Semester

Sl No	Code No.	Title of the Paper	HC/ SC/ OE	Instruction hrs. per week	No. of Credits	Duration of the exam	Marks		
							Internal Assessment	Semester end exam	Total Marks
1	19001	Introduction to Social Work	HC	4	4	3 hrs.	30	70	100
2	19002	Social Work with Individuals	HC	4	4	3 hrs.	30	70	100
3	19003	Social Work with Groups	HC	4	4	3 hrs.	30	70	100
4	19004	Social Work with Communities	HC	4	4	3 hrs.	30	70	100
5	19005	Behavioural and Social Sciences' Perspectives	SC	3	3	3 hrs.	30	70	100
6		Social Work Practicum– I (Orientation Visits and Concurrent Field Work Practicum) **	HC	4	4	Viva-voce	30	70	100
Total Credits				23	23				600

HC: Hard Core, SC: Soft Core

* The UGC Model Curriculum for Social Work Education (2001, p. 14) states that "... each learner should get about forty-five to sixty minutes of individual instruction" (enclosed as "Annexure 1") for Social Work Practicum. Thus, it may be noted that the instructional hours for "Social Work Practicum" for each of the faculty vary depending on the number of students allocated to them. Hence, for a batch of eight students, for example, the faculty is expected to provide eight hours of individual and group instructions as has been laid down in the syllabus. Further, since Papers pertaining to "Social Work Practicum" are of Practical nature, two instructional hours are treated as equal to one hour of theory class. Thus, for example, the workload for the faculty guiding a batch of eight students for Social Work Practicum can be treated as 4 hours per week (i.e. $8 \text{ Hrs}/2 = 4 \text{ Hrs}$). Needless to say that the workload for each of the Faculty increases proportionately with the increase in the number of students allocated under his/her guidance for Social Work Practicum in keeping with the guidelines given in The UGC Model Curriculum for Social Work Education (2001, p. 14) as specified above (i.e. forty-five to sixty minutes of instruction for each student).

Orientation Visits and Concurrent Field Work Practicum:

Orientation Visits: There shall be a minimum 6-10 orientation visits to be organised in the first month of the semester to provide an exposure to and understanding of the services provided in responses to people's needs (i.e. agencies in health setting, any non-governmental organisations, community based organisations, institutional services, criminal justice system, civic administration,

rehabilitation centre etc.). Soon after the completion of orientation visits, “orientation to fields of social work”, a student group conference shall be conducted to share the orientation visits’ experiences and learning. The students shall record their experiences and leanings of Orientation Visits, which they are expected to produce at the time of viva-voce examination conducted at the end of the semester.

** The broad aim of concurrent field work practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to real situations. This learning experience should provide an opportunity of working with communities, groups, individuals/families and managing organizational tasks. It is an opportunity to develop intervention skills in real situations. This entails learning social work practice for two days or equivalent i.e., 16 hours per week throughout the semester. The learner is expected to complete a minimum of 25 days of field visits in a semester.

The learners may be placed in agencies/community to initiate and participate in direct service delivery. Each student has to undertake **two case works** and **one group work**, consisting at least of ‘five’ sessions.

The faculty supervisors through periodic Individual conferences and Group conferences shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors

Second Semester

Sl. No	Code No.	Title of the Paper	HC/ SC/ OE	Instruction hrs. per week	No. of Credits	Duration of the exam	Marks		
							Internal Assessment	Semester end exam	Total Marks
1.	19006	Social Work Research and Statistics	HC	4	4	3 hrs.	30	70	100
2.	19007	Management of Developmental and Welfare Organizations	HC	4	4	3 hrs.	30	70	100
3.	19008	Communication Skills for Social Work Practice	SC	3	3	3 hrs.	30	70	100
	19009	Development Paradigms for the Empowerment of the Marginalised							
4.	19010	Personal and Professional Development	SC	3	3	3 hrs.	30	70	100
	19011	Counselling: Theory and Practice							
5.		Social Work Practicum–II (Concurrent Field Work Practicum) *	HC	4	4	Viva-voce	30	70	100
6.		Social Work Practicum – III (Social Work Camp and Organizational Placement) **	HC	4	4	Viva-voce	30	70	100
		Total Credits		22	22				600

Open Elective:

Sl No.	Code No.	Title of the Paper	HC/SC/ OE	Instruction hrs. per week	No. of Credits	Duration of the exam	Marks		
							Internal Assessment	Semester end exam	Total Marks
1	19012	Life Skills for Quality Living	OE	4	4	3 hrs.	30	70	100
2	19013	Social Entrepreneurship and Sustainable Development	OE	4	4	3 hrs.	30	70	100

HC: Hard Core, SC: Soft Core

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* The broad aim of concurrent field work practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to real situations. This learning experience should provide an opportunity of working with communities, groups, individuals/families and managing organizational tasks. It is an opportunity to develop intervention skills in real situations. This entails learning social work practice for two days or equivalent i.e., 16 hours per week throughout the semester. The learner is expected to complete a minimum of 25 days of field visits in a semester.

The learners may be placed in agencies/community to initiate and participate in direct service delivery. Each student has to undertake **two case works** and **one group work**, consisting at least of **‘five’** sessions.

The faculty supervisors through periodic Individual conferences and Group conferences shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

**** Social Work Camp and Organizational Placement:**

Rural / Tribal camps with duration of 7 - 10 days – provide the learners ample opportunities to experience rural life, analyse rural dynamics, and observe the functioning of local self-government and voluntary organisations. This experience aids peer participation in planning for activities for own group and those for local people. It also helps develop skills to carry out, evaluate, and report the experience.

Organisational Placement - provides an opportunity to experience day-to-day work in a setting. The learner gets involved with direct practice with the client system and with the on-going management operations of the setting. The time frame recommended for this experience is about three weeks, after the first year of the post-graduate programme.

Third Semester

Specialisation -1: Social Development

Sl No.	Code No.	Title of the Paper	HC/ SC/ OE	Instruction hrs. per week	No. of Credits	Duration of the exam	Marks		
							Internal Assessment	Semester end exam	Total Marks
1.	19014	Social Policy, Planning and Development	HC	4	4	3 hrs.	30	70	100
2.	19015	Legal System in India	SC	3	3	3 hrs.	30	70	100
3.	19016	Social Work Practice with Rural Communities	HC	4	4	3 hrs.	30	70	100
4.	19017	Social Work Practice with Tribal Communities	HC	4	4	3 hrs.	30	70	100
5.		Social Work Practicum - IV (Exposure Visits & Concurrent Field Work Practicum) *	HC	4	4	Viva-voce	30	70	100
		Total Credits		19	19				500

Specialisation -2: Medical and Psychiatric Social Work

Sl No.	Code No.	Title of the Paper	HC/S C/O E	Instruction Hrs. per week	No. of Credits	Duration of the exam	Marks		
							Internal Assessment	Semester end exam	Total Marks
1.	19014	Social Policy, Planning and Development	HC	4	4	3 hrs.	30	70	100
2.	19015	Legal System in India	SC	3	3	3 hrs.	30	70	100
3.	19018	Public Health and Healthcare Administration	HC	4	4	3 hrs.	30	70	100
4.	19019	Medical Social Work	HC	4	4	3 hrs.	30	70	100
5.		Social Work Practicum -IV (Exposure Visits & Concurrent Field Work Practicum) **	HC	4	4	Viva-voce	30	70	100
		Total Credits		19	19				500

Specialisation-3: Human Resource Management

Sl No.	Code No.	Title of the Paper	HC/ SC/ OE	Instruction hrs. per week	No. of Credits	Duration of the exam	Marks		
							Internal Assessment	Semester end exam	Total Marks
1.	19014	Social Policy, Planning and Development	HC	4	4	3 hrs.	30	70	100
2.	19015	Legal System in India	SC	3	3	3 hrs.	30	70	100
3.	19020	Human Resource Management	HC	4	4	3 hrs.	30	70	100
4.	19021	Employee Relations and Labour Legislations	HC	4	4	3 hrs.	30	70	100
5.		Social Work Practicum - IV (Exposure Visits & Concurrent Field Work Practicum) **	HC	4	4	Viva-voce	30	70	100
		Total Credits		19	19				500

Open Elective:

Sl No.	Code No.	Title of the Paper	HC/S C/OE	Instruction hrs. per week	No. of Credits	Duration of the exam	Marks		
							Internal Assessment	Semester end exam	Total Marks
1.	19022	Mental Health and Counselling	OE	4	4	3 hrs.	30	70	100
2.	19023	Management of Non-Governmental Organizations	OE	4	4	3 hrs.	30	70	100

HC: Hard Core, SC: Soft Core, OE: Open Elective

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****Exposure Visits & Concurrent Field Work Practicum:**

**Exposure visits of 3-4 days duration shall be arranged to provide an opportunity to study and appreciate innovative practices in the area of their specialisation. This would help the students to get an exposure into the area of their specialization and also develop a vision for their future practice. The report of exposure visit shall be part of the concurrent field work.

* The broad aim of concurrent field work practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to real situations. This learning experience should provide an opportunity of working with communities, groups, individuals/families and managing organizational tasks. It is an opportunity to develop intervention skills in real situations. This entails learning social work practice for two days or equivalent i.e., 16 hours per week throughout the semester. The learner is expected to complete a minimum of 25 days of field visits in a semester.

The faculty supervisors through periodic Individual conferences and Group conferences shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

Fourth Semester

Specialisation-1: Social Development

Sl No .	Code No.	Title of the Paper	HC/ SC/ OE	Instruct ion hrs. per week	No. of Cre dits	Durat ion of the exam	Marks		
							Internal Assessme nt	Semes ter end exam	Total Mar ks
1	19024	Disaster Management and Rehabilitative Services	SC	3	3	3 hrs	30	70	100
2	19025	Social Work with Urban Communities	HC	4	4	3 hrs	30	70	100
3	19026	Social Work with Vulnerable Sections (Women, Children and Differently Abled)	HC	4	4	3 hrs	30	70	100
4		Research Project	HC	4	4	Viva-voce	30	70	100
5		Social Work Practicum - V (Concurrent Field Work) *	HC	4	4	Viva-voce	30	70	100
6		Social Work Practicum – VI (Block Placement) **	HC	4	4	Viva-voce	30	70	100
		Total Credits		23	23				600

Specialisation-2: Medical and Psychiatric Social Work

Sl. No	Code No.	Title of the Paper	HC/ SC/ OE	Instructi on Hrs. per week	No. of Cre dits	Durati on of the exam	Marks		
							Interna l Assess ment	Semes ter end exam	Tot al Mar ks
1	19024	Disaster Management and Rehabilitative Services	SC	4	4	3 hrs	30	70	100
2	19027	Mental Health and Psychiatric Social Work	HC	4	4	3 hrs	30	70	100
3	19028	Social Defence and Gerontological Social Work	HC	4	4	3 hrs	30	70	100
4		Research Project	HC	4	4	Viva-voce	30	70	100
5		Social Work Practicum – V (Concurrent Field Work) *	HC	4	4	Viva-voce	30	70	100
6		Social Work Practicum – VI (Block Placement) **	HC	4	4	Viva-voce	30	70	100
		Total Credits		24	24				600

Specialisation – 3: Human Resource Management

Sl No.	Code No.	Title of the Paper	HC/ SC/ OE	Instruction hrs per week	No. of Credits	Duration of the exam	Marks		
							Internal Assessment	Semester end exam	Total Marks
1.	19024	Disaster Management and Rehabilitative Services	SC	3	3	3 hrs	30	70	100
2.	19029	Human Resource Development and Employee Wellness	HC	4	4	3 hrs	30	70	100
3.	19030	Organizational Behaviour and Organizational Development	HC	4	4	3 hrs	30	70	100
4.		Research Project	HC	4	4	Viva-voce	30	70	100
5.		Social Work Practicum - V (Concurrent Field Work) *	HC	4	4	Viva-voce	30	70	100
6.		Social Work Practicum – VI (Block Placement) **	HC	4	4	Viva-voce	30	70	100
		Total Credits		23	23				600

Open Elective:

Sl No.	Code No.	Title of the Paper	HC/ SC/ OE	Instruction Hrs. per week	No. of Credits	Duration of the exam	Marks		
							Internal Assessment	Semester end exam	Total Marks
1.	19031	Disaster Management	OE	4	4	3 hrs	30	70	100
2.	19032	Science of Crime and Correctional Services	OE	4	4	3 hrs	30	70	100

HC: Hard Core, SC: Soft Core, OE: Open Elective

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****Concurrent Field Work Practicum and Block Placement:**

The broad aim of concurrent field work practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to real situations. This learning experience should provide an opportunity of working with the clients and managing organizational tasks as per their specialisation. It is an opportunity to develop intervention skills in real situations. This entails learning social work practice for two days or equivalent i.e., 16 hours per week throughout the semester. The learner is expected to complete a minimum of 25 days of field visits in a semester.

Block Placement - enables learners to integrate learning and generate newer learning by participating in the intervention process over a period of 6 weeks continuously, in a specific specialisation-based agency. Usually, block placement is provided at the end of the two-year programme. There shall be a professionally qualified worker in the setting willing to collaborate, plan and provide professional assistance when needed.

**** Research Project:**

Students are given broader guidelines for undertaking empirical and evidence-based project in the fourth semester independently. The project shall comprise of selection of the topic, methodological details, analysis, interpretation and deductions made. The respective college / the department of the university will prepare the set of guidelines for presenting the report. Evaluation of the Project will be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of Social Work practicum or similar committee may be constituted, if required.

Pedagogy:

1. Personalized guidance is provided to each trainee by the faculty member.
2. All the major research steps and methodology are followed while carrying out the project.
3. Brief presentation by each trainee is made before all faculty members before finalizing the copy of the project.

FIRST SEMESTER

HARD CORE

Paper Code: 19001

INTRODUCTION TO SOCIAL WORK

(Total-60 hours)

This course aims at introducing the learners to a critical inquiry into the history and ideologies of social change and professional Social Work.

Course Objectives

- ☐ Understand the nature, philosophy, values, and principles of the social work profession.
- ☐ Trace the historical development of social work globally and in India.
- ☐ Explain the roles, functions, and fields of practice of professional social workers.
- ☐ Identify the relationship between social work, social welfare, social policy, and human rights.
- ☐ Recognize the relevance of social work in addressing social problems and promoting social justice.
- ☐ Understand the basic methods of social work (casework, group work, community organization, social action, social welfare administration, and research).
- ☐ Apply ethical principles and professional conduct in diverse social work settings.
- ☐ Develop an orientation towards self-awareness, empathy, and commitment to service.

Course Outcomes:

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

- a. Understand the history and evolution of Social Work profession, both in India and the West.
- b. Develop insights into the origin and development of ideologies, approaches to social change.
- c. Understand rationale, goals, ideals and ethics for social change.
- d. Understand the perceptions of people and social problems, the status of benefactors and their motives.
- e. Develop skills to understand contemporary reality in its historical context.
- f. Understand self as a part of own environment and explore own assumptions, ideals, values to develop sensitivity to marginalization of vulnerable groups

Pedagogy:

1. Class room teaching.
2. Orientation visits are organized to around 10-12 welfare agencies, including both Governmental Welfare Departments and NGOs and students are allowed to see, observe and thereby learn about the subject by having an interaction with the agency personnel.
3. Students are encouraged to study the values and ethical issues pertaining to Social Work Profession and are required to adopt them in their day to day life.
4. Students are encouraged to develop secularist out look towards all religions and are required to develop an unbiased attitude towards both society and people.

Course Outcomes:

- **Understand the Philosophical Foundations and Values of Social Work:** Students will gain knowledge of the core philosophy and guiding principles that underpin professional social work, along with its values and code of ethics.
- **Analyze the Historical Evolution of Social Work:** Students will be able to explain the historical development of social work, both in the West (UK and USA) and in India, and understand how this history has shaped contemporary practice.
- **Interpret the Role of Social Work in Promoting Social Justice:** Students will develop an understanding of how social work contributes to social justice through ideologies that address marginalized and vulnerable groups in society.

- **Examine the Professionalization of Social Work in India:** Students will be able to critically evaluate social work as a profession in India, including its attributes, limitations, and the role of social workers as professionals.
- **Explore Various Fields of Social Work Practice:** Students will be familiarized with different fields where social work is practiced, such as community development, correctional settings, medical and psychiatric social work, industrial social work, and work with marginalized and vulnerable populations.
- **Apply Social Work Methods in Real-Life Contexts:** Students will gain the ability to apply basic social work methods in practice and demonstrate skills in dealing with real-life challenges within various fields of social work.
- **Explore Emerging Areas of Social Work:** Students will acquire knowledge about new and emerging fields of social work, such as environmental protection, disaster management, and corporate social responsibility (CSR), and their importance in modern society.

Course Content:

UNIT I

16 hours

Social work: Meaning, Definitions, Objectives, Philosophy & scope.

Related Concepts: Social welfare, Social service, Social reform, Social Security, Social Justice.

Introduction to the Methods of Social Work.

Guiding Principles, values and code of ethics in social work practice.

Social work as a profession; Attributes of a profession, social work as a profession, social workers as professionals. Interface between Voluntary & Professional social work

UNIT II

14 hours

Historical development of Social work in the west. (UK and USA).

Historical development of Social work in India.

Social Work Education in India.

UNIT III

14 hours

Contemporary Ideologies for Social Change: Concept of Ideology Neoliberalism and Globalization, Post modernism & Multiculturalism, Ideology of action groups and social movements, Ideology of non-governmental organizations, Ideologies of marginalized and vulnerable groups. Role of state in providing social welfare services.

UNIT IV

16 hours

Fields of social work: Social work in Community Development and correctional setting Medical and Psychiatric social work, Family, Women and child centered Social work Industrial social work. Social work with marginalized sections of the society Social work with Vulnerable groups in the society.

Emerging Areas of Social Work: Environmental Protection, Disaster management, HIV/ AIDS, Gerontological Social Work and Human Rights.

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Journals/ Magazines

Economic and Political Weekly, the Indian Journal of Social Work, Lokayan Bulletin and Vikalp.

HARD CORE

Paper Code: 19002

SOCIAL WORK WITH INDIVIDUALS

(Total-64hours)

Objectives

- To study Social Case Work as a method of Social Work and its place in Social Work practice.
- To understand the Values and Principles of working with Individuals and Families.
- To gain knowledge of the components of Social Case Work and especially of the process of professional help.
- To develop the ability in understanding the theories and approaches of helping individuals and families.
- To enhance the understanding of the application of the method in working with varied clientele and situations.

Pedagogy:

- **Lectures:** Core concepts of social casework, including its historical development, principles, and tools, will be introduced through lectures to provide a strong theoretical foundation.
- **Case Studies:** Students will examine real-life examples and case studies to explore various techniques and tools used in social casework, such as interviewing, home visits, and diagnosis.
- **Role-Playing:** Through role-playing exercises, students will practice building rapport, empathy, and communication skills to work effectively with individuals and families.
- **Group Discussions:** Discussions on caseworker-client relationships, including challenges like transference and counter-transference, will be encouraged to foster deeper understanding.
- **Practical Fieldwork:** Students will engage in practical fieldwork in medical, psychiatric, family welfare, and community settings, applying casework methods in real-world environments.
- **Workshops and Seminars:** Regular workshops and seminars will focus on enhancing specific skills like counseling, supportive interventions, and dealing with professional dilemmas.
- **Assignments and Projects:** Students will complete assignments and projects that involve problem-solving, crisis intervention, and the application of different approaches to social casework.
- **Self-Reflection Exercises:** Students will engage in reflective exercises to examine their professional self, understand conflicts and dilemmas, and develop their own ethical practice.

Course Outcomes:

- **Comprehend the Fundamentals of Social Casework:** Students will understand the definitions, meaning, and purpose of casework, and its importance as a method of social work.
- **Apply Casework Principles and Skills:** Students will develop the ability to apply core principles of casework and use tools such as interviewing, home visits, observation, and rapport building in practical settings.
- **Demonstrate Competency in Casework Process:** Students will gain skills in conducting intake interviews, making social diagnoses, planning interventions, and evaluating and terminating cases effectively.
- **Analyze the Role of Casework in Various Settings:** Students will explore the application of casework in diverse settings, including medical, psychiatric, family, and industrial environments, and understand the role of the caseworker in each.
- **Use Theories and Approaches in Casework:** Students will become familiar with various theoretical approaches, such as the psycho-social approach, problem-solving approach, crisis theory, and family intervention, and apply them to different client groups.
- **Handle Professional Challenges in Casework:** Students will be able to address common professional challenges, including dilemmas related to the client-worker relationship, empathy, and ethical decision-making.
- **Record and Evaluate Casework Effectively:** Students will understand the importance of documentation in casework, developing the skills to record case details and evaluate the effectiveness of interventions.

Course Content:

Unit-I: Social Case Work as a Method of Social Work and Its Historical Background

- Social Case Work: Meaning, Definitions, Objectives and Scope - Historical Background of Social Case Work in UK, USA and India.
- Introduction to Social Case Work as a Method of Social Work - Interrelationship among Methods - Philosophical Assumptions and Values of Social Work.
- Needs/Problems of Individuals and Families: Individual Differences.

Unit II: Principles, and Components

- Principles of Social Case Work: Individualization, Acceptance, Non-judgmental Attitude, Confidentiality, Client Self-determination, Purposeful Expression of Feelings, Controlled Emotional Involvement.
- Components of Social Case Work: The Person, the Problem, The Place and The Process.
- Process in Case Work: Intake, Social Investigation (Study), Social Diagnosis (Assessment), Social Treatment (Intervention), Evaluation, Termination and Follow-up.

Unit III: Tools and Techniques and Record Maintenance

- Tools and Techniques in Social Case Work: Interview, Home Visit, Observation, Listening, Relationship - Communication and Rapport Building.
- Supervision in Social Case Work - Functions of Supervisor. Supportive Interventions, Resource Enhancement, and Counseling Services – Records: Nature, Purpose and Principles of Recording
- Theories and Approaches: Psycho-social Approach, Functional Approach, Problem-Solving Approach, Behavior Modification, Crisis Intervention, Family Intervention, Transactional Analysis, and Holistic Approach.

Unit-IV: Case Management and Application of Method

- Case Management: Concept and Principles
- Application of Social Case Work in Primary and Secondary Settings.
- Fields/Areas of Application: Health, Women and Child Development, Labour Welfare/HRM, Community Development, Correctional Services.
- Work in Emergency Situations like Natural Disasters, Dealing with Stressful Events like Death of a Loved One/Divorce/Desertion/Separation/Major Illnesses/Injuries/Job Loss/Suicidal Tendencies.
- Presentation and Discussion of Cases.

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- Indian Journal of Social Work, By-
Perspectives in Social Work,
Annual, TISS, Deonar, Mumbai (Maharashtra).
College of Social work, Nirmal Niketan, Mumbai
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Department of Social Work, Assam University, Silchar-

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HARD CORE
Paper Code: 19004

SOCIAL WORK WITH GROUPS

This course aims at developing the understanding of Group Work as a method, developing skills for intervention, and gaining knowledge of the scope of this method in various settings.

Objectives

(Total-54 hours)

- Develop awareness about the specific characteristics of Group Work and its contributions as a method of social work intervention,
- Gain knowledge about group formation and the use of a variety of group approaches.
- Develop understanding of concepts, dynamics and small group theory in relation to all types of groups, e.g. family, staff, committee, long-term client groups.
- Identify the various situations and settings where the method could be used in the context of social realities of the country.

Pedagogy:

- **Lectures:** Core theoretical concepts such as group dynamics, principles, and the historical context of social group work, especially in India, will be explained through structured lectures.
- **Interactive Group Discussions:** Students will participate in group discussions to explore the significance of group life and the contributions of small groups to individual development.
- **Group Activities and Simulations:** Through practical group work sessions, students will experience different stages of group development (pre-group, beginning, middle, and termination) and apply group dynamics in real-time settings.
- **Role Play and Case Studies:** Role-playing exercises and case studies in diverse settings (community, medical, psychiatric, de-addiction centers) will help students explore various social group work methods.
- **Fieldwork and Practical Application:** Students will have the opportunity to practice group work in real-world settings, such as schools, aged homes, community centers, and correctional institutions, applying their skills in facilitating group processes and interventions.

- **Seminars and Workshops:** Specialized workshops and seminars will focus on the development of group work programs and techniques for working with specific populations (e.g., mentally and physically challenged, de-addiction, family and child welfare).
- **Record Keeping:** Instruction on the importance of recording in group work will be provided, including principles, types, and structures of records. Students will engage in practice-based assignments that require maintaining accurate and reflective records of group sessions.

Course Outcomes:

- **Understand the Fundamentals of Social Group Work:** Students will grasp the meaning, characteristics, and significance of social group work, including its purpose and historical background, particularly in the Indian context.
- **Apply Group Work Principles and Skills:** Students will develop the necessary skills and knowledge to apply principles of social group work, including group dynamics and interaction, to real-world group situations.
- **Facilitate Group Processes:** Students will gain proficiency in managing the different phases of group development (pre-group, beginning, middle, advanced, and termination), as well as developing and guiding programs within groups.
- **Analyze the Use of Group Work in Various Settings:** Students will explore the use of social group work in various settings, such as community development, medical and psychiatric institutions, schools, de-addiction centers, aged homes, and correctional facilities.
- **Evaluate Group Work Effectively:** Students will be able to assess the needs and interests of group members to develop and implement appropriate group programs, and evaluate the effectiveness of these programs.
- **Understand Recording in Group Work:** Students will appreciate the importance of maintaining detailed and structured records in group work, applying principles and techniques to ensure accurate documentation.
- **Develop Group Work for Special Populations:** Students will learn to adapt group work techniques for working with diverse populations, including physically, visually, and mentally challenged individuals, in various institutional settings.

Course Content

UNIT-1:

14 hours

Understanding of Social Groups: Meaning, Characteristics, and classifications. Significance of group life, Groups contributions to individual. Small group as an instrument for development. Definitions and meaning of Social Group work, Characteristics and Purposes of Social Group work Need and importance of Group work, Assumptions underlying social group work. Historical background of Social Group work with special emphasis on the Indian context.

UNIT-2:

10 hours

Principles of working with groups, Types of Group work. Skills in group work practice

- Stages of Group Development, Group Process: Bond, Acceptance, Isolation, Rejection, Conflict and Control Subgroups - Meaning and Types, Tools for assessing Group Interaction - Socio-gram and Socio-metry
- **Group Dynamics:** Group Dynamics Group Formation, Group Norms and Group Cohesiveness Group Culture, Control, Morale, Communication and Interaction Pattern Decision Making, Goal Setting and Conflict Resolution, Group Leadership: Concept, Theories, Types, Roles and Qualities of Leadership Participatory Leadership Training

UNIT-3:

14 hours

Social Group Work Process: Pre-group, group formation, beginning phase, middle phase, advanced phase, use of programs, evaluation in groups and termination phase.

Program as Tool: Principles of Program Planning, Program Media and Program Development Process. Group Worker – Roles, Functions, Skills, Qualities and Challenges.

The Program development Process: The nature and purpose of program in Social group work, Understanding interests and needs as a basis for program, group organization as a part of program development, guided interaction- the heart of the program process.

Application of group work method in different settings;

Social group work practice in Community development setting, Social group work practice in Medical and psychiatric settings, Social group work practice in physically, visually and mentally challenged institutions, and de-addiction centers, Social group work practice in family and child welfare settings, Social group work practice in the schools, aged homes, and correctional institutions.

Recording in group work : Importance of recording in Social Group work, Principles of recording, Recording structure, Types of recording.

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HARD CORE

Paper Code: 19004

SOCIAL WORK WITH COMMUNITIES

(Total-50 hours)

Community organization / development, as a method of social work practice, are seen as a means to facilitate communities towards self-directed change. It takes as its basis the inequalities in society manifested through processes of marginalization, discrimination or disempowerment of groups, which have resulted in the loss of control over resources, be they tangible or intangible. The strategies of Community Organisation practice being addressed as part of the course cover a range spanning different ideologies, from those being people-initiated, and those that are initiated by the elite. Community organization is seen as a means as well as an end, where collective processes are to sustain the community's capacity to bring about change.

OBJECTIVES

- Understand the critical elements of community organization practice.
- Enhance critical understanding of the models and strategies for community organization practice.
- Make the micro-macro connections between the ranges of complex issues in practice.
- Develop attitudes conducive to participatory activities for civil society.

Pedagogy:

- **Lectures:** Core topics, such as community organization models, power dynamics in Indian communities, and social action, will be introduced through lectures, providing a strong theoretical foundation.
- **Case Studies:** Students will examine case studies of community organization efforts, social action movements, and power structures within Indian communities to understand real-life applications of the theories discussed.
- **Group Discussions:** Interactive discussions will allow students to critically engage with concepts like participatory planning, empowerment, and community work models, fostering a deeper understanding of the issues.

- **Fieldwork and Community Engagement:** Practical fieldwork will involve students in community projects, giving them hands-on experience in problem-solving, resource mobilization, and participatory planning within real community settings.
- **Workshops:** Workshops will focus on key skills for community practitioners, such as conflict resolution, networking, training, and documentation, ensuring that students develop practical competencies.
- **Role-Playing and Simulations:** Role-playing exercises will help students practice skills in advocacy, negotiation, and organizing community meetings, simulating community organizer roles.
- **Seminars and Presentations:** Students will present on topics such as the role of social action in enforcing social legislation, emerging trends in community organization, and the impact of macro policies on communities.
- **Debates and Discussions on Current Issues:** Students will explore current debates in community organization practice, including the impact of globalization, macroeconomic policies, and emerging challenges in community work.

Course Outcomes:

- **Understand the Fundamentals of Community Organization:** Students will comprehend the basic concepts, characteristics, and functions of communities, as well as the principles, values, and ethics underlying community organization practice.
- **Analyze Power Dynamics in Indian Communities:** Students will gain insights into the power dynamics within Indian communities, focusing on class, caste, gender, and leadership structures, as well as the forces that hinder or promote community empowerment.
- **Apply Problem-Solving Skills in Community Work:** Students will acquire practical skills in community study, problem identification, resource mobilization, and conflict resolution, using participatory planning and evaluation techniques to address community needs.
- **Understand and Utilize Social Action as a Method of Social Work:** Students will learn the concept, objectives, and strategies of social action, applying it as a method of social work to advocate for social change and enforce social legislation.
- **Engage in Participatory Community Processes:** Students will develop the perspective and skills needed for participatory processes, such as PRA (Participatory Rural Appraisal) and micro-planning, facilitating collaboration and community involvement in decision-making.
- **Implement Advocacy and Unionization Strategies:** Students will explore the role of advocacy, public interest litigation, protests, and demonstrations as tools for community organization and social action, understanding how these strategies can lead to social transformation.

- **Critically Examine Emerging Trends in Community Organisation:** Students will be able to analyze the impact of macro policies on community development and discuss emerging issues, such as globalization and new approaches to community work.
- **Develop Skills for Effective Community Organization Practice:** Through fieldwork and practice-based learning, students will acquire essential skills such as networking, organizing community meetings, monitoring and evaluating projects, and engaging in advocacy for community rights.

Course Content

UNIT I

16 hours

- **Community:** Concept, characteristics, types and functions
- **Community organization:** Definitions, and objectives, Relevance of community organization approach to Indian situation;
- Historical development of community organization practice in the west: community welfare councils, community chests;
- Historical development of community organization practice in India.
- Community organization and community development
- **Power :** Concept of power, Dimensions of power relevant to community organization.
- **Empowerment :** Concept of Empowerment-Barriers, process and cycle of empowerment.
- **Gender and Empowerment :** Gender sensitive community organization practice

UNIT II

10 hours

- Principles of community organization. Skills in Community Organization.
- **Models of Community Organization:** Locality Development Model, Social Planning Model, Social Action Model

UNIT III

12 hours

- Process in the phases of Community Organization.
- Withdrawal from community: Skills and strategies.
- Resource mobilization and fund rising: Techniques and Strategies

Intervention strategies in community settings : Awareness buildings, organizing, activating, people's participation, negotiating, lobbying and resolving group conflicts, Roles of community organizer, Advocacy in community organization. Current debates in Community Organisation Practice.

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SOFT CORE

Paper Code: 19002

BEHAVIORAL AND SOCIAL SCIENCES PERSPECTIVES

Objectives

(Total-58 hours)

This Course is aimed at enabling the learner to:

1. Understand the important concepts of psychology;
2. Understand how to put the knowledge of psychology into the practice of Social Work;
3. Understanding the basic concepts sociology, economics and political science in order to examine the structure and functions of society;
4. Facilitate to develop a social perspective and skill to analyse Indian society and change; and
5. Motivate them to cultivate an analytical mind with respect to society in order to be an effective social worker.

Pedagogy

- **Interactive Lectures & Discussions** – to explain theories and encourage critical thinking.
- **Case Study Analysis** – linking behavioral and social science concepts to real-life scenarios.
- **Group Presentations** – on social, cultural, and psychological determinants of behavior.
- **Role Play & Simulation** – practicing client interaction and understanding behavior in context.
- **Field Visits** – to observe social structures, cultural practices, and community behavior patterns.
- **Multimedia Content** – documentaries, short films, and infographics to illustrate theories.
- **Interdisciplinary Workshops** – involving experts from psychology, sociology, and anthropology.
- **Reflective Journals** – weekly self-assessment of learning and application to social work.
- **Problem-Based Learning (PBL)** – solving case problems using behavioral and social science approaches.

Learning Outcomes

By the end of this course, students will be able to:

- **Explain** fundamental concepts and theories from behavioral and social sciences relevant to social work.
- **Analyze** human behavior in the context of individual, group, and societal influences.

- **Identify** socio-cultural, economic, and psychological factors affecting client behavior.
- **Integrate** behavioral and social science perspectives into assessment and intervention planning.
- **Apply** knowledge of human development, socialization, and cultural diversity in practice settings.
- **Demonstrate** culturally sensitive and client-centered approaches to working with diverse populations.
- **Evaluate** the impact of social institutions, norms, and power structures on human behavior.
- **Collaborate** with interdisciplinary teams to address complex social and behavioral issues.

Course Content:

Unit I: Introduction to Psychology and Important Psychological Concepts 14 hours

- Concept of Psychology, Overview of branches of Psychology, Significance of Psychology to Social Work Practice.
- Concept of Growth and Development, Principles of Growth and Development, Role of Heredity and Environment.
- Emotions and Emotional Behaviour, Defense Mechanisms. Personality- Definition, nature, types and assessment.

Unit II: Lifespan approach to Understanding Human Development 12 hours

- Freud's Psychosexual Theory of Development. Psycho-social Development Theory of Erikson.
- Basic Human needs, Maslow's theory of Hierarchy of Needs, Two factor theory of Fredrick Hertzberg.
- Characteristics, Developmental Tasks and Hazards during Pre-natal period, Infancy, Babyhood, Early Childhood and Late Childhood, Puberty, Adolescence, Adulthood (Early, Middle and Old age).

Unit III: Important Sociological Concepts 16 hours

Concept, Characteristics, Structure and Functions of Society. Relationship between individual and Society.

Meaning, Types and Characteristics of Social Processes.

Socialization: Concept, Importance and Functions; Agencies of Socialization. Social Control: Meaning and Agencies of Social Control.

Culture: Concept and influence of culture on individuals; Cultural change and Cultural-lag,

Difference between Civilization and Culture.

Social Stratification: Meaning, features and stratification in Indian Society. Sanskritization and De-Sanskritization. Relevance of Sociology for Social Work Profession.

Unit IV: Important Economic and Political Concepts

16 hours

Basic economic activities- production, distribution and consumption; Factors of production.

Economic Development and its indicators; Per-capita income, GDP and GNP. Different types of

Economies: Capitalist, Socialist and Mixed Economy.

Meaning and objectives of economic planning, NITI Ayog and planning under the new economic policy, Decentralized Planning.

Relevance of Economics for Social Work Profession.

Concepts of Rights, Liberty, Justice and Equality, Power, Authority, Sovereignty and Legitimacy.

Different Forms of Political Regimes: Totalitarianism, Autocracy, Communism/Socialism, and Democracy.

Interface between Social Work and Politics.

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HARD CORE

Title: SOCIAL WORK PRACTICUM-I

(Concurrent Field Work)

Concurrent field work practicum of First Semester comprises two components:

❖ **Orientation visits**

❖ **Concurrent field work.**

Orientation Visits: There shall be minimum **6 orientation visits** to be made in the first four weeks to provide an exposure to and understanding of the services provided in responses to people's needs (i.e. agencies in health setting, education, community, institutional services, criminal justice system, civic administration, rehabilitation etc.).

Soon after the completion of orientation visits, "orientation to fields of social work", a student workshop shall be conducted to share the orientation visit experiences and learning.

The students shall record their experiences and leanings of Orientation Visits, which they are expected to produce at the time of viva-voce examination conducted at the end of the semester.

Concurrent Field Work: The broad aim of concurrent field work practicum is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situations. This learning experience should provide an opportunity of working with communities, groups, individuals/families and managing organization tasks. It is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two days or its equivalent (16 hours) in every week of the semester. The learner is expected to complete a minimum of 25 days of visits in a semester.

The learners may be placed in agencies/community to initiate and participate in direct service delivery. Each student has to undertake **two case works** and **one group work**, consisting at least of '**ten**' sessions.

The faculty supervisors through periodic 'Individual conferences' and 'Group conferences' shall assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors.

MSW Field Work - Daily Visits Manual (25 Days) TO GRAMAPANCHAYAT

Day	Visit Objective	Key Activities	Methods/Tools Used	Learning Outcome
Day 1	Orientation	Introduction to Panchayat, staff interaction	Orientation session	Understanding structure and role of Panchayat
Day 2	Understand PDO Role	Shadow PDO, understand daily tasks	Observation	Role of Panchayat Development Officer
Day 3	Record Review	Review registers, scheme files	Desk review	Documentation and record-keeping process
Day 4	Village Mapping	Visit all wards, identify landmarks	Social mapping (PRA)	Village layout and demographic understanding
Day 5	Grama Sabha	Attend public meeting	Observation, note-taking	People's participation and governance
Day 6	Community Profiling	Socio-economic survey	Structured interviews	Community composition and needs
Day 7	Vulnerable Groups	Identify SC/ST, disabled, elderly	Field visits, case identification	Recognizing vulnerable populations
Day 8	Women Empowerment	SHG meeting visit	Group discussion	Understanding economic self-help models
Day 9	Child Welfare	Visit Anganwadi	Observation, staff interview	Early childhood care and nutrition
Day 10	Health Services	Visit PHC/Sub-centre	Interaction with ANMs/ASHA	Understanding rural healthcare delivery
Day 11	Education	Visit school, interact with teachers	Observation, interviews	Mid-day meal, dropout analysis
Day 12	Sanitation	Study toilet usage and waste systems	Transect walk	Community sanitation and hygiene issues

Day 13	Livelihood	NREGA site visit	Worker interviews	Rural employment scheme understanding
Day 14	Government Schemes Awareness	Assist staff in pension filing and explain key schemes like PMAY, MGNREGA, NSAP	Practical assistance, IEC material distribution	Knowledge of government schemes and their implementation process
Day 15	Youth Engagement	Career session with youth	Group facilitation	Career guidance and life skills
Day 16	Domestic Issues	Visit family in distress	Casework observation	Understanding family conflicts and support
Day 17	Community Issues	Identify key local problems	Problem tree analysis	Analytical problem-solving
Day 18	Awareness Building	Health or legal awareness event	IEC material distribution	BCC and event coordination
Day 19	Legal Rights	Legal literacy session with DLSA	Expert interaction	Rights-based approach learning
Day 20	Disability Inclusion	Identify PWD cases	Checklist and documentation	Needs of people with disabilities
Day 21	Cultural Practices	Participate in village event	Participant observation	Folk practices and local culture
Day 22	NGO Visit	Interact with NGO working locally	Visit and discussion	NGO–government collaboration
Day 23	Panchayat Review	Analyze strengths/weaknesses	SWOT analysis	Evaluating governance performance
Day 24	Reflection	Share findings with PDO/team	Presentation	Self-assessment and learning feedback
Day 25	Closure Day	Exit meeting, community interaction	Group discussion	Summary of experience and rapport building

Second Semester

HARD CORE

Paper Code: 19006

SOCIAL WORK RESEARCH AND STATISTICS

Objectives:

- To understand the importance of research as a method of social work.
- To know the process involved in understanding scientific investigation.
- To learn skills for availing library and documentation services for research.
- To gain knowledge of basic statistical application in research.
- To acquire knowledge of statistical package for the social sciences.
- To learn the methodology and presentation of scientific reports.

Pedagogy

- **Lectures & Interactive Discussions** – to explain research concepts, statistical techniques, and their application in social work.
- **Hands-on Workshops** – using SPSS/Excel/Google Sheets for data entry, analysis, and visualization.
- **Case Study Analysis** – reviewing published research in social work to understand methodology.
- **Group Projects** – designing small-scale research studies and presenting findings.
- **Field-Based Data Collection** – conducting surveys, interviews, or observations.
- **Demonstrations** – on using online survey tools and digital data management platforms.
- **Problem-Solving Exercises** – applying statistical tests to social work data sets.
- **Journal Article Critiques** – evaluating research rigor and ethical considerations.
- **Guest Lectures** – from researchers, statisticians, and policy analysts.

Learning Outcomes

By the end of this course, students will be able to:

1. **Explain** the concepts, scope, and ethics of social work research.
2. **Identify** appropriate research designs for different social work problems.
3. **Develop** research proposals including objectives, methodology, and tools.
4. **Apply** qualitative and quantitative research methods in field-based settings.
5. **Use** statistical measures (descriptive and inferential) to analyze social data.
6. **Interpret** statistical results and translate them into practical social work recommendations.
7. **Prepare** research reports and presentations following academic standards.
8. **Critically evaluate** existing social work research for validity, reliability, and ethical soundness.

Course Content

Unit -I: Social Work Research and Ethical Considerations

- Science: Meaning, Scientific Approach in Comparison to Native or Common Sense Approach;
- Scientific Method: Characteristics of Scientific Method - Research: Definition and Objectives.
- Social Work Research: Meaning, Objectives, Functions - Scope of Social Work Research.
- Types of Research: Basic and Applied; Qualitative and Quantitative; Mixed Methodology.
- Ethical Considerations - Agencies Sponsor/Support Social Work Research – Guidelines for the Preparation of Research Proposal.

Unit II: Research Process: Formulation of Research Problem and Hypotheses.

- Research Process from Selection of Subject to the Preparation of Report.
- Selection of Subject: Criteria for Selection of Subject - Problem Formulation - Concepts and Variables.
- **Hypothesis:** Meaning, Importance, Sources, Types and Qualities of a Good Hypothesis - Type 1 and Type II Errors.

Unit III: Research Design and Sources of Data.

- ❖ **Research Design:** Definition and Importance; Types of Research Design: Descriptive, Exploratory, Explanatory, Evaluative, Participatory Research and Action Research. Experimental and Quasi Experimental Designs.
- ❖ **Sources of Data:** Primary and Secondary Sources: Advantages and Limitations. Methods/Tools of Data Collection: Observation, Interview Schedule, Mailed Questionnaire - Pre-testing and Pilot Study.
- ❖ **Scaling Techniques:** Construction of Scales - Validity, Reliability, Practicality - Prominent Scaling Techniques.

Unit IV: Sampling Procedures, Data Processing and Preparation of Report

- ✚ **Sampling:** Population and Sample - Methods of Sampling - General Considerations in the Determination of Sample Size.
 - ✚ **Data Processing:** Editing, Coding, Classification and Tabulation of Data - Manual and Mechanical
 - ✚ Tabulation of Data - Frequency Distribution.
 - ✚ Diagrammatic and Graphic Presentation of Data - Computer Application - SPSS Package.
 - ✚ Interpretation of Data and Hypothesis Testing - Research Report: Process Involved, Pattern of Writing References and Bibliography - Preparation of Abstract.
 - ✚ Research Article Preparation and Art of Making Book Reviews.
- **Application of Statistics**
 - Statistics:** Definitions, Functions, and Importance. Branches of Statistics: Descriptive and Inferential Statistics
 - Descriptive Statistics:** Measures of Central Tendency and Measures of Variation
 - Inferential Statistics:** Chi-square, Correlation Coefficient, 't' Distribution, Analysis of Variance and 'F' Distribution.

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HARD CORE

Paper Code: 19007

MANAGEMENT OF DEVELOPMENTAL AND WELFARE ORGANIZATIONS

(Total-52 hours)

The course aims to develop management competencies to function in organizations, participate as a team member and understand the role of a Social Work programmes manager.

Course Objectives

By the end of this course, students will be able to:

1. **Understand** the nature, scope, and types of developmental and welfare organizations in India and globally.
2. **Explain** the principles, functions, and processes of management in social sector organizations.
3. **Analyze** organizational structures, governance systems, and stakeholder relationships.
4. **Develop** skills in strategic planning, human resource management, and program administration.
5. **Apply** financial management practices including budgeting, fundraising, and resource mobilization.
6. **Utilize** monitoring and evaluation tools to assess organizational performance.
7. **Incorporate** participatory and rights-based approaches in organizational management.
8. **Promote** ethical standards, accountability, and transparency in welfare and development work.

Pedagogy

1. Class room teaching
2. Participation in Workshops/Seminars/Conference organized by NGOs and Universities.
3. Group conference – once in a week (conducted in the Department).
4. Special lectures by the NGO functionaries – conducted by the Social Work trainees through their forums (once in a week)
5. Individual Conference: Conducted as a part of supervision of Social Work Practicum of trainees, 30 minutes for each trainee once in a week.
6. Preparation of an assignment on select topic and presentation of the same in the Department Seminars.

Course Outcomes

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

- a. Understand the overall environment and its impact on the nature, structure and development of organizations in corporate, public and voluntary sectors in the context of Social Work profession.
- b. Understand policies and procedures involved in establishing and maintaining human service organizations.
- c. Acquire skills to network and participate in the management of resources -human, material and environmental.
- d. Develop skills to participate in management of programmes, as a part of the inter-disciplinary team and initiate as well as develop new programmes.
- e. Develop ability to analyse the practices applied in specific settings.

Course Content

UNIT I

16 hours

- ❖ Social Services: Need for Social welfare and developmental organisations, Factors determining social welfare programmes, Development and Social Welfare organizations
- ❖ “response to societal needs; role of state, voluntary and corporate sector.
- ❖ Management services: Types of settings, organizational characteristics like origin, nature, size, structure, and design, service strategy, transition, problem, Management, organizational climate and impact of socio-political environment - Management process: Vision, Planning, Organizing, Directing, Staffing, Coordination, Reporting, Budgeting.
- ❖ Establishment: Registration, different types of legislations, legal status, constitutional provisions, rules and procedures, goals - Financial resources: Organizational Budget, Managing Budget, Sources of finance, Fund Raising, Records, Audit.

UNIT II

14 hours

- Physical: All activities related to acquiring, hiring, on boarding and off boarding and maintaining importable structure and infrastructure, maintenance of premises and daily upkeep.

- Enhancing the involvement and the potential of people in organization's executive boards, committees; professionals and other staff-relationship, communication, team work and facilitating team building, supervision and participation in training, Coaching and Mentoring.

UNIT III

10 hours

- Programme Development: Programme management: short-term and long-term plan, implementation, documentation and evaluation.
- Project proposals based on felt-needs, nature of resources, eligibility criteria, records, evaluation and research.
- Impact analysis - Qualitative and quantitative methods

UNIT IV

12 hours

- ❖ Public Relations: Need for Public relations and its promotion by all in the organisation. Representing the organization, networking, public, corporate and voluntary sector, resource building, accountability, transparency, use of media for publicity.
- ❖ Change and its Management: Understand and manage change, innovation in a rapidly changing social environment for policy programmes and structure.
- ❖ Organizational understanding: Conflict, conflict resolution techniques, creating positive climate.

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SOFT CORE

Paper Code: 19008

COMMUNICATION SKILLS FOR SOCIAL WORK PRACTICE

Course Objectives

By the end of this course, students will be able to:

- **Understand** the role and importance of communication in social work practice.
- **Identify** different types, channels, and barriers of communication.
- **Develop** verbal, non-verbal, and written communication skills for professional contexts.
- **Apply** active listening, empathy, and assertiveness techniques in client interactions.
- **Use** communication tools effectively in casework, group work, and community organization.
- **Adapt** communication strategies for diverse populations and cultural contexts.
- **Integrate** technology and digital media for advocacy, awareness, and community engagement.
- **Demonstrate** ethical and professional standards in all forms of communication.

Pedagogy

- **Interactive Lectures** – to introduce concepts and theories of communication.
- **Role Play & Simulation Exercises** – to practice client interviewing and counseling conversations.
- **Group Discussions & Peer Feedback** – to improve articulation and critical thinking.
- **Case Studies** – analyzing real-life communication challenges in social work.
- **Field Observations** – studying communication patterns in organizations and communities.
- **Multimedia Use** – video recordings for self-assessment and feedback.
- **Workshops** – on public speaking, report writing, and digital communication tools.
- **Reflective Journaling** – to track growth in interpersonal and professional communication skills.

Learning Outcomes

By the end of this course, students will be able to:

- **Demonstrate** effective oral, written, and non-verbal communication skills in social work settings.
- **Apply** active listening and empathy to build trust and rapport with clients.
- **Overcome** common communication barriers in interpersonal and group interactions.

- **Prepare** professional documents such as case notes, reports, and proposals.
- **Use** culturally sensitive communication methods in diverse communities.
- **Incorporate** media and technology for advocacy and awareness campaigns.
- **Collaborate** effectively with individuals, groups, and institutions through clear communication.
- **Evaluate** and improve personal communication style through self-reflection and feedback.

Course Content

Unit-1: Basic Communication and helping Skills for social workers

16 Hours

- ❖ Communication: Meaning, Process and Types.
- ❖ Problems/barriers in communication.
- ❖ Communication Skills:
 - Effective Speaking*: Principles of effective oral communication, speech preparation,
 - techniques of effective speech;
 - Effective Listening*: Meaning, importance, types and principles of listening;
 - Effective Writing*: Concept of Draft, meaning and objectives of written
 - communication, essentials of written communication; and
 - Feedback* : Communication as a two-way process, characteristic of feedback,
 - kinds of feedback, techniques to improve feedback and feedback loops.
- ❖ Basic communication skills for creating an effective helping relationship in Social Work Practice.

Unit-2 Effective Communication in Workload, Caseload and Process Management

10 Hours

- Report writing and letter writing
- Using information technologies and effective telephone communication
- Maintaining case notes for narrative recording and problem oriented recording (POR) and the SOAP format
- Process recording, testifying in court and dealing with managed case
- Preparation of genograms and eco-mapping as a part of social assessment
- Preparation of social networking map and life history grid
- Preparation of life cycle matrix and identifying client's strength
- Preparation of person-in-environment system (PIE)
- The 4 Ps, 4 Rs and 4Ms in assessing the client's behavior and functioning within a social context.

Unit 3: Effective Communication in Social work intervention

13 Hours

- ❖ Interview planning with the client, information and advice giving to the client
- ❖ Managing self-talk and building self-esteem
- ❖ Helping clients to make decision and resolving interpersonal conflicts
- ❖ Client advocacy, empowerment and helping client in crisis handling
- ❖ **Skills required for Professional Social workers to Practice at settings:** • Assessment skills, • Communication Skills, • Advocacy and Leadership • Problem solving skills, • Critical thinking skills, • Respect for diversity, • Intervention skills, • Documentation skills, • Organizational skills, • Understanding of Human relations

Unit-4: Development Communication for Social work practice

16 hours

- **Meaning and major features of Development Communication:** Significance of Development Communication to Social Work Practice.
- **Techniques of Development Communication:** Information dissemination and education, behavior change, social marketing, social mobilization, media advocacy, communication for social change and community participation.
- **Street theatre:** Elements of street theatre scripting and choreography for development.
- Use of puppets, songs and folklore.
- **Development reporting:** Roles and responsibilities of a development reporter, ethics in reporting, specialized skills required and issues in development reporting.
- Role of Information, education, and communication (IEC) in making effective people's participation.

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Communication Research :	http://bit.ly/2DXhKVw
MOOC ICS (2013), :	What is communication?, https://www.youtube.com/watch?v=S7CN9Trw43w .
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SOFT CORE

Paper Code: 19009

DEVELOPMENT PARADIGMS FOR THE EMPOWERMENT OF THE MARGINALISED

Course Objective

(Total-64 hours)

By the end of this course, students will be able to:

- **Understand** the concepts of marginalisation, exclusion, and empowerment in the development context.
- **Analyse** various development paradigms and their implications for social justice.
- **Critically evaluate** policies and programs aimed at the upliftment of marginalised communities.
- **Identify** barriers to participation and strategies to overcome them.
- **Apply** participatory, rights-based, and community-driven approaches in field interventions.
- **Develop** skills to design, implement, and evaluate empowerment projects.
- **Integrate** social work values and ethics in working with marginalised groups.

Pedagogy

- **Interactive Lectures** – to explain theories, concepts, and paradigms of development.
- **Case Study Method** – analysis of successful empowerment initiatives.
- **Group Projects** – developing community-based development plans.
- **Participatory Workshops** – simulating community mobilisation and advocacy.
- **Field Visits** – to organisations and communities implementing empowerment programs.
- **Policy Analysis Sessions** – reviewing acts, schemes, and government initiatives.
- **Guest Lectures** – by activists, NGO leaders, and policy makers.
- **Multimedia Presentations** – on grassroots movements and campaigns.

Learning Outcomes

By the end of this course, students will be able to:

- **Explain** key concepts related to marginalisation and empowerment.
- **Compare and contrast** different development paradigms and their effectiveness.
- **Assess** the role of government, NGOs, and community-based organisations in empowerment.
- **Design** inclusive development projects tailored to the needs of marginalised groups.
- **Advocate** for policy reforms to address structural inequalities.

- **Demonstrate** participatory methods in planning and implementing programs.
- **Evaluate** the social, economic, and cultural impact of empowerment initiatives.

Course Content

Unit-1 Introduction

12 hours

- The concept of marginality, marginalization; Nature and types of marginalized communities in India
- Meaning of Social Exclusion and Social Exclusion of SCs, STs and OBCs
- Socio-economic indices of marginalization: Poverty, relative isolation, deprivation, exploitation, discrimination, educational backwardness; inequality.

Unit-2 Scheduled Castes/Dalits and Scheduled Tribes/Adivasis

26 hours

- Caste system in India: origin and nature: as described by Dr.B.R.Ambedkar
- Human development Index of dalits and Dalit development Index in India.
- Constitutional safeguards and Constitutional agencies working for their development.
- Need and Significance of Social work intervention in initiating the right based development for dalits.
- Contemporary Issues of Tribals/Adivasis.
- Constitutional and Legislative provisions for tribes
- Critical analysis of various Tribal development programmes in India.

Unit 3 OBC's and Minorities

14 hours

- Marginalization and Social exclusion of OBCs and Minority communities in India.
- Union and State Government programmes for OBCs and Minorities
- *Various commissions : Salient features for the upliftment of OBCs in Karnataka:*1. Miller Commission 2. Naganagowda Commission 3. Havanur Commission 4. Venkataswamy Commission 5. Chinappa Reddy Commission and 6. Karnataka State Backward Classes Commission.

- Ideologies, contributions of Basaveshvara towards the eradication of caste system in India.
- Ideologies, contributions of Jyotiba Phule on the educational development of Marginalised.
- Ideologies, contributions of Dr. B.R. Ambedkar on the marginalization of Dalits /OBC's and Minorities
- Ideologies, contributions of Ram Manohar Lohia on the marginalised communities in India.
- Significance of transforming ideologies of Sri Basaveswara, Jyotiba Phule, Ambedkar and Lohiya into professional practice as part of indigenous social work in India.

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Tribal Rights (2013)

Tribals & Indian Constitution's 5th Schedule,

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Study IQ education (2016),
Knowledge,

Important Tribes of India - Static General

SOFT CORE

Paper Code: 19010

PERSONAL AND PROFESSIONAL DEVELOPMENT

Objectives

(Total-64 hours)

- Understand self as a being, as one in the process of becoming and experience self-awareness.
- Examine own values and attitudes and explore choices made to express self in own environment.
- Develop positive life skills and practice self-help methods for integration and for stress reduction.

Pedagogy:

- **Lectures:** Core topics such as self-awareness, emotional intelligence, and professional values will be introduced through lectures, providing students with a theoretical foundation.
- **Self-Reflection Exercises:** Students will engage in guided self-reflection activities, such as SWOT analysis, Johari Window, and mindfulness exercises, to enhance self-awareness and understand their emotional and behavioral patterns.
- **Group Discussions:** Interactive discussions will allow students to explore personal values, attitudes, and choices while developing assertive communication and decision-making skills.
- **Workshops:** Practical workshops on life skills, stress reduction techniques, assertiveness, and emotional intelligence will provide hands-on learning experiences for students.
- **Role-Playing and Simulations:** Role-playing exercises will help students practice professional behaviors, coping mechanisms, and ethical decision-making in real-world social work scenarios.
- **Case Studies:** Analyzing case studies related to professional challenges, stress management, and ethical dilemmas will allow students to apply theoretical knowledge to practical situations.
- **Seminars and Presentations:** Students will present their insights on personal and professional growth topics, enhancing their skills in communicating with professional audiences and handling bureaucratic processes.
- **Field Practice:** Students will be encouraged to reflect on their field practice experiences, linking personal growth to their professional journey in social work.
- **Mindfulness and Stress Management Techniques:** Mindfulness practices and humor in social work will be emphasized as strategies for managing stress and maintaining work-life balance.

Course Outcomes:

- **Develop Self-Awareness and Self-Esteem:** Students will gain an understanding of their self-concept, self-esteem, and emotional intelligence, leading to enhanced self-awareness and self-acceptance.
- **Understand Emotional and Behavioral Patterns:** Students will be able to identify and address self-defeating behaviors, and learn techniques for emotional regulation, assertive communication, and making positive life choices.
- **Apply Personal Growth Techniques:** Students will acquire life skills for stress reduction and self-help, such as mindfulness, assertiveness, and time management, to improve their personal and professional lives.
- **Integrate Personal and Professional Growth:** Students will explore how their personal values, self-worth, and emotional well-being influence their professional practice, and understand how to merge personal growth with professional development.
- **Analyze Professional Ethics and Values:** Students will gain a deeper understanding of professional ethics and values in social work, learning to uphold these principles in their practice and making responsible ethical decisions.
- **Develop Skills for Professional Success:** Students will be able to effectively present themselves in professional settings, write for a professional audience, and navigate the challenges of bureaucracy while maintaining their social work identity.
- **Handle Professional Stress and Avoid Malpractice:** Students will learn stress management techniques and understand how to cope with professional challenges, avoid malpractice, and improve the public image of social work.
- **Enhance Creativity and Compassion in Practice:** Students will develop compassion, courage, and creativity as core values in their professional practice, understanding the balance between the "art" and "science" of social work.

Course Content

Unit-1	Concept of Self for Social workers	10 Hours
	➤ Concept of Self and Self-Awareness; Significance of understanding self; self-esteem, self- image and self-acceptance.	
	➤ Understanding one's own emotions and self-defeating behavior. Concept of Assertive Behaviour and Techniques for developing Assertive Behaviour.	

- Concept of Emotions, Emotional Intelligence, Techniques to enhance Emotional Intelligence.

Unit-2 Social work and Social worker 13 Hours

- The social work Domain, Social work and social functioning
- Social work's focus and Social work's sanction
- *Self-Analysis and Development:* Transactional Analysis; SWOT analysis; and Johari Window.
- Concept of Mindfulness, Significance of Mindfulness, and techniques to develop Mindfulness.
- Responsible use of time and money.

Unit-3 Merging person with profession and person's art with professions science 27 Hours

- Selecting Social work as a career and Social work as a life companion, The School to Job transition
- Earning a living as a social worker and acquiring a reputation
- The interplay of one's personal and professional lives
- Self-worth and self-image, physical and emotional wellbeing and intellectual growth as Professional Practitioners.
- Work-Life Balance of Social Workers.
- **Social workers as Artists**
Compassion, courage, professional relationship and creativity
Hopefulness, energy, judgment of personal values and professional styles
- **Social workers as scientists**
Knowledge regarding social phenomena, knowledge regarding social conditions and social problems
Knowledge regarding the social work profession and practice.

Hours

- Elements of Professional behaviour and using agency supervision
- Presenting to a Professional audience and writing to a professional audience
- Coping with bureaucracy, stress management and using Humour in Social work practice
- Making ethical decisions, avoiding malpractice suits, developing self-awareness and improving the social work image

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Atlantis	http://bit.ly/2DYVjzm
Journal of Social Work Values and Ethics	http://bit.ly/2EEJMX1

Social Work & Social Sciences Review <http://bit.ly/2GLZrVa>

European Scientific Journal <http://bit.ly/2E3c14s>

Paul Wright (2012), Personal & Available at
Professional Development, <https://www.youtube.com/watch?v=5F-IDLA9Zjc>

SOFT CORE

Paper Code: 19010

COUNSELLING THEORY AND PRACTICE

Objectives:

1. To understand counselling as a technique of professional service.
2. To know the types/forms of counselling and their application in practical situations.
3. To learn the process of counselling and the functions of counsellor.
4. To study the application of counselling in different settings/situations.
5. To analyse cases where counselling services are proved to be of immense help.

Pedagogy:

- **Lectures & Interactive Sessions:** Detailed lectures covering various counselling theories, approaches, and principles. Interactive sessions to facilitate discussions on real-life counselling scenarios and the role of counsellors.
- **Case Study Analysis:** Analysis of real and hypothetical case studies to illustrate the effectiveness of different counselling techniques. Students will examine cases where counselling was beneficial, understanding the application of various approaches in diverse contexts.
- **Role-Playing & Simulations:** Role-playing activities to simulate counselling sessions, providing students with practical experience in engaging with counselee's. Simulations to practice interviewing, listening, and observation skills in a controlled environment.
- **Group Discussions & Presentations:** Group discussions to explore ethical issues, principles of counselling, and challenges faced in different counselling settings. Students will present on specific topics, such as counselling methods in educational settings or crisis counselling.
- **Workshops & Guest Lectures:** Workshops on specific therapeutic techniques like Transactional Analysis or Rational-Emotive Behavioural Therapy (REBT). Guest lectures from experienced counsellors or psychologists to provide insights into the practical realities of the field.
- **Field Visits & Practical Exposure:** Field visits to counselling centres, schools, or rehabilitation centres to observe counselling in practice. Students may engage in mock counselling sessions under supervision to gain practical skills.

- **Assignments & Reflection Papers:** Assignments on comparing different counselling approaches, or reflecting on the role and traits of effective counsellors. Reflection papers on ethical dilemmas and culturally sensitive issues encountered in counselling practice.
- **Evaluation & Feedback:** Ongoing assessment through quizzes, case study analysis, role-plays, and assignments. Feedback sessions to help students identify strengths and areas for improvement in their counselling approach.

Course Outcomes:

- **Understand Counselling as a Professional Service:** Define and explain the nature, objectives, and scope of counselling in different settings. Differentiate between personal, telephonic, and online counselling, as well as understand the historical origins of the practice.
- **Identify and Apply Counselling Approaches:** Distinguish between directive, non-directive, and eclectic approaches to counselling, and apply each method in relevant scenarios. Analyse similarities and differences between psychotherapy and counselling to understand their distinct roles.
- **Demonstrate Knowledge of Professional Counselling:** Explain the principles of counselling and the factors that promote a successful counselling relationship. Identify the personal and professional qualities of effective counsellors, such as empathy, warmth, and self-awareness.
- **Conduct Effective Counselling Sessions:** Utilize various tools and techniques like interviewing, observation, and active listening during counselling sessions. Maintain professional records of counselling sessions and follow ethical standards.
- **Analyse and Address Ethical Issues:** Identify ethical concerns like dual relationships and involuntary clients and formulate strategies to navigate these challenges. Understand the limitations of counselling practices and apply ethical decision-making in culturally sensitive situations.
- **Apply Counselling Techniques in Diverse Situations:** Implement counselling strategies in varied settings, such as family and marriage counselling, school counselling, and crisis counselling. Demonstrate an understanding of specialized counselling services like substance abuse counselling, HIV counselling, and vocational counselling.
- **Evaluate the Effectiveness of Counselling:** Analyse case studies where counselling has been beneficial, assessing the impact of different techniques and approaches. Reflect on the role of the counsellor in providing support and guidance to individuals facing developmental, preventive, and therapeutic challenges.

Course Content

Unit I: Counselling and Approaches of Counselling

Counselling: Meaning, Definition, Nature, Objectives - Personal Counselling, Telephonic Counselling, On-line Counselling - Origin of Counselling - Types or Approaches of Counselling: Directive, Non-Directive and Eclectic Approaches - Individual and Group Counselling -Counselling Situations: Developmental, Preventive and Therapeutic Areas of Services.

Psychotherapy and Counselling: Similarities and Differences.

Unit II: Professional Aspects of Counselling

Principles of Counselling - Relationship between Counsellor and Counsellee; Importance and Factors that promote/hinder counselling relationship - Personal and Professional Requirements of Effective.

Counselor: Superior Intellectual Ability, and Power of Judgment; Interest in Persons as Individuals; Insight into One's Own Personality Characteristics and Sense of Humour; Tolerance; Ability to Establish Warm and Effective Relationship with Others; Methodological Work Habits and Flexibility;

Acceptance of Responsibility and Optimistic about the Outcome; Ethical Issues and Culturally Sensitive; Educated Person.

Therapeutic Traits of Counselors: Empathy, Genuineness, Respect, Self-disclosure, Warmth,

Concreteness, Confrontation, Potency, Self-actualization. - **Counselling Skills.**

Unit III: Process of Counselling and Ethical Issues and Approaches of Counselling

Process of Counselling: Phases of Counselling; Requirements and Methods of Conducting Counselling Sessions - Maintenance of Records.

Tools of Counselling: Interviewing, Observation, Listening, Professional Relationship.

Ethical Issues of Counselling: Unethical Practices: Client Dumping, Dual Relationship, Involuntary Client, Violation of Confidentiality.

Limitations of Counselling Practices.

Psychoanalytic, Person-Centered, Rational-Emotive, and Behavioural Approaches, Transactional Analysis. - Indigenous Approaches.

Unit IV: Counselling Practice in Different Areas/Situations

Family and Marriage Counselling; School Counselling; HIV Testing and Counselling; Family Planning

Counselling; Crisis Counselling; Bereavement Counselling; Substance Abuse Counselling; Employee Counselling; Counselling in Student Service Centers/Higher Education Institutions.

Counselling Services in Correctional Institutions, Family Courts, Adoption Centers, Respite Care, Short-stay Homes, Child Guidance Centers - Vocational Counselling – Help-line and Counselling Services. Case studies/Exercises on Counselling.

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| Todd Grande (2016), | Theories of Counseling - Psychoanalytic Therapy Available at https://www.youtube.com/watch?v=J3dF4gvK8wo |

HARD CORE

Title: SOCIAL WORK PRACTICUM-II

SOCIAL WORK CAMP AND ORGANIZATIONAL PLACEMENT

SOCIAL WORK CAMP

10-Day Rural / Tribal Community Camp Schedule for MSW Students

Day	Theme / Objective	Key Activities	Methods / Tools Used	Expected Learning Outcome
Day 1	Arrival & Orientation	Travel to village, campsite setup, meet Panchayat/tribal leaders, orientation	Group meeting, icebreaking	Understanding of camp purpose & local governance
Day 2	Community Profiling & Mapping	Transect walk, social & resource mapping	PRA tools, observation	Skill in resource mapping & community observation
Day 3	Household Survey & Rapport Building	Conduct socio-economic survey; informal interaction with families	Interview schedules, observation	Understanding demographics & livelihood patterns
Day 4	Participatory Need Assessment	Focus group discussions (women, youth, elders), collect data on local issues	PRA tools, FGD	Identifying felt needs & problems
Day 5	Health, Hygiene & Awareness Program	Organize health camp/cleanliness drive; awareness on sanitation or nutrition	Rally, street play, IEC materials	Experience in awareness generation & program planning
Day 6	Education & Child-Centered Activities	Games, drawing competitions, storytelling, awareness on schooling & child rights	Participatory methods, cultural tools	Child engagement & educational awareness
Day 7	Livelihood & Skills Workshop	Conduct training/interaction on income generation, SHG, govt. schemes	Expert talk, group discussion	Exposure to livelihood promotion & capacity building
Day 8	Cultural Exchange & Social Mobilization	Organize cultural evening with community, showcase local culture & student programs	Folk songs, skits, traditional games	Cultural sensitivity & social mobilization skills
Day 9	Feedback & Action Plan	Share camp observations, present suggested action plan to leaders	Village meeting, presentation	Experience in participatory planning & reporting
Day 10	Camp Valedictory & Departure	Reflective session, collect community feedback, submit token of gratitude	Group reflection, evaluation	Teamwork, evaluation & professional social work exposure

Reporting Formats

- Daily Diary Format (Date, Task, Method, Learning, Signature)
- Weekly Report Format (Summary of 5 days + Reflection)
- Final Report (Introduction, NGO Profile, 25-Day Summary, Learning Outcomes)

Evaluation Criteria

- Fieldwork attendance & punctuality – 20%
- Daily diary & weekly reports – 20%
- Participation & initiative in field – 20%
- Skill demonstration (casework, group work, awareness) – 20%
- Final report & presentation – 20%

Organisational Placement:

Provides an opportunity to experience day-to-day work in a setting. The learner gets involved with direct practice with the client system and with the on-going management operations of the setting. The time frame recommended for this experience is about **three (3) weeks**, after the first year of the post-graduate programme.

FIELD WORK PRACTICUM

1. Introduction

Field Work Practicum is an integral part of the MSW program. Placement in Non-Governmental Organizations (NGOs) enables students to gain hands-on experience in professional social work practice, understand NGO structure and functioning, and develop community organization, documentation, and intervention skills.

2. Objectives of NGO Field Work

- Understand the organizational structure, objectives, and programs of NGOs.
- Develop skills in community organization, awareness generation, and program implementation.
- Learn professional documentation, reporting, and evaluation methods.
- Enhance skills in group work, case work, and networking.
- Build a reflective and ethical social work practice approach.

3. Guidelines for Students

- Maintain a daily field diary with tasks and reflections.
- Follow agency rules, ethics, and confidentiality norms.
- Actively participate in programs, meetings, and community activities.
- Submit weekly reports to the fieldwork supervisor.
- Prepare a final report summarizing all activities and learnings.

FIELD WORK PRACTICUM MANUAL (25 DAYS) – NGOs

Day	Theme / Objective	Key Activities	Methods / Tools Used	Expected Learning Outcome
1	Orientation & Introduction	Meet staff, understand NGO policies, vision & mission	Orientation session	Understanding agency structure
2	Department/Program Familiarization	Visit different departments & ongoing projects	Observation	Knowledge of program functions
3	Community Visit	Field visit to project area & rapport building	Transect walk, informal talks	Initial community entry skill
4	Stakeholder Interaction	Meet community leaders, SHG members	Interview & interaction	Networking & communication
5	Documentation Training	Learn reporting & case documentation methods	Observation, practice	Professional documentation skills
6	Program Participation	Participate in ongoing awareness/program activity	Participation, IEC tools	Experience in awareness generation
7	Case Identification	Identify beneficiaries for case studies	Observation, interview	Case selection & assessment skill
8	Data Collection	Conduct household survey / beneficiary data collection	Questionnaire, FGD	Data collection & analytical skill
9	Case Work Practice	Start intervention with selected case	Interview, counseling	Case work exposure
10	Group Work Practice	Conduct small group session (women/youth/children)	Group discussion, role play	Facilitation & leadership skills
11	Program Implementation Support	Assist staff in organizing program	Coordination & field support	Planning & implementation experience
12	Community Awareness Activity	Organize rally/street play/workshop	Cultural & participatory methods	Community mobilization skills

13	Mid-Review & Reflection	Share learning with supervisor	Group reflection	Self-assessment & feedback
14	Livelihood/Skill Development Observation	Observe/assist in SHG/livelihood training	Observation	Exposure to income generation activities
15	Resource Mapping	Conduct resource mapping of community	PRA tools	Community assessment skill
16	Networking & Collaboration	Attend meeting with government/partner agencies	Observation & interaction	Understanding of NGO networking
17	Monitoring & Evaluation	Assist in project monitoring & reporting	Data compilation	Evaluation & analytical skill
18	Case Work Follow-up	Continue case intervention	Counseling & follow-up	Professional practice in casework
19	Exposure Visit	Visit another NGO/project	Field visit	Comparative learning & exposure
20	Beneficiary Feedback Collection	Collect feedback on program effectiveness	Interviews, survey	Evaluation skill
21	Group Work/Training Session	Plan & conduct a session with group	Workshop method	Skill in group facilitation
22	Final Case Documentation	Complete detailed case report	Documentation	Skill in professional reporting
23	Data Compilation & Report Drafting	Prepare draft field work report	MS Word/Excel	Analytical & documentation skills
24	Presentation to NGO Staff	Share key learnings & observations	Presentation	Professional presentation skills
25	Evaluation & Valedictory	Submit final report, receive feedback	Reflection session	Confidence & professional growth

5. Reporting Formats

- Daily Diary Format (Date, Task, Method, Learning, Signature)
- Weekly Report Format (Summary of 5 days + Reflection)
- Final Report (Introduction, NGO Profile, 25-Day Summary, Learning Outcomes)

6. Evaluation Criteria

- Fieldwork attendance & punctuality – 20%
- Daily diary & weekly reports – 20%
- Participation & initiative in field – 20%
- Skill demonstration (casework, group work, awareness) – 20%
- Final report & presentation – 20%

OPEN ELECIVES TO BE OFFERED TO THE OTHER DEPARTMENT

Paper Code: 19012

LIFE SKILLS FOR QUALITY LIVING

Course Objectives

(Total-52 hours)

By the end of this course, students will be able to:

1. **Understand** the concept, scope, and significance of life skills in quality living.
2. **Develop** self-awareness and self-management abilities for personal and professional effectiveness.
3. **Enhance** communication, interpersonal, and empathy skills.
4. **Apply** problem-solving and decision-making techniques in everyday situations.
5. **Practice** stress management and emotional regulation strategies.
6. **Foster** resilience, adaptability, and a growth mindset.
7. **Integrate** values, ethics, and cultural sensitivity into life skills practice.
8. **Promote** quality living through balanced lifestyle choices.

Pedagogy

- **Interactive Lectures** – introduction to life skills concepts and frameworks.
- **Experiential Activities** – self-reflection exercises, personality assessments.
- **Role Plays & Simulations** – practicing conflict resolution and assertive communication.
- **Group Discussions** – sharing personal challenges and coping mechanisms.
- **Case Studies** – analysing real-life examples of life skill applications.
- **Workshops** – on time management, stress reduction, and emotional intelligence.
- **Peer Learning** – collaborative tasks and feedback sessions.
- **Mindfulness Practices** – meditation, breathing exercises, and relaxation techniques.

Learning Outcomes

By the end of this course, students will be able to:

1. **Demonstrate** improved self-awareness and emotional intelligence.
2. **Communicate** effectively and resolve conflicts constructively.
3. **Apply** problem-solving and decision-making skills in diverse situations.
4. **Manage** stress, adapt to change, and maintain mental well-being.
5. **Build** healthy interpersonal relationships based on empathy and respect.
6. **Balance** personal, academic, and professional commitments for quality living.
7. **Empower** others to develop essential life skills for their own growth.

Unit-1 Social Skills and Negotiation Skills

13 Hours

- **Introduction of Life Skills:** Generic, Problem Specific and Area Specific Skills
- **Self-Awareness:** Definition, Types of Self - Self Concept, Body Image, Self Esteem - Techniques used for Self-Awareness: Johari Window, SWOT Analysis
- *Empathy*; Sympathy, Empathy & Altruism

Unit-2 Thinking Skills

12 Hours

- *Effective Communication*; Definition, Functions, Models, Barriers
- *Interpersonal Relationship*; Definition, Factors affecting Relationships
- Critical Thinking - Definition, Nature, Stages
- *Creative Thinking*; Nature, Elements of Thought - Types of Thinking - Concept Formation, Creative Reasoning.

Unit-3 Coping Skills

13 Hours

- *Problem Solving*; Definition, steps in Problem Solving - Factors Influencing Problem Solving

Decision Making; Definition, Process, Need - Consequences, Models of Decision Making - Goal Setting

Coping with Emotions; Definition, Characteristics, Types - Classification: Wheel Model, Two-Dimensional Approach - Coping Strategies
- Coping with Stress - Definition, Stressors - Sources of Stress - The General Adaptive Syndrome Model of Stress - Coping Strategies

Unit-4 Life skills adaptability

14 Hours

- Need and importance of life skill education in institution and non-institutional settings
Life Skills to Deal with Suicide and Abuse
- Physical and Sexual Abuse of children; Issues and concerns - Life Skills for preventing and coping with abuse
- Depression; Common Symptoms of depression - Life Skills to prevent depression
- Suicide; Concept, suicidal ideation - Myths and warning signs about suicide - Life Skills to avoid suicidal ideation

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OPEN ELECTIVES TO BE OFFERED TO THE OTHER DEPARTMENT

HARD CORE

Paper Code: 19013

SOCIAL ENTREPRENEURSHIP AND SUSTAINABLE DEVELOPMENT

Course Objectives

(Total-64 hours)

By the end of this course, students will be able to:

1. **Understand** the concept, scope, and significance of social entrepreneurship.
2. **Analyse** the relationship between social entrepreneurship and sustainable development.
3. **Identify** community needs and design innovative solutions with social impact.
4. **Evaluate** various social business models and their effectiveness.
5. **Apply** entrepreneurial strategies to promote social change and environmental sustainability.
6. **Develop** a business plan for a social enterprise addressing a specific social or environmental challenge.
7. **Integrate** ethical considerations and social work values into entrepreneurial practices.
8. **Assess** the role of policy, funding, and partnerships in scaling social enterprises.

Pedagogy

- **Lectures & Conceptual Discussions** – covering theories and principles of social entrepreneurship and sustainability.
- **Case Study Analysis** – reviewing successful social enterprises globally and in India.
- **Field Exposure** – visits to social enterprises and interaction with founders.
- **Project-Based Learning** – designing a business model for a sustainable social enterprise.
- **Workshops** – on business planning, funding strategies, and impact measurement.
- **Simulation Exercises** – pitching social enterprise ideas to panels.
- **Collaborative Learning** – peer review and group projects.
- **Guest Lectures** – by social entrepreneurs, investors, and sustainability experts.

Learning Outcomes

By the end of this course, students will be able to:

1. **Explain** the principles and practices of social entrepreneurship.
2. **Link** entrepreneurial initiatives with sustainable development goals.
3. **Conduct** need assessments for community-based social enterprises.
4. **Design** innovative, sustainable, and scalable social enterprise models.
5. **Prepare** viable business plans incorporating social and environmental objectives.
6. **Measure** the social impact and sustainability of an enterprise.
7. **Collaborate** effectively with stakeholders for enterprise success.
8. **Promote** ethical entrepreneurship aligned with social justice and environmental stewardship.

Course Content

Unit-1	Meaning and Nature of Sustainable Development	26 Hours
	<ul style="list-style-type: none">• Sustainable Development: Concept, Nature, Goals and Characteristics.• History and Significance of Sustainable Development.• Issues of Sustainable Development.• Sustainable Development in a Globalizing world.• Significance of sustainable technologies in social development• Different perspectives of Sustainable Development• Dimensions of Sustainable Development – Environment, Agriculture, Energy, Industries.• Protecting and managing the Natural Resource base of Sustainable Development.• Roles and Responsibilities of Civil Society Organization, Media, N.G.O's, Educational Institutions and people based Organizations in Sustainable Development.• The Initiative standards, challenges and strategies for the better Sustainable Development.	
Unit-2	Social Entrepreneurship	13 Hours
	<ul style="list-style-type: none">• Introduction to Social Entrepreneurship: Concept, Nature and scope.• Management of Social Entrepreneurial Organizations.• Key issues in Social Entrepreneurship.• Entrepreneurial Characteristics.• Entrepreneurial outcome, Current theories of Entrepreneurship.	
Unit-3	Business and Social Entrepreneurship	13 Hours
	<ul style="list-style-type: none">• Difference between a Business and Social Entrepreneurship.• Perspectives on Social Entrepreneurship – Academic and Practitioner's view, Case Studies and Profile of social entrepreneurs.• <i>Funding social ventures</i>: Strategies for success• Sustainable funding sources: Earned income• Traditional funding sources• Social investment funding sources• Investing in a social venture• Relationship building with donors and investors	

- UNA: Sustainable development goals 2015-30
- Salient features of 17 sustainable goals
- Role of social worker in understanding and in implementation of sustainable developmental goals.

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THIRD SEMESTER

HARD CORE

Paper Code: 19014

SOCIAL POLICY, PLANNING AND DEVELOPMENT

INTRODUCTION

(Total-50 hours)

The course introduces the learner as to how policy is a link between Constitutional Principles, Development Plans, Legislative and Executive Actions. The analysis of these processes is to enable utilization of the knowledge to improve Social Work practice.

Further, it provides a critical and analytical framework to understand key concepts, development processes and current issues, pertaining to different parts of the world, with specific reference to India. This course is expected to provide the Social Work students with a context for micro-level interventions.

Course Objectives

By the end of this course, students will be able to:

1. **Understand** the concept, scope, and significance of social policy in national development.
2. **Analyse** the relationship between policy, planning, and development processes.
3. **Identify** key policies related to health, education, employment, poverty alleviation, and social justice in India.
4. **Evaluate** policy formulation, implementation, and impact assessment processes.
5. **Examine** different models and approaches to social planning and development.
6. **Apply** participatory approaches to policy and development planning in community contexts.
7. **Integrate** social work perspectives into policy advocacy and planning.
8. **Assess** the role of international agencies and frameworks in shaping national development agendas.

Pedagogy

- **Lectures & Interactive Discussions** – conceptual frameworks of social policy, planning, and development.
- **Case Studies** – analysing real-world policies and development projects.
- **Policy Analysis Exercises** – reviewing and critiquing government policies.
- **Group Work** – preparing development plans for hypothetical or real community settings.
- **Workshops** – on policy drafting, monitoring, and evaluation.
- **Field Visits** – to government departments, NGOs, and development agencies.
- **Guest Lectures** – from policymakers, planners, and social activists.
- **Simulation Activities** – role-playing policy negotiations and planning meetings.

Learning Outcomes

By the end of this course, students will be able to:

1. **Explain** the theoretical and practical aspects of social policy and planning.
2. **Identify** major policies and their implications for social development.
3. **Critically analyse** the effectiveness of existing policies and programs.
4. **Design** community-based development plans using participatory approaches.
5. **Advocate** for policy changes that promote equity and social justice.
6. **Collaborate** with stakeholders in planning and development initiatives.
7. **Evaluate** the social impact of policy interventions.
8. **Incorporate** social work values and ethics into policy and planning practices.

Course Content

UNIT I

12 hours

Social Policy and Constitution: Concept of social policy, sectoral policies and social services - Relationship between social policy and social development-Values underlying social policy and planning based on the Constitutional provisions (i.e. the Directive Principles of State Policy and Fundamental Rights) and the Human Rights - Different models of social policy and their applicability to the Indian situation.

UNIT II

12 hours

Sectoral Social Policies in India: Evolution of social policy in India in a historical perspective-Different sectoral policies and their implementation, e.g. Policies concerning

education, health, social welfare, women, children, welfare of backward classes, social security, housing, youth, population and family welfare, environment and ecology, urban and rural development, tribal development and poverty alleviation.

UNIT III

14 hours

Social Planning: Concept of social planning - Scope of social planning - the popular restricted view as planning for social services and the wider view as inclusive of all sectoral planning to achieve the goals of social development - Indian planning in a historical perspective - The Constitutional position of planning in India. The legal status of the Planning Commission - Coordination between Centre and State, need for decentralization - Panchayath Raj - people participation.

UNIT IV

12 hours

Social Development: Concept of social development - Current debates on development - Approaches to development - Development indicators.

Social Development in India: The historical and social context of development in India - Demographic transitions - Rural development: Agrarian and land reforms; Green Revolution -Industrialization and urban development - Labour relations-Gender issues - Environmental issues (land, water, forest) - Education - Health.

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Recommended Journals / Periodicals

Alternatives; Development and Change; Economic and Political Weekly.

to provide the Social Work students with a context for micro-level interventions.

Soft Core

Paper Code: 19019

LEGAL SYSTEM IN INDIA

INTRODUCTION

(Total-64 hours)

The course is to help learners understand the legal system and procedures in India. It supports understanding the processes in public interest litigation and develops skills for the same.

Course Objectives

By the end of this course, students will be able to:

1. **Understand** the structure, functioning, and principles of the Indian legal system.
2. **Explain** the constitutional provisions related to rights, duties, and governance.
3. **Identify** key laws related to social welfare, human rights, and marginalized groups.
4. **Analyse** the role of the judiciary, legislature, and executive in law-making and implementation.
5. **Evaluate** the effectiveness of legal provisions in addressing social problems.
6. **Apply** legal knowledge to social work practice and advocacy.
7. **Foster** a rights-based approach in community interventions.
8. **Promote** legal awareness and empowerment among vulnerable communities.

Pedagogy

- **Lectures & Thematic Discussions** – on legal principles, constitutional law, and statutory provisions.
- **Case Law Analysis** – review of landmark judgments relevant to social issues.
- **Field Visits** – to courts, legal aid clinics, and human rights commissions.
- **Workshops** – on filing complaints, using RTI, and accessing legal aid.
- **Simulation Exercises** – mock trials and role-plays on advocacy.
- **Guest Lectures** – from legal experts, lawyers, and judges.
- **Group Presentations** – on specific legislations and their social impact.
- **Problem-Solving Sessions** – applying laws to real-life case scenarios.

Learning Outcomes

By the end of this course, students will be able to:

1. **Describe** the structure and functions of the Indian legal system.
2. **Interpret** constitutional rights and duties in the context of social work.
3. **Identify and explain** key laws relevant to marginalized and vulnerable groups.
4. **Critically assess** the role of legal institutions in promoting social justice.
5. **Use** legal tools and processes to support community empowerment.
6. **Advocate** for policy and legal reforms to address social inequalities.
7. **Collaborate** with legal professionals to protect and promote human rights.

Course Content

UNIT I

16 hours

Social Justice: Meaning, Concept, and provision for Social Justice in Indian Constitution.

Jurisprudence : Concept and principles of jurisprudence in India.

Process of framing legislations in the Assembly and Parliament.

Social legislation: Meaning, definitions and concept. Social justice as an essential basis of social legislations; Social legislations in a welfare state with special reference to India.

Rights : Concept and definitions of Rights; types of Rights; Rights of women and children; Rights of Scheduled Castes and Scheduled Tribes; Rights of accused and offender under Constitution of India.

Indian Penal Code and Criminal Procedure Code.

UNIT II

16 hours

Division of Law: Substantive Law and Procedural Law.

Legislations pertaining to Social Institutions: Marriage, divorce, maintenance of spouse, adoption.

Legislations for prevention of Crime and Deviance: Indian Penal Code (relevant chapters like of Offences against Public Tranquility, of Offences affecting the Public Health, Safety, Convenience, of Decency and Morals, of Offences relating to Religion, of Offences affecting the Human Body, of Offences relating to Marriage, of Cruelty by Husband or Relatives of Husband)

Legislations pertaining to women.

UNIT III

18 hours

Criminal Justice System in India:

Police: Structure, powers and functions and their role in maintaining peace and order in the society.

Prosecution: Meaning, structure, its role in criminal justice, trial participation.

Judiciary: Supreme Court, High Court-Constitution of Supreme Court and High Court:

Powers and functions.

Sub-ordinate Courts-District Sessions Court, Magistrate Courts, and other subordinate courts.

Constitution and functions of National Human Rights Commission, Women's Commission, Minority Commission.

Constitutional Remedies – I

Habeas Corpus, Mandamus, Prohibitions, Quo Warranto, Certioraris, Injunctions.

UNIT IV

14 hours

Correction and Correctional Laws: Corrective measures as per Criminal Procedure Code, Probation of Offenders Act, Juvenile Justice (Care and Protection of Children) Act.

Legal Aid : Concept of legal-aid, history of legal-aid, persons needing legal-aid, legal-aid schemes.

Lok Adalat: Concept and Practice.

Public Interest Litigation: Meaning, Concept, Process and Problems. Right to Information Act-Provisions and implementation.

Role of Social Worker: Social Work intervention, need, methods.

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Hard Core

Paper Code: 19019

Social work with rural community

Course Objectives

By the end of the course, students will be able to:

- Understand the socio-economic, cultural, and political realities of rural communities in India.
- Apply social work methods and skills for rural development and empowerment.
- Design and implement community-based interventions addressing rural issues.
- Engage in participatory approaches for sustainable rural transformation.

Pedagogical Approaches

- **Lectures & Discussions** – Foundation concepts & theories.
- **Case Studies** – Analysis of real rural development projects.
- **Field Visits** – Direct exposure to rural communities.
- **Group Projects** – Designing small-scale interventions.
- **Role Play & Simulation** – Practicing community mobilization.
- **Guest Lectures** – Experts from NGOs, Panchayati Raj Institutions, rural entrepreneurs.
- **Reflection Journals** – Weekly entries connecting theory to practice.

Learning Outcomes

After completing this course, students will be able to:

- Analyze rural social structures, institutions, and issues with a critical lens.
- Apply participatory and rights-based approaches in rural social work.
- Design and implement sustainable rural development projects.
- Demonstrate skills in community mobilization, networking, and advocacy.
- Reflect critically on their own role as change agents in rural contexts.

Course Content

Unit 1: Rural Society and Development – Foundations

- Rural community – concept, characteristics, and typologies.
- Socio-cultural systems: caste, family, kinship, religion, and traditional leadership.
- Rural–urban relationships and the migration interface.
- Theories of rural development: modernization, dependency, participatory, Gandhian.
- Role of Panchayati Raj and 73rd Constitutional Amendment.
- Historical evolution of rural development in India.
- **Field Component:** Visit a Gram Panchayat meeting; prepare observation notes.

Unit 2: Rural Issues, Problems, and Policy Responses

- Poverty, unemployment, and disguised unemployment in agriculture.
- Gender inequality, child labour, and illiteracy.
- Health issues – malnutrition, communicable diseases, lack of health infrastructure.
- Climate change, drought, farmer distress, and indebtedness.
- Infrastructure gaps – roads, electricity, internet connectivity.
- Government programs: MGNREGA, PMGSY, NRLM, PM-KISAN, Jal Jeevan Mission, etc.
- Rural entrepreneurship and digital rural economy.
- **Field Component:** Conduct a household survey to identify the top three issues in a village.

Unit 3: Social Work Practice in Rural Areas

- Social work methods in rural development – casework, group work, community organization.
- Participatory Rural Appraisal (PRA) – mapping, seasonal calendars, transect walks.
- Needs assessment and asset-based community development.
- Mobilization and leadership in rural settings.
- Collaboration with NGOs, SHGs, cooperatives, and Farmer Producer Organizations.
- Rights-based approach and advocacy in rural development.
- **Field Component:** PRA exercise in a village; prepare a needs and resource map.

Unit 4: Designing & Implementing Rural Social Work Interventions

- Steps in project cycle management – identification, planning, implementation, monitoring, evaluation, exit.
- Livelihood promotion – microfinance, skill training, market linkages.
- Education interventions – literacy drives, school retention programs.
- Health and sanitation – awareness campaigns, preventive healthcare initiatives.
- Sustainable agriculture and eco-friendly rural development.
- Scaling up and ensuring sustainability.
- **Field Component:** Design a micro-project and execute a pilot intervention.

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Hard Core

Paper Code: 19019

SOCIAL WORK WITH TRIBAL COMMUNITIES.

Course Objectives

By the end of this course, students will be able to:

1. **Understand** the socio-cultural, economic, and political characteristics of tribal communities in India.
2. **Analyse** the historical and contemporary issues affecting tribal populations, including displacement, exploitation, and loss of identity.
3. **Examine** the constitutional provisions, laws, and policies for tribal welfare and rights protection.
4. **Identify** sustainable development models suited to tribal contexts.
5. **Apply** culturally sensitive and participatory social work interventions in tribal communities.
6. **Advocate** for tribal rights and social justice through policy engagement.
7. **Evaluate** government and NGO programs aimed at tribal development.
8. **Integrate** indigenous knowledge systems into community development practices.

Pedagogy

- **Lectures & Interactive Discussions** – on tribal culture, social structures, and policy frameworks.
- **Case Studies** – successful tribal empowerment projects and failures.
- **Field Visits** – to tribal areas, community-based organizations, and government offices.
- **Workshops** – on participatory rural appraisal (PRA) and community mobilization.
- **Guest Lectures** – from tribal leaders, anthropologists, and activists.
- **Audio-Visual Documentation** – viewing and analyzing documentaries on tribal issues.
- **Group Projects** – preparing action plans for tribal development.
- **Experiential Learning** – living or working in tribal communities for short durations to gain first-hand experience.

Learning Outcomes

By the end of this course, students will be able to:

1. **Describe** the diversity and unique features of tribal communities in India.
2. **Critically analyse** the socio-economic challenges faced by tribal populations.
3. **Interpret** legal and policy frameworks protecting tribal rights.
4. **Design** culturally appropriate and sustainable development interventions.
5. **Advocate** for tribal issues at local, national, and international forums.
6. **Collaborate** effectively with tribal communities for participatory development.
7. **Integrate** indigenous practices into social work approaches.
8. **Evaluate** the impact of government and NGO programs in tribal areas.

Course Content

UNIT I: Understanding Tribal Communities in India – Historical and Socio-cultural

Perspectives

Tribe in relation to caste and nation - Nature and Characteristics of Primitive Cultures- Tribes in India and their ecological distribution. Emerging Trends in Tribal Social Institutions - Family and Kinship Systems, Caste Structure, Economic Structure, Political organisations. Characteristics of Tribal Society - Economic, Social, Political and Cultural Problems of Tribal Life.

Diversity and classification of tribal groups, Tribal identity and self-perception, Indigenous knowledge systems and traditional resource management, Impact of modernization and globalization on tribal life, The role of tribes in India's pluralistic society, □ Traditional knowledge systems, governance, and socio-economic practices, Contemporary challenges: marginalization, displacement, and identity issues.

Unit 2: Socio-Economic and Political Issues of Tribal Communities

- Demographic and economic profile of tribal communities
- Poverty, land alienation, displacement, and livelihoods
- Education, health, nutrition, and sanitation in tribal areas
- Gender and social stratification within tribal communities
- Political representation, governance, and tribal autonomy
- Impact of development projects: Mining, dams, industrialization
- Tribal rights and the role of tribal movements

Unit 3: Legal and Policy Frameworks for Tribal Welfare in India

- Constitutional provisions: Article 244, 275, and Fifth & Sixth Schedules
- Forest Rights Act (2006) and Land Rights
- PESA Act (1996) – Panchayats Extension to Scheduled Areas
- Tribal Sub-Plan and development schemes

- Role of Ministry of Tribal Affairs and tribal welfare institutions
- Challenges in policy implementation and monitoring
- Role of NGOs and international agencies in tribal development
- Role of Panchayats and traditional tribal governance.
- Contemporary debates on tribal autonomy and self-governance.

Unit 4: Social Work Practice and Community Development with Tribal Populations

- Principles of culturally sensitive social work with tribal communities
- Participatory rural appraisal and community mobilization techniques
- Designing and implementing tribal community development programs
- Use of indigenous resources and knowledge in social work practice
- Capacity building, leadership development, and empowerment strategies
- Mental health and trauma-informed care in tribal settings
- Case studies of successful tribal social work interventions in India

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Hard Core

Paper Code: 19019

PUBLIC HEALTH AND HEALTHCARE ADMINISTRATION

Course Objectives

By the end of this course, students will be able to:

1. **Understand** the principles, scope, and functions of public health.
2. **Analyse** the structure and functioning of healthcare systems in India and globally.
3. **Identify** major public health issues and determinants of health.
4. **Examine** health policies, programs, and legislation relevant to healthcare delivery.
5. **Develop** skills in planning, implementing, and managing healthcare programs.
6. **Apply** social work approaches in health settings to improve service accessibility.
7. **Evaluate** health programs using monitoring and assessment tools.
8. **Promote** community participation in health planning and disease prevention.

Pedagogy

- **Lectures & Class Discussions** – on public health theory, healthcare systems, and policy analysis.
- **Case Studies** – on health programs, epidemics, and successful interventions.
- **Field Visits** – to hospitals, primary health centers, public health laboratories, and NGOs.
- **Workshops** – on health communication, disaster preparedness, and program planning.
- **Guest Lectures** – by public health officials, hospital administrators, and policy experts.
- **Simulation Exercises** – developing and presenting healthcare action plans.
- **Problem-Based Learning (PBL)** – solving real-life health service delivery challenges.
- **Community Engagement Projects** – organizing health awareness and screening programs.

Learning Outcomes

By the end of this course, students will be able to:

1. **Explain** the concepts, scope, and importance of public health.
2. **Describe** the structure and functions of healthcare systems in India.
3. **Analyse** public health problems using epidemiological data.
4. **Interpret** health policies and laws in relation to social work practice.
5. **Plan and manage** health programs effectively with community involvement.
6. **Evaluate** health interventions for efficiency, equity, and effectiveness.
7. **Advocate** for equitable and accessible healthcare services.
8. **Integrate** social work values into healthcare administration to address health disparities.

Course Content:

UNIT-I. Health

Concept, Meaning, Definition, Dimensions of Health, Concepts of Wellbeing, Determinants of Health. Changing perspective of health care: Traditional health care system of India Vs Modern health care system. Role of Heredity and Environment in Health.

UNIT-II. Public Health

Rationale, Meaning, Definition and Scope of public health. Models of community health Institutional and Non-institutional. Process and Practice, Principles of health care. Goals of Public health programmes – Preventive, Promotive, Curative and Rehabilitative.

Public Health Policies and Programmes National health policies and programmes and its impact. National Mental Health Policy 1982, National Health Bill (NCBI) 2009, National Population Policy 2000, Mental Health Act, 1987, The Persons with Disabilities (Equal Opportunities, Protection of Rights and full Participation) Act, 1995, National Mental Health Programme. Current Health Schemes in India.

UNIT-III. Public Health Administration in India.

Healthcare Administration: structure and functions-Health care delivery system Centre, State, District, Taluka and Village level. Health Education, Maternal and Child Healthcare Services, Integrated Child Development Services (ICDS) Scheme, Health and Hygiene, Nutrition and Health. NRHM & NUHM. Information, Education and Communication,(IEC) in Health Care.

UNIT-IV. Social Work Interventions in Public Health

Application of Social Work methods and techniques for achieving the community health needs in the country. Role of Social Workers in training the healthcare service providers (teachers, parents, NGOs, Local Volunteers and traditional healers with reference to their contribution to community health). Contributions of National and International

Organisations towards achieving the goal of community health programmes. Social Action and Advocacy in the field of health.

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SOFT CORE

Paper Code: 19017

MEDICAL SOCIAL WORK

(Total-60 hours)

Course Objectives

By the end of this course, students will be able to:

1. **Understand** the scope, principles, and functions of medical social work.
2. **Analyse** the psychosocial impact of illness, disability, and hospitalization.
3. **Identify** roles and responsibilities of medical social workers in multidisciplinary healthcare teams.
4. **Apply** counselling and casework skills in medical settings.
5. **Assist** patients and families in accessing healthcare, rehabilitation, and welfare services.
6. **Promote** patient advocacy and rights within healthcare institutions.
7. **Address** ethical and cultural considerations in medical social work practice.
8. **Evaluate** the effectiveness of social work interventions in medical contexts.

Pedagogy

- **Lectures & Class Discussions** – concepts, principles, and case illustrations.
- **Case Studies** – on chronic illness, disability, mental health, and terminal illness.
- **Field Practicum** – in hospitals, clinics, and rehabilitation centers.
- **Workshops** – on counselling skills, patient communication, and ethical practice.
- **Role Plays & Simulations** – handling difficult conversations and crisis interventions.
- **Guest Lectures** – from hospital administrators, doctors, and senior medical social workers.
- **Community Health Projects** – health camps, awareness programs, and patient support groups.
- **Reflective Journals** – documenting field experiences and learning.

Learning Outcomes

By the end of this course, students will be able to:

1. **Describe** the scope, principles, and ethics of medical social work.
2. **Assess** the psychosocial needs of patients and families in different medical settings.
3. **Provide** counselling and crisis intervention services in healthcare contexts.
4. **Collaborate** effectively with healthcare teams for patient care planning.
5. **Facilitate** access to rehabilitation, welfare schemes, and community resources.
6. **Advocate** for patients' rights, dignity, and quality of care.
7. **Apply** culturally sensitive approaches in medical social work practice.
8. **Evaluate** the outcomes of social work interventions in hospital and community settings.

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Course Content

Unit 1 Meaning and definitions of Medical Social work 18 hours

- **Introduction:** Meaning, definition, nature and scope of medical social work.
- Historical development of Medical Social Work in India and Abroad
- Hospital as a formal organization – Goals, technology – Structure and functions
- Social and emotional components associated with various chronic diseases like Tuberculosis, Diabetes, Hypertension, Cancer, Sexually Transmitted Diseases, and HIV/AIDS (with brief information about clinical features, symptoms and medical treatment of these diseases).
- Concept of patient as a person: Hospitalization of patient – impact on family. Need and methods for the involvement of family in treatment process

Unit 2 Impact of chronic diseases and role of social workers 14 hours

- Concept of-Acute illness, chronic illness, terminal illness, disability, impairment and handicaps.
- Impact of chronic diseases on the family, disabilities associated with chronic diseases,
- Role of social work in the treatment, after care and rehabilitation of patient and his/her family. Palliative Care.
- Organisation and administration of Medical Social Work in hospitals, multidisciplinary approach and Importance of teamwork.

Unit 3 Community Health 14 hours

- Community Health: Meaning, definition & objectives of community health programmes: Role of social worker in the management of healthy environment and community health.
- Organization and administration of medical social work departments in hospitals & clinics.
- Application of various methods of social work in health settings towards helping patients / individuals.

Unit 4 Medical Camps 14 hours

- Medical Camps – meaning and objectives.
- History of medical camps – agencies involved in Medical Camps.

- Role of Social Workers in organizing medical camps in rural and urban areas.
Medical Social Work practice in different settings.

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HARD CORE

Paper Code: 19016

HUMAN RESOURCE MANAGEMENT

The main objective of this course is to prepare young graduates for management and administrative positions in various industrial, business, governmental/non-governmental organizations and service sector organisations., with a Social Work approach.

Objectives

(Total-64 hours)

By the end of this course, students will be able to:

1. **Understand** the concepts, functions, and importance of HRM in various sectors.
2. **Analyse** human behavior and organizational dynamics in the workplace.
3. **Apply** HR planning, recruitment, and selection techniques.
4. **Develop** strategies for employee training, development, and retention.
5. **Assess** performance appraisal systems and motivational approaches.
6. **Interpret** labor laws and ethical principles relevant to HRM.
7. **Manage** employee relations and conflict resolution effectively.
8. **Integrate** HRM practices for social service and developmental organizations.

Pedagogy

- **Interactive Lectures** – core concepts and case illustrations.
- **Case Studies** – HR challenges in corporate, NGO, and government sectors.
- **Role Plays** – interviews, appraisals, conflict resolution scenarios.
- **Workshops** – on soft skills, leadership, and HR analytics.
- **Group Projects** – developing HR manuals or training modules.
- **Guest Lectures** – from HR professionals in industry and non-profit sectors.
- **Field Visits** – to HR departments in various organizations.
- **Problem-Based Learning** – solving real HRM issues in organizations.

Learning Outcomes

By the end of this course, students will be able to:

1. **Describe** the scope, principles, and processes of HRM.
2. **Design** effective recruitment, selection, and induction programs.
3. **Implement** employee training, development, and retention strategies.
4. **Evaluate** performance management systems and suggest improvements.
5. **Interpret** and apply relevant labor laws in HR practices.
6. **Manage** employee relations, grievances, and workplace conflicts.
7. **Apply** HRM concepts to enhance organizational productivity and employee well-being.
8. **Adapt** HRM strategies to the needs of welfare and developmental organizations.

Course Content

UNIT I

15 hours

Human Resource Management: Concepts, scope, philosophy and objectives; Evolution; Approaches, Structure and Functions; Line and staff relations of HRM; HRM Model. Hierarchy, formal and informal structure, Organization chart/reporting structure.

Human Resource Planning : Concepts and objectives; Human resource inventory ; Human resource planning process : job analysis and evaluation ; job description; job specification; job design; career planning and career paths; succession planning.

UNIT II

15 hours

Talent Acquisition: Goals; policies, sources and methods. Talent Acquisition Tests, Theories and issues in psychological testing, Intelligence testing—theoretical background, Aptitude Testing, Personality Assessment, MBTI. Interviews and Group Discussion. Selection: Concepts and process. Placement, Induction, orientation and socializing the new employees. Probation and Confirmation.

Mobility of talent – concept, management and issues pertaining to promotion, transfer, separation.

Employee Engagement and Talent retention: Concept, importance and methods.

UNIT III

17 hours

Compensation Management: Factors influencing compensation plans and policies; Job evaluation-Fixation of salary, components of salary. Pay for

performance– Performance-based Incentive Schemes, Employee Stock Option Plan, Compensation survey/review.

Performance Management: Performance Management System, Bell Curve, feedback system, immediate feedback system.

Human Resource Information System (HRIS). Audit system in Industry (HR & EHS). HR Outsourcing. HR Accounting and Auditing. Employee Exit Formalities.

UNIT IV

17 hours

Strategic Human Resource Management (SHRM) : Business strategy and organizational capability, **SHRM:** aligning HR with Corporate strategy, Strategic HR planning and Development, Change Management and restructuring and SHRM, Corporate Ethics, Values and SHRM, Competencies of HR professional in SHRM scenario.

Occupational social work: Meaning, scope and nature. Employee Assistance Programmes: evolution, nature, scope, philosophy, models, services, current trends and scope in India – role of social workers in the workplace.

- Recent Trends in HRM (HR Analytics, Artificial Intelligence, Machine Learning, Industry 4.0, Right sizing, Work-life balance, Anti-Sexual Harassment Policy and Practice, Controlling HR Costs).

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HARD CORE

Paper Code: 19018

INDUSTRIAL RELATIONS AND LABOUR LEGISLATIONS

Objectives

(Total-64 hours)

Course Objectives

By the end of this course, students will be able to:

1. **Understand** the nature, scope, and importance of industrial relations.
2. **Analyse** the roles of employers, workers, trade unions, and government in IR systems.
3. **Interpret** the provisions of major labour laws in India.
4. **Examine** the causes and resolution mechanisms of industrial disputes.
5. **Evaluate** collective bargaining, workers' participation, and grievance redressal systems.
6. **Apply** labour welfare principles in industrial settings.
7. **Promote** compliance with labour legislations and ethical workplace practices.
8. **Adapt** IR approaches to the needs of both organized and unorganized sectors.

Pedagogy (Teaching–Learning Methods)

- **Lectures & Discussions** – on IR theories, dispute resolution, and legal frameworks.
- **Case Studies** – landmark labour disputes and legislation impacts.
- **Role Plays** – collective bargaining, grievance handling, conciliation.
- **Workshops** – on labour law compliance and documentation.
- **Guest Lectures** – from labour commissioners, trade union leaders, and HR managers.
- **Field Visits** – to labour courts, industrial establishments, and trade union offices.
- **Group Projects** – drafting industrial agreements or labour welfare policies.
- **Simulation Exercises** – mock conciliation or arbitration sessions.

Learning Outcomes

By the end of this course, students will be able to:

1. **Explain** the concepts, functions, and importance of industrial relations.
2. **Analyse** the dynamics of employer–employee–government relationships.

3. **Interpret** key provisions of major labour legislations.
4. **Apply** dispute resolution mechanisms effectively in industrial settings.
5. **Facilitate** collective bargaining and workers' participation processes.
6. **Ensure** compliance with labour welfare measures and legal obligations.
7. **Handle** industrial disputes using negotiation, mediation, and arbitration skills.
8. **Adapt** IR strategies for diverse sectors and changing labour market conditions.

Unit-1 Introduction to Industrial Relations:

15 Hours

- Concept, Definitions, Philosophy and Principles of Industrial Relations.
- Issues related to employees in organized and unorganized sector.
- Employee relations with special reference to occupation, safety, health, environment and education.

Analysis of the Term

- Industry, Industrial Dispute, Industrial Discipline, Misconduct, Disciplinary Proceedings.
- Domestic Enquiry: Contents and Process, Principles of Natural Justice,
- Tribunal; Discharge/Dismissal. Collective Bargaining: Definitions, Characteristics, Critical Issues in Collective Bargaining.
- Worker Participation in Management – Concept, Forms and Determinants of Workers

Unit-2 Historical perspectives of Labour Legislation:

04 hours

- History and development of labour legislation in India. Labor in Indian constitution.
- Classification of labour legislation.

Unit-3 Salient features of legislations related to welfare and working conditions:

15 hours

- The Factories Act, 1948
- The Karnataka shops and commercial Establishment Act, 1961
- The Contract Labour (Abolition & Regulation) Act, 1971
- The Plantation Labour Act, 1951
- The Indian Mines Act, 1952

Unit-4 Salient features of wage Legislations and Industrial Relations legislations: 15 hours Wage
Legislations

- The Payment of Wages Act, 1936
- The Minimum Wages Act, 1948
- The Payment of Bonus Act, 1965

Industrial Relations Legislations

- The Industrial Employment (Standing Orders) Act, 1946
- The Industrial Disputes Act, 1947
- The Trade Unions Act, 1926

Salient features of social security legislations:

15 hours

- The Employees State Insurance Act, 1948
- The Workmen's Compensation Act, 1923
- The Payment of Gratuity Act, 1972
- The Provident Fund Act, 1952
- The Maternity Benefit Act.1961

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OPEN ELECIVES TO BE OFFERED TO THE OTHER DEPARTMENT

Paper Code: 19020

MENTAL HEALTH AND COUNSELLING

Objectives:

(Total-64 hours)

By the end of this course, students will be able to:

- **Understand** the concept, scope, and determinants of mental health across the lifespan.
- **Recognize** major mental health disorders, their causes, symptoms, and impacts on individuals, families, and communities.
- **Acquire** knowledge of counselling theories, approaches, and ethical principles.
- **Develop** essential counselling skills for building rapport, effective communication, and problem-solving.
- **Apply** culturally sensitive and evidence-based counselling interventions for diverse populations.
- **Evaluate** psychosocial issues and plan appropriate interventions or referrals.
- **Promote** mental health awareness, prevention, and stigma reduction in community settings.
- **Collaborate** with multidisciplinary mental health teams and service agencies.

Pedagogy

- **Interactive Lectures & Multimedia Presentations** – to introduce theories, concepts, and models.
- **Case Study Analysis** – for real-world application of diagnosis and intervention planning.
- **Role Play & Simulation Exercises** – to practice counselling skills in a safe environment.
- **Peer Counselling Practice** – supervised sessions to build confidence and refine techniques.
- **Guest Lectures** – by clinical psychologists, psychiatrists, and experienced counsellors.
- **Field Visits** – to mental health facilities, rehabilitation centers, and NGOs working in the sector.
- **Reflective Journals** – weekly entries documenting skill development and self-awareness.
- **Workshops** – on stress management, suicide prevention, and trauma-informed care.
- **Supervised Practicum** – guided fieldwork where students engage with clients under professional supervision

Course Learning Outcomes

By the end of this course, students will be able to:

- **Explain** the concepts, scope, and importance of mental health in individual and community well-being.
- **Identify** signs, symptoms, and risk factors of common mental health disorders.
- **Apply** basic counselling skills such as active listening, empathy, rapport building, and problem clarification.
- **Demonstrate** competence in using appropriate counselling approaches (e.g., person-centered, cognitive-behavioural, crisis intervention) for diverse populations.
- **Assess** psychosocial factors affecting mental health and suggest suitable interventions or referrals.
- **Integrate** ethical standards, confidentiality, and cultural sensitivity into counselling practice.
- **Collaborate** with multidisciplinary teams for mental health promotion and rehabilitation.
- **Plan and implement** community-based mental health awareness and prevention programs

Course Content

Unit -1 Introduction to Mental Health 12 Hours

- Definition of Mental Health.
- Characteristics of the mentally healthy person.
- Factors influencing Mental Health.

Unit- 2 Theories of Mental Health 13 Hours

- Behavioural Theory, Cognitive Theory. Psychodynamic Theory.
- Stress, Life Cycles Stages and Mental Health promotion.

Unit - 3 Mental Health Disorders 13 Hours

- Substance Use Disorders, Schizophrenia, Mood Disorders and Anxiety Disorders: causes, effects on patient and on the family, treatment modalities.

Unit - 4: Counselling Approaches and Settings 26 Hours

- Principles, Skills and techniques of counselling.

- Individual Counselling, Group Counselling and Family Counselling.
- Approaches of counselling.
- Use and application of counselling; Schools, Colleges, Child Guidance Centres, Family Counselling Centres, Career Counselling Centres, Hospital based Counselling and Industrial Counselling.

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Queens U Be Well (2013), What is Mental Health? with Dr. Mike Condra, Available at <https://www.youtube.com/watch?v=aNQBdIMM3mQ>

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OPEN ELECTIVES TO BE OFFERED TO THE OTHER DEPARTMENT

Paper Code: 19021

MANAGEMENT OF NON-GOVERNMENTAL ORGANIZATIONS

INTRODUCTION

(Total-64 hours)

This course aims at introducing students to the concepts and principles involved in managing non-profit organizations particularly NGOs.

Course Objectives

By the end of this course, students will be able to:

1. **Understand** the nature, scope, and functions of NGOs in development work.
2. **Analyse** the legal and policy frameworks governing NGOs in India and globally.
3. **Apply** principles of strategic planning, project management, and resource mobilization in NGOs.
4. **Design** effective financial management and accountability systems.
5. **Manage** human resources and volunteer programs in NGOs.
6. **Implement** monitoring, evaluation, and impact assessment tools.
7. **Promote** participatory approaches in NGO governance and program implementation.
8. **Develop** sustainability strategies, including networking and advocacy skills.

Pedagogy

- **Lectures & Interactive Discussions** – concepts, governance models, and NGO case studies.
- **Workshops** – on project proposal writing, grant management, and M&E tools.
- **Case Studies** – best practices and challenges in NGO management.
- **Group Assignments** – designing an NGO strategic plan or fundraising campaign.
- **Guest Lectures** – from NGO founders, CSR heads, and development experts.
- **Role Plays** – donor-NGO negotiations, advocacy presentations.
- **Field Visits** – to NGOs working in health, education, livelihood, and environment.
- **Simulation Exercises** – mock board meetings and policy advocacy campaigns.

Learning Outcomes

By the end of this course, students will be able to:

1. **Describe** the role and types of NGOs in development.
2. **Interpret** legal and administrative requirements for NGO registration and functioning.
3. **Prepare** project proposals and fundraising strategies for NGOs.
4. **Apply** principles of financial accountability and transparency in NGO operations.
5. **Manage** NGO human resources, including volunteers and community workers.
6. **Conduct** monitoring, evaluation, and impact assessments effectively.

7. **Engage** in networking, partnerships, and advocacy for policy change.
8. **Integrate** ethical and participatory principles in NGO management.

Course Content

UNIT I

12 hours

Non Profits as Organisational Entities: Non-profits as modern organizational forms- NGOs as non profit organizations involved in development work - common denominators and overlaps in business, public and non- profit managements - legal – procedure and establishment of NGOs- rational structure of non-profits organisation - trusts, societies and companies special reference to The Indian Trust Act 1882, Societies Registration Act – 1860 and Companies Act – 1956.

UNIT II

14 hours

Organisational Design: Vision, Mission and Goals of NGOs - matching intervention paradigms with mission and vision – transforming vision and mission into action – Role of Strategic Planning - Operational goals, Programmes and Projects – Fund raising and grants Proposals, Division of responsibility, competent authority and power relations – Planning, Decision-making - Participation, empowerment, teamwork and ownership Voluntarism, Individual Autonomy and Organisational accountability, Transparency and Stakeholder Accountability - Knowledge generation and management - Leadership styles suited for NGOs – and staff development.

UNIT III

18 hours

NGOs Environment: Interfacing with community and community based organizations – CBOs challenges and essential conditions, NGOs-State relationship - Critical collaboration and autonomy - Managing and maintaining donors constituency – Other NGOs and CBOs - Networking, Partnering, Collaborating, etc. – Relating to market and business-NGI- Corporate relationship.

NGO Capacity Building - Building the competencies in NGOs - Identification and procurement of right competencies, Training and development and performance appraisal – Organisational – techno - managerial capacity, Capacity for independence and autonomy and capacity for learning and change.

Resource Management for Non- Profits: Resource Mobilisation for NGO - Non-financial resource, natural resources, physical resources in the form of common property - Human capital resources and social capital, Financial resource – Institutional and non-institutional sources of funding - National and International Fund-raising strategies - Foreign contributions - Statutory obligations under FCRA Act - 2010.

Accounting for Non- Profit Organisations: Basic accounting principles and concepts- Preparation and analysis of financial statements- Ratio analysis, cash flow and fund flow analysis, Closing Books, - Responsibility accounting, performance budgeting and zero base budgeting; Financial Management: Investment, Financing – Management of working capital, Short term and Long term Investment planning Budget, Resource allocation, operation and monitoring, evolutionary and report.

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HARD CORE

FIELD WORK PRACTICUM - IV (CONCURRENT FIELD WORK AND CASE STUDIES)

Concurrent Field Work: Concurrent practice learning of two-days a week - on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in specialization related agencies or in communities to initiate and participate in direct service delivery. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work. The faculty supervisors would assist students to prepare a plan of action for the respective semester field work activities in consultation with agency supervisors. Further, faculty supervisors shall facilitate students to adopt intervention field work in collaboration with agency/development organisations. The agency/ community/ setting shall continue for practice of field work in next semester too.

Concurrent Field Work - 25 Visits Manual (Human Resource Management)

Day	Visit Objective	Key Activities	Methods/Tools Used	Learning Outcome
1	Orientation to HR Department	Meet HR staff, understand structure	Orientation session	Understanding HR roles and hierarchy
2	HR Policies & Procedures	Review HR manual and policies	Document review	Knowledge of HR compliance
3	Recruitment Process	Observe job posting & screening	Observation	Steps in recruitment
4	Interview Process	Assist in candidate scheduling	Practical assistance	Interview coordination skills
5	Employee Onboarding	Participate in induction program	Observation, facilitation	Employee integration process

6	Training Needs Assessment	Interview staff for training needs	Survey, interviews	Identify training gaps
7	Training Program Delivery	Assist in delivering training	Co-facilitation	Training delivery techniques
8	Performance Appraisal	Observe appraisal meeting	Observation	Understanding performance management
9	Employee Welfare Activities	Visit welfare facilities	Field visit	Awareness of welfare schemes
10	Grievance Handling	Observe grievance redressal	Case observation	Conflict resolution in HRM
11	Industrial Relations	Attend union meeting	Observation	Understanding labor relations
12	HR Documentation	Review personnel files	Desk review	HR record management
13	Payroll Management	Assist in payroll processing	Hands-on practice	Salary computation skills
14	Government Schemes	Learn about EPF, ESI, maternity benefits	Document review	Social security knowledge
15	Occupational Health & Safety	Visit workplace safety arrangements	Observation	Workplace safety compliance
16	HR Technology	Explore HRMS software	Practical demo	Digital HR tools knowledge
17	Diversity & Inclusion	Attend D&I awareness session	Observation, discussion	Inclusive workplace strategies
18	Employee Engagement	Organize team-building activity	Event facilitation	Boosting employee morale
19	Exit Interviews	Observe exit interview process	Observation	Employee separation insights
20	HR Metrics &	Analyze HR data for	Data analysis	Decision-making with

	Analytics	trends		HR analytics
21	CSR Initiatives	Participate in CSR activity	Field visit	Link between HR and CSR
22	Workforce Planning	Assist in manpower planning	Discussion, observation	Forecasting HR needs
23	Legal Compliance	Review labor law compliance	Document review	Legal framework knowledge
24	Reflection Session	Discuss learning with HR mentor	Presentation	Self-assessment and feedback
25	Final Review & Closure	Exit meeting with HR team	Group discussion	Summary of HRM learning experience

Concurrent Field Work - 25 Visits Manual

(Psychiatric Social Work)

Day	Visit Objective	Key Activities	Methods/Tools Used	Learning Outcome
1	Orientation & Policy Briefing	Introduction to psychiatric unit + recent govt policies	Orientation session	Understanding new NMHP & policy directions
2	Digital Psychiatry Tools	Learn about telepsychiatry platforms	Demo, observation	Awareness of tech-enabled service delivery
3	Case History & EHR	Take psychosocial histories using electronic records	Structured interviews, EHR entry	Tech-based documentation
4	Mental Status Examination	Conduct & document MSE digitally	Observation, guided practice	Efficient symptom recording
5	Multidisciplinary Team Role	Attend team meeting with psychiatrist, psychologist, social worker	Case discussion	Collaborative care skills
6	Trauma Counseling	Observe PTSD-focused counseling	Observation, debrief	Trauma-informed care
7	Group Therapy	Assist in anxiety/depression coping groups	Participant observation	Group facilitation skills
8	Crisis Hotline	Learn about suicide prevention helplines	Shadow call handlers	Crisis communication techniques
9	Rehabilitation & Skill Training	Visit psychiatric rehab with digital skill courses	Observation, interaction	Vocational recovery models
10	Family Psychoeducation	Co-facilitate online family education session	Group session, IEC material	Family engagement skills
11	Substance Use Rehabilitation	Visit integrated addiction recovery program	Observation	Holistic care for SUD
12	Child & Adolescent Psychiatry	Observe play therapy + digital learning supports	Observation, interaction	Child-centered intervention
13	Workplace Mental Health	Visit corporate wellness program	Observation, interviews	Workplace psychosocial support
14	Geriatric Psychiatry	Observe dementia support groups (online & offline)	Case interaction	Elderly mental health awareness

15	Psychiatric Emergencies	ER-based psychiatric intervention observation	Real-time case shadowing	Emergency response protocols
16	Occupational Therapy	Participate in therapy integrating digital tools	Practical activity	Functional recovery approaches
17	Psychoeducation in Schools	Conduct awareness session in rural school	Role play, IEC	Mental health promotion for youth
18	Govt Schemes & Disability Benefits	Learn online registration for disability certificate	Portal navigation	Linking clients to welfare benefits
19	Research Methods in Psychiatry	Assist in survey for mental health prevalence	Questionnaire, data entry	Research application skills
20	Outpatient Follow-up	Participate in hybrid (in-person + tele) follow-ups	Interaction, case notes	Continuity of care
21	Community Outreach	Join mobile mental health van visit	Field observation	Rural service delivery
22	NGO & Peer Support Groups	Visit peer-led recovery group	Observation, participation	Peer-based recovery models
23	Mental Health Awareness Event	Organize community campaign	Event coordination	Advocacy skills
24	Reflection & Supervision	Share field learning with mentor	Reflective journaling	Professional growth
25	Closure & Evaluation	Final report & feedback session	Presentation	Consolidated field skills

Concurrent Field Work - 25 Visits Manual

(Community Setting in Social Work)

Day	Visit Objective	Key Activities	Methods/Tools Used	Learning Outcome
1	Orientation to Field Work	Introduction to placement agency, policies, staff roles	Orientation session, site tour	Understanding institutional roles and functions
2	Social Policy Analysis	Study a recent national/state welfare policy	Desk review, discussion	Policy interpretation skills
3	Panchayat Governance	Attend Grama Sabha	Observation, note-taking	Rural governance structure
4	Tribal Welfare Department Visit	Learn about tribal development schemes	Interviews, observation	Awareness of tribal policies
5	Legal Aid Centre	Observe free legal service provision	Case observation, interviews	Legal rights awareness
6	Policy Implementation Review	Assess implementation of MGNREGA	Field interviews, data review	Linking policy with ground realities
7	Rural Needs Assessment	Conduct social mapping	PRA tools, community interaction	Community profiling skills
8	Tribal Cultural Study	Document tribal traditions impacting welfare	Interviews, photography	Cultural sensitivity
9	Court Visit	Observe court proceedings	Observation, case records	Legal procedures understanding
10	Development Planning	Participate in block-level planning meeting	Observation, group discussion	Planning process exposure
11	SHG Meeting	Engage with	Group	Women's

		women's self-help group	facilitation	empowerment process
12	Tribal Education Centre	Visit Ashram school	Observation, teacher interviews	Tribal education challenges
13	Police Station Visit	Learn role of police in community disputes	Observation, interaction	Law enforcement–community linkages
14	Mid-Term Reflection	Discuss progress with supervisor	Review meeting	Self-assessment
15	Urban Policy Impact	Study urban housing policy in slum area	Interviews, observation	Urban policy evaluation
16	Rural Health Program	Visit PHC/Anganwadi	Observation, records review	Rural health infrastructure knowledge
17	Tribal Livelihoods	Visit a tribal artisan cooperative	Observation, interviews	Livelihood promotion methods
18	Legal Literacy Workshop	Assist in conducting awareness program	IEC distribution, facilitation	Communication of legal rights
19	District Planning Office	Learn about district development plan	Interviews, document review	Policy–planning integration
20	Gram Panchayat Social Audit	Observe MGNREGA audit	Observation, note-taking	Transparency in governance
21	Tribal Women Leadership	Attend meeting of tribal women leaders	Group facilitation	Grassroots leadership skills
22	Juvenile Justice Board Visit	Learn about child legal protection	Observation, interaction	Child rights in legal system
23	Development NGO Visit	Study NGO's role in implementing government policy	Observation, interviews	NGO–policy linkages
24	Final Reflection	Prepare final report for supervisor	Report writing, presentation	Synthesis of learning
25	Closure Meeting	Meet stakeholders, share feedback	Group discussion	Rapport building & exit process

FOURTH SEMESTER

SOFT CORE

Paper Code: 19019

Disaster Management and Rehabilitative Services

Course Objectives

By the end of the course, students will be able to:

1. Understand the **concepts, types, and phases** of disasters (natural and human-made).
2. Examine the **social, economic, and psychological impact** of disasters on individuals, families, and communities.
3. Analyze **policies, laws, and institutional frameworks** related to disaster risk reduction (DRR) and rehabilitation in India.
4. Develop **skills in planning, coordination, and execution** of relief, recovery, and rehabilitation programmes.
5. Apply **social work principles** to disaster preparedness, crisis intervention, trauma counseling, and community resilience building.
6. Critically assess **case studies** of disaster management practices from local, national, and global perspectives.

Pedagogy

A **blended, practice-oriented** approach:

1. **Lectures & Interactive Discussions** – Conceptual understanding, theoretical frameworks.
2. **Case Study Analysis** – Tsunami, floods, earthquakes, pandemics, industrial disasters.
3. **Simulation Exercises & Role Play** – Emergency response drills, mock disaster response.
4. **Field Visits** – Disaster-affected areas, rehabilitation centres, emergency operation centres.
5. **Guest Lectures** – Experts from NDRF, NGOs, UN agencies, and government bodies.
6. **Workshops & Group Projects** – Community-based disaster preparedness plans.
7. **Documentary/Film Screening** – Visual learning of past disasters and recovery processes.
8. **Participatory Rural Appraisal (PRA) Tools** – For community risk assessment.

Learning Outcomes

After completing this course, students will be able to:

1. **Knowledge** – Demonstrate an in-depth understanding of disaster typologies, vulnerabilities, and resilience mechanisms.
2. **Analytical Skills** – Evaluate the effectiveness of disaster management policies, programmes, and interventions.
3. **Practical Skills** – Design and implement community-level disaster preparedness and rehabilitation plans.
4. **Counseling & Support Skills** – Provide psychosocial support to survivors, including trauma management.
5. **Coordination Skills** – Work effectively with government agencies, NGOs, and community networks during emergencies.
6. **Ethical & Cultural Sensitivity** – Address the needs of vulnerable groups (children, elderly, women, persons with disabilities) in culturally appropriate ways.
7. **Documentation & Reporting** – Prepare professional disaster assessment, monitoring, and evaluation reports.

Course Content

UNIT I

Disasters: Concept, types, and types of disasters. Impact of disasters on vulnerable communities. Disaster Management: Definition and process; importance of disaster management in the present environmental scenario.

UNIT II

Disaster Prevention and Preparedness: Vulnerability analysis, hazard mapping, community-based disaster preparedness programmes, public awareness and education; first-aid training, civil defense training.

Scope of disaster related interventions, intervention during disaster impact stage, trauma counseling and crisis intervention, post disaster management.

Damage assessment and long-term rehabilitation and reconstruction, networking and co-ordination between government, NGOs, donor agencies, local bodies, police, military etc.

Institutions and Instruments in Disaster Response: Administration of relief in India - National, state, district and local levels; Disaster related legislations and policies.

UNIT III

Concept and importance of disaster mental health - Development of disaster mental health and psychosocial care and support in India. Psychosocial problems among survivors.

Techniques of psychosocial care: Principles psychosocial care - Basic techniques of psychosocial care – spectrum of care – psychosocial care in each phase of disaster - holistic care for survivors – working with vulnerable groups. Guidelines on Psychosocial Support and Mental Health Services in Disaster.

UNIT V

History, philosophy and principles of psycho-social rehabilitation. Psycho-social rehabilitation during disaster situations. Practice of Social work methods in the process of rehabilitation: Case work, group work, community organisation, research, administration and social action.

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HARD CORE

Paper Code: 19017

Social Work with Urban Communities

Course Objectives

By the end of the course, students will be able to:

1. Understand the **nature, structure, and dynamics** of urban communities in India.
2. Examine the **social, economic, and environmental challenges** in urban areas (slums, homelessness, migration, unemployment, urban poverty).
3. Analyze **policies, programmes, and legal frameworks** related to urban development and governance.
4. Learn **community organization and participatory approaches** for addressing urban issues.
5. Apply **social work methods** in urban settings for empowerment, advocacy, and sustainable development.
6. Develop skills to **network with stakeholders** (municipal bodies, NGOs, CBOs, and private sector) for urban community welfare.

Pedagogy

1. **Lectures & Interactive Discussions** – Urban sociology, social problems, policy frameworks.
2. **Case Studies** – Slum redevelopment, urban livelihood projects, housing rights movements.
3. **Field Visits** – Slums, urban homeless shelters, municipal wards, community centres.
4. **Participatory Urban Appraisal (PUA) Exercises** – Mapping resources, needs, and challenges.
5. **Workshops** – Skill-building in advocacy, community mobilization, and participatory planning.
6. **Guest Lectures** – Urban planners, municipal officials, NGO workers, social activists.
7. **Group Projects** – Designing an intervention plan for a specific urban issue.
8. **Audio-Visual Learning** – Documentaries on urban development, gentrification, and poverty.

Learning Outcomes

After completing this course, students will be able to:

1. **Knowledge** – Demonstrate understanding of urbanization trends, challenges, and governance structures.
2. **Analytical Skills** – Critically assess urban development programmes and their social impact.
3. **Practical Skills** – Plan and implement community-based projects in urban settings.
4. **Advocacy Skills** – Promote policies and practices that address urban inequalities and social justice.
5. **Networking Abilities** – Collaborate with multiple stakeholders for community welfare.

6. **Cultural Sensitivity** – Engage with diverse populations in urban spaces, respecting their socio-cultural contexts.
7. **Documentation Skills** – Prepare urban community profiles, need assessments, and project reports.

Course Content

UNIT I : Urban Communities and Urbanization

Urban Communities: Types and features • Historical formulation of urbanization: level of urbanization and urban infrastructure in India • Causes and consequences of urbanization and unplanned urban growth • Slum: concept, factors contributing to slum development, consequences and issues around evictions and relocation.

UNIT II : Urban Poor

Urban poor: Identity location • Challenges and options for the urban poor: Right to food security, housing and livelihood. Urban basic services for the poor, the privatization process and its impact on the urban poor and the marginalized with specific reference to sanitation, health and water • Issues of citizenship and differential treatment by the state-powerless citizenry, denial of rights-exclusion and inclusion

UNIT III :

Urban Development Policies and Programmes • Urban planning: features and contours, various models • 74th constitutional amendment and the role of urban local bodies • Urban development policies and programmes in India, especially on housing, livelihood, health and sanitation

Emerging Concerns • Urban Reforms and impacts on the poor development thrust and direction of the Indian state: The need for a national urban policy • Informal economy: Concept, Trends and challenges • Strategies of Local economic development and urban poverty alleviation schemes

UNIT IV :

Participation, Action and Advocacy • Urban community Development: Concepts and theories • People's participation: Concept, importance, scope and problems • Social action and advocacy in urban development: Public distribution systems - acts and reforms, right to information and accountability • Civil society organizations and initiatives for urban community development • Case studies of best practices.

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HARD CORE

Paper Code: 19017

Social Work with Vulnerable Sections

(Social Work with Women, Children and Differently Abled)

Course Objectives

By the end of this course, students will be able to:

1. Understand the social construction of gender and analyze factors influencing women's status in India.
2. Critically examine the issues faced by women and girl children in social, cultural, and economic contexts.
3. Explore the concepts, processes, and support systems related to women's empowerment and rights.
4. Gain knowledge of child welfare, protection laws, and national and international frameworks for children's development.
5. Understand disability from medical, social, and rights-based perspectives and evaluate policies and programs for differently abled persons.
6. Develop professional skills in social work interventions with women, children, and differently abled groups through rights-based and empowerment approaches.

Pedagogy (Teaching–Learning Methods)

- **Interactive Lectures & Discussions:** Conceptual clarity and analytical understanding.
- **Case Studies & Problem-Solving Exercises:** Real-life illustrations of issues affecting women, children, and differently abled.
- **Field Visits & Practicum:** Exposure to organizations, rehabilitation centers, and child welfare institutions.
- **Guest Lectures & Expert Talks:** Perspectives from activists, legal experts, practitioners, and policy makers.
- **Participatory Learning:** Group discussions, debates, and role plays on social issues.
- **Audio-Visual Resources:** Documentaries, films, and multimedia resources to enhance experiential learning.
- **Student-Led Presentations & Projects:** Encourage critical thinking and research skills.

Learning Outcomes

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

1. Explain the concepts of gender, discrimination, and social construction of women's status in India.
2. Critically analyze women's issues and evaluate empowerment strategies and support systems.
3. Demonstrate knowledge of child rights, protection laws, and welfare programs at national and international levels.

4. Assess challenges faced by differently abled persons and evaluate rehabilitation, inclusion, and empowerment approaches.
5. Apply social work methods and interventions in working with women, children, and differently abled populations.
6. Develop sensitivity, advocacy skills, and a rights-based perspective in professional social work practice.

UNIT I: Social Construction of Gender (16 Hours)

- Status of Women in India, Factors affecting status of women.
- Sex and Gender, Gender Discrimination, Gender Stereotyping, Gender Roles, Gender Perspective, Gender Analysis.
- Issues Related to Female Children and Women: Female Foeticide, Female Infanticide, Sex Ratio, Child Marriage, Child Labour, Dowry, Divorce, Widowhood, Commercial Sex Work, Domestic Violence, Problems of Elderly Women, Problems of Single Women/Single Parents.

UNIT II: Women Empowerment and Support Systems (15 Hours)

- Women empowerment: Concepts and philosophy, changing situation of women development and empowerment in India, Global scenario and Women movements.
- Women and Law: Marriage Acts, Property Rights, Protection from Trafficking, Maternity Benefits, Equal Remuneration as empowering tools.
- Support systems for women: Constitutional provisions and government policies.
- Social Work with Women: Strategies and approaches.

UNIT III: Social Work with Children (17 Hours)

- Child: Definitions and Concepts.
- Early Childhood Care and Education (ECCE): Historical Development and Importance.
- Issues related to children in India.
- Constitutional Provisions for Children in India.
- Legislations pertaining to Child Care and Protection in India.
- Convention on the Rights of the Child (CRC): Features, development in India and Consequences.
- Ministry of Women and Child Development: Roles and Functions at Central and State Levels.
- Salient Features of ICDS, SSA, NRHM, and ICPS.

UNIT IV: Social Work with Differently Abled (16 Hours)

- Concept and Definition: Disability, Impairment, Handicap.
- Models of Disability: Medical, Social, Rights-based approach.
- Classification and Types of Disabilities (Physical, Intellectual, Sensory, Multiple).
- Problems and Challenges of Persons with Disabilities in India: Education, Employment, Accessibility, Stigma and Discrimination.

- Constitutional Provisions and Legal Framework: Rights of Persons with Disabilities Act (RPWD) 2016, National Trust Act, Mental Healthcare Act.
- Policies and Programs for Persons with Disabilities in India: Schemes, Institutions, Rehabilitation Services.
- Role of Social Workers in Rehabilitation and Empowerment of Differently Abled.
- Inclusive Education and Community-based Rehabilitation (CBR).

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Mental Health and Psychiatric Social Work

Course Objectives

The course aims to:

- Introduce the concepts of mental health, mental illness, and psychiatric social work.
- Examine the historical development of psychiatric social work in India and globally.
- Provide an understanding of major psychiatric disorders, their causes, symptoms, and management.
- Familiarize students with mental health policies, legislations, and service delivery systems in India.
- Develop skills in psychiatric social work methods—case work, group work, family interventions, and rehabilitation.
- Strengthen students' capacity for psychosocial assessments, counseling, crisis intervention, and rehabilitation of individuals with mental health problems.
- Equip students to work in multidisciplinary teams and advocate for rights-based mental health care.

Pedagogy

- **Interactive Lectures & Discussions:** Conceptual understanding of mental health and psychiatric disorders.
- **Case Studies & Clinical Exposure:** Observation of psychiatric cases in hospitals/clinics.
- **Field Practicum:** Placement in mental health institutions, rehabilitation centers, or NGOs.
- **Guest Lectures:** Mental health professionals, psychiatrists, and psychiatric social workers.
- **Workshops & Demonstrations:** Counseling skills, psychosocial interventions, and therapeutic techniques.
- **Role Plays & Simulations:** Practice of counseling, crisis intervention, and family therapy.
- **Audio-Visual Learning:** Documentaries and films on mental health and psychosocial issues.
- **Research Projects:** Small studies on mental health needs, stigma, or community mental health programs.

Learning Outcomes

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

- Explain the concepts of mental health, illness, and psychiatric social work.
- Describe the classification of psychiatric disorders and their psychosocial implications.
- Apply psychosocial assessment, counseling, and case management in mental health settings.
- Analyze the role of social workers in multidisciplinary mental health teams.

- Evaluate mental health policies, legislations, and programs in India.
- Provide psychosocial support to individuals, families, and groups affected by mental illness.
- Design community-based mental health awareness and intervention programs.
- Advocate for the rights and inclusion of persons with mental illness in society.

Unit -1 Mental Health

Definition of Mental Health, Characteristics of the mentally healthy person, Factors influencing Mental Health.

- Theories of Mental Health: Behavioural Theory, Cognitive Theory. Psychodynamic Theory.
- Stress, Life Cycles Stages and Mental Health promotion.
- Mental Health Disorders: Substance Use Disorders, Schizophrenia, Mood Disorders and Anxiety Disorders: causes, effects on patient and on the family, treatment modalities.
- Community Mental Health (CMH): Meaning, definition, nature and objectives of CM. Health, Goals of CMH:
- Prevention of mental illness and prevention of mental health. Brief information about CMH, services available in India.

Unit 2 **Meaning and concepts of Psychiatric Social work;**

14 hours

Introduction: Meaning, Definition, nature, objective and scope of psychiatry social work; Historical development of psychiatric social work in India and Abroad.

Brief information about common psychiatric disorders prevalent among adults, aged and children: The clinical features, symptoms and causes of the same (As per ICD 11 guidelines and DSM V).

Unit 3	Counseling and Psychotherapy in Psychiatric Social work;
hours	

14

Introduction to Psychiatric Management: Counseling and Psychotherapy:

Importance of Counseling and Psychotherapy in treatment process of psychiatric illness

- Various psychotherapies in brief: Client centered therapy. Group therapy Psycho education, marital and family therapy, Behaviour modification techniques. Occupational therapy and recreational therapy.
- Role of Psychiatric Social Worker : enabler, facilitator, counselor, therapist, educator and placement officer.
- Application of various methods in the field.

Unit 4

National Mental Health Programmes in India – Scope of Psychiatric

Social work Practice; Salient features of Mental Health Act, 1986. 20 hrs District Mental Health Programme, Centers of Excellence in Mental Health, Salient features including amendments of various acts in India, Mental Health Act, 1987 The Mental Health care Act, 2017.

Rehabilitation Council of India Act 1992, People with Disabilities Act 1995, National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act. 1999.

Psychiatric Social Work in special settings, Child Mental Health, De-addiction Clinics, Crisis Intervention Clinics, Geriatric clinic.

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HARD CORE

Paper Code: 19017

Social Defense and Gerontological Social Work

Course Objectives

By the end of this course, students will be able to:

- Understand the concept, scope, and relevance of social defence in contemporary society.
- Examine the role of governmental measures and social work interventions in addressing issues of marginalized groups and substance abuse.
- Develop knowledge of gerontological social work, theories of aging, and practical interventions for empowering elderly populations.
- Explore different care settings, policies, legal safeguards, and social security schemes for the elderly.
- Apply social work methods and professional skills in the planning, implementation, and evaluation of interventions for marginalized and elderly groups.

Pedagogy

- **Lectures & Interactive Discussions** – to build conceptual clarity.
- **Case Study Analysis** – real-world examples of marginalized groups and elderly care.
- **Field Visits / Practicum** – visits to old-age homes, geriatric wards, and rehabilitation centers.
- **Role Plays & Simulations** – to develop empathy and intervention skills.
- **Seminars & Group Presentations** – for collaborative learning.
- **Guest Lectures** – experts from NISD, NGOs, and senior citizen forums.
- **Assignments & Project Work** – research-based and community-focused tasks.

Learning Outcomes

After successful completion of this course, students will be able to:

- Define and explain the concept of social defence and the role of NISD in policy and practice.
- Analyze governmental measures and social work interventions for marginalized groups and substance abuse cases.
- Apply theories of aging and social work methods in designing interventions for elderly populations.
- Critically evaluate various care settings and services available for senior citizens.

- Demonstrate understanding of national policies, constitutional and legal safeguards, and social security schemes for the elderly.
- Perform the role of a social worker effectively in providing care, support, and advocacy for marginalized people and the elderly.

Course Content

Unit I: Social Defence and Social Work

- Social Defense: Meaning, Development, Functions and Scope of Social Defence.
- NISD: Objectives, functions, and significance.
- Relationship between Social Work and Social Defence.
- Governmental measures and Social Work interventions for the empowerment of marginalized people.
- Social Work approaches for people involved in substance abuse.

Unit II: Gerontological Social Work

- Gerontological Social Work: Meaning and Scope.
- Application of Social Work methods in the empowerment of the elderly.
- Theories of Successful Aging: Disengagement Theory and Activity Theory.

Unit III: Care Settings and Services for the Elderly

- Care settings for elderly: General Hospitals, geriatric wards/hospitals, home-based care, homes for the aged, nursing homes, day-care centers, facilities for homeless elderly, elderly helpline and senior citizen forum.
- Issues in healthcare and coping with the aging process.
- Social Security Schemes for the Elderly.

Unit IV: Policies, Safeguards and Role of Social Worker

- National Policy on Older Persons.
- Constitutional and Legal safeguards of Senior Citizens.
- Role of Social Worker in care and support of the elderly.

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HARD CORE

Paper Code: 19017

Human Resource Development and Employee Wellness

Course Objectives

This course aims to:

- Introduce the concept, evolution, and scope of Human Resource Development (HRD) in organizational settings.
- Familiarize students with HR measurement tools, competency mapping, performance systems, and career development approaches.
- Develop understanding of talent development, training need analysis, HRD audit, and learning organization practices.
- Explore the concept and principles of employee wellness, with special reference to occupational health, safety, and legal provisions.

- Equip students with skills in employee counseling, handling psycho-social issues, and adopting preventive and remedial measures in organizations.
- Prepare future HRD professionals to balance organizational goals with employee well-being and holistic development.

Pedagogy

- **Lectures & Interactive Discussions** – to develop conceptual clarity.
- **Case Study Method** – real-world organizational scenarios (HRD audits, wellness initiatives, employee counseling).
- **Role Plays & Simulations** – practice sessions for coaching, mentoring, and counseling techniques.
- **Workshops & Training Modules** – mock HRD interventions and wellness programs.
- **Group Presentations & Seminars** – critical analysis of HRD practices and policies.
- **Field/Industrial Visits** – exposure to HRD departments, wellness centers, and factories for practical learning.
- **Guest Lectures** – HR managers, wellness coaches, and counselors from industry.
- **Assignments & Project Work** – applied research on HRD and wellness practices.

Learning Outcomes

After completing this course, students will be able to:

- Define and explain the concepts, origins, and relevance of HRD in modern organizations.
- Apply HR measurement techniques (benchmarking, HR accounting, HR auditing, MBO) to evaluate performance.
- Demonstrate skills in competency mapping, career planning, mentoring, and reward system design.
- Design and evaluate training and talent development programs using TNA and HRD audit frameworks.
- Critically analyze wellness programs and their role in addressing absenteeism, accidents, alcoholism, and workplace violence.
- Interpret legal provisions under the Factories Act, 1948 related to employee welfare.
- Demonstrate effective counseling skills in addressing employees' psycho-social issues.

- Evaluate the changing role of HRD managers in promoting both organizational effectiveness and employee well-being.

Unit I: Foundations of Human Resource Development

- Human Resource Development (HRD): Concept, origin and need for HRD.
- Competency Mapping.
- Performance Measurement Systems.
- Organizational Goal-Setting Process.
- Key Result Area (KRA) and Key Performance Indicator (KPI).

Unit II: HR Measurement and Career Development

- Approaches to Measuring HR: Competitive Benchmarking, HR Accounting, HR Auditing, MBO (Management by Objectives).
- Coaching and Mentoring.
- Career Planning and Career Development.
- Reward System.
- Quality of Work Life.

Unit III: Talent and Organizational Development

- Talent Development: Concept and Importance.
- Training Need Analysis and Process of Training.
- Learning Principles in Training.
- Designing and Evaluating Training & Development Programs.
- Types and Methods of Selection Criteria.
- Training Effectiveness and Review of Training Programs.
- Learning Organizations.
- HRD Audit: Concept and Types.

Unit IV: Employee Well-being and Counseling

- Employee Wellness: Concept, Principles and Scope.
- Importance and Relevance of Wellness Programs.
- Role of Welfare Officer under the Factories Act, 1948 (with reference to Accidents, Absenteeism, Alcoholism, Domestic Violence).
- Preventive and Remedial Measures.
- Employee Counseling: Meaning, Importance and Psycho-Social Issues faced by Employees.
- Role and Qualities of a Good Counselor.

- Changing Role of HRD Managers.

References

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HARD CORE

Paper Code: 19017

Organizational Behaviour and Organizational Development

Course Objectives

This course aims to:

- Introduce the fundamental concepts, theories, and models of Organizational Behaviour (OB).
- Analyze individual, group, and organizational-level factors influencing behavior in organizations.
- Develop understanding of organizational culture, leadership, motivation, conflict, and change processes.
- Explore the principles and practices of Organizational Development (OD) as planned change interventions.
- Familiarize students with OD techniques such as team building, sensitivity training, process consultation, and organizational restructuring.
- Equip students with skills to diagnose organizational problems and apply OB and OD strategies for improving effectiveness and employee well-being.

Pedagogy

- **Lectures & Interactive Discussions** – to explain theories and concepts.
- **Case Studies** – analysis of organizational issues (motivation, leadership, change).
- **Group Exercises & Role Plays** – to understand group dynamics and leadership styles.
- **Workshops / Sensitivity Training Simulations** – practice OD interventions.
- **Seminars & Student Presentations** – on emerging issues in OB and OD.
- **Field Visits / Organizational Study Projects** – practical exposure to OD practices.

- **Guest Lectures** – HR managers, OD consultants, and organizational psychologists.
- **Assignments & Research Projects** – application of OB/OD concepts to real-life organizations.

Learning Outcomes

By the end of this course, students will be able to:

- Explain the key concepts and theories of Organizational Behaviour and their relevance to management practice.
- Analyze the impact of individual behavior, perception, attitudes, and personality on organizational effectiveness.
- Demonstrate understanding of group behavior, team dynamics, leadership, communication, and decision-making.
- Critically evaluate organizational culture, power, politics, and conflict management approaches.
- Define Organizational Development (OD) and differentiate it from routine organizational change.
- Apply OD models and interventions such as process consultation, survey feedback, team building, and structural redesign.
- Diagnose organizational problems using OB frameworks and propose appropriate OD strategies.
- Integrate OB and OD knowledge to promote organizational effectiveness, employee satisfaction, and long-term sustainability.

Course content

UNIT I

Conceptual Framework: Organization Behavior: Definition, concept, approaches and scope, historical background of Organization Behavior.

Introduction to Enneagram, personality types according to Enneagram. Emotional Intelligence; Attitude, Values, Personality; Job satisfaction, Employee Morale : Meaning, influences and outcomes - Measuring job satisfaction.

Assertiveness Training: Benefits of assertiveness – components of assertive behavior, measuring assertiveness, handling fear, handling anger, handling depression, developing assertive behavior skills, assertiveness on the job, assertiveness in interpersonal relations.

UNIT II

Transactional Analysis (TA), TA and self awareness, Winners and Losers, Structural analysis, Life positions, transactions, games and strokes, Life scripts, TA applications in motivation, Leadership and Teamwork, TA in counseling.

Motivation: Concept and theories, techniques of motivation, role of reinforcement and punishment, motivation and organization reward system, awards, employee empowerment and engagement.

UNIT III

Leadership: Meaning, roles, skills, and styles, leadership theories, types of leadership, powerful persuasion strategies.

Group dynamics: Concept, types of groups, dynamics of group formation, decision making in groups.

Organization Development: Concept, emerging approaches and techniques, Foundations of OD, Organizational Diagnosis, OD interventions – An overview, individual and interpersonal interventions, team/group interventions, comprehensive interventions, organizational transformation, success and failure of OD, Planned Organizational change, feedback and OD.

UNIT IV

Organizational Conflict: Concepts, causes and types, conflict-resolution strategies.

Organizational change: Concept, forces of change and resistance to change, managing organizational change and diversity, facilitating creative and divergent thinking, planned organizational change.

Stress and Burn Out: Concepts, causes, consequences and coping strategies. Managerial Ethics: Individual ethics, ethical dilemmas in management, Ethical practices of Indian Managers, Corporate ethics.

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MAJOR PROJECT

Course outcome

Students are given broader guidelines for undertaking empirical evidence-based project in the fourth semester, either independently or by forming a small team comprising of three to four students. In case of group project work, the group will be formed by the college or the university department by adopting random method of selection. The project shall comprise of selection of the topic, methodological details, analysis, interpretation and deductions made. The respective college / the department of the university will prepare the set of guidelines for presenting the report.

Evaluation of the Project will be done along with the viva-voce examination by the viva-voce committee constituted for the assessment of Social Work practicum or similar committee may be constituted, if required.

Pedagogy

1. Personalized guidance is provided to each trainee by the faculty member.
2. All the major research steps and methodology are followed while carrying out the project.
Brief presentation by each trainee is made before all faculty members before finalizing the copy of the project.

HARD CORE

SOCIAL WORK PRACTICUM – V **(CONCURRENT FIELD WORK)**

Concurrent practice learning of two-days a week - on going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in agencies or in communities to initiate and participate in direct service delivery. Practice learning is a vital component of the educational opportunity to be provided to the learner. The teaching-learning process must be designed to help the learner to move on the mastering strategies, skills and techniques to practice social work.

HARD CORE

SOCIAL WORK PRACTICUM – VI (BLOCK PLACEMENT)

Block Placement - enables learners to integrate learning and generate newer learning by participating in the intervention process over a period of 6 weeks continuously, in a specific agency. Usually, block field work is provided at the end of the two-year programme. There shall be a professionally qualified worker in the setting willing to plan orientation and provide consultation, when needed.

45-Day Block Placement Activities Manual

Specialization - Human Resource Management

Day	Activity Focus	Details of Activity
1	Orientation	Placement briefing, roles & responsibilities, expectations.
2	Organizational Study	Study organizational structure, HR policies, employee handbook.
3	HRM Overview	Introduction to HR functions – recruitment, training, appraisal.
4	HR Documentation	Observation of HR records, personnel files, confidentiality norms.
5	Wellness Orientation	Introduction to Employee Wellness Programs in the organization.
6	Job Analysis	Study job descriptions, specifications, and role clarity.
7	Resume Screening	Shadow HR in screening CVs and shortlisting.
8	Recruitment Process	Assist in candidate communication (calls, scheduling).
9	Interview Process	Observe interview panels, understand assessment methods.
10	Post-Selection	Learn about joining formalities, induction planning.
11	Training Need Analysis	Participate in identifying training needs (surveys/interviews).

12	Training Design	Exposure to training modules & curriculum design.
13	Training Delivery	Observe an in-house training session.
14	Training Evaluation	Learn Kirkpatrick's model, feedback analysis.
15	Learning Organizations	Discussion on continuous learning culture.
16	Performance Appraisal	Study appraisal systems – 360°, KRAs, KPIs.
17	Competency Mapping	Exposure to competency frameworks in HR.
18	Career Planning	Participate in mentoring/career counseling discussions.
19	Reward System	Understanding salary structures, incentives, benefits.
20	Quality of Work Life	Explore work-life balance policies and practices.
21	Wellness Concepts	Introduction to employee wellness principles.
22	Health & Safety	Study occupational health & safety measures.
23	Factories Act, 1948	Role of Welfare Officer – compliance observation.
24	Workplace Issues	Understanding absenteeism, alcoholism, domestic violence.
25	Preventive Measures	Exposure to stress management & wellness workshops.
26	Counseling Basics	Principles, role of counselor in organizations.
27	Psycho-Social Issues	Case discussions: workplace stress, conflicts.
28	Counseling Skills	Practice role-plays on empathetic listening.
29	EAPs	Understanding structures & implementation.
30	Reflection	Student reflective journal presentation on counseling learnings.
31	Organizational Behaviour	Study of culture, leadership, motivation in practice.
32	Change Management	Exposure to OD interventions in the organization.
33	Team Building	Participation in group exercises/HR workshops.
34	HRD Audit	Learning about audit tools, process & evaluation.
35	Review	Mid-term feedback session with field supervisor.
36	Benchmarking	Exposure to competitive benchmarking practices.

37	HR Analytics	Introduction to HR metrics & dashboards.
38	HR Technology	Use of HRIS, wellness apps, online surveys.
39	Industry Visit	Exposure to an external HR/Wellness organization.
40	Project Work	Start placement-based mini-project (HR/Wellness theme).
41	Case Study	Preparation of one organizational case study.
42	Project Completion	Finalize mini-project report.
43	Presentation Prep	Draft fieldwork presentation & reflection.
44	Student Presentation	Present project findings to faculty & field supervisors.
45	Valedictory & Feedback	Final evaluation, feedback, and closure of placement.

45-Day Block Placement Activities Manual

Specialization - Psychiatric Social Work

Day	Activity Focus	Details of Activity
1	Orientation	Placement briefing, roles & responsibilities, ethics in psychiatric social work.
2	Introduction to Psychiatry	Study hospital setup, psychiatric OPD/IPD, mental health units.
3	History Taking	Observation of psychiatric history taking by doctors/social workers.
4	Mental Status Examination (MSE)	Introduction to MSE; observe patient interviews.
5	Case Records	Learn about documentation, case files, confidentiality.
6	Psychosocial Assessment	Exposure to social case history methods.
7	Diagnostic Classifications	Understanding ICD/DSM classification of psychiatric disorders.
8	Common Disorders	Depression, anxiety, psychosis – case discussions.

9	Severe Disorders	Schizophrenia, bipolar disorder – ward visits.
10	Reflection	Student diary on learnings and challenges.
11	Individual Therapy	Observe supportive counseling sessions.
12	Family Therapy	Exposure to family counseling approaches.
13	Group Therapy	Attend group therapy sessions with patients.
14	Cognitive Behavioral Therapy	Orientation to CBT principles.
15	Occupational Therapy	Visit OT unit – role in rehabilitation.
16	Case Work Practice	Assist in one psychiatric case under supervision.
17	Crisis Intervention	Role of social workers in suicide prevention.
18	Substance Abuse	Exposure to de-addiction unit.
19	Child Psychiatry	Observe child guidance clinic.
20	Forensic Psychiatry	Visit forensic psychiatry ward (if available).
21	Psychiatric Rehabilitation	Learn models of psychosocial rehabilitation.
22	Halfway Homes	Visit rehabilitation centers for chronic mentally ill.
23	Community Psychiatry	Exposure to outreach/mobile mental health clinics.
24	Mental Health NGOs	Field visit to NGO working in psychiatric rehabilitation.
25	Case Conference	Participate in multidisciplinary case discussions.
26	Mental Health Act	Orientation to MHCA 2017, rights of persons with mental illness.
27	Disability & Welfare Schemes	Learn about RPWD Act, social security, disability benefits.
28	Advocacy	Role of psychiatric social workers in policy & awareness.
29	Stigma Reduction	Strategies for community awareness & campaigns.
30	Reflection	Student group sharing on field experience.
31	Psychosomatic Disorders	Observe psychosomatic case handling.
32	Neuro-Psychiatry	Exposure to dementia, epilepsy, Alzheimer's cases.
33	Geriatric Psychiatry	Visit geriatric clinic/ward.
34	Women's Mental Health	Learn issues of maternal & post-partum psychiatry.
35	Review	Mid-placement evaluation with field supervisor.
36	Clinical Research	Introduction to mental health research tools.
37	Assessment Tools	Learn about scales (HAM-D, MMSE, BPRS, etc.).

38	Mini Project	Begin small research/project on mental health topic.
39	Data Collection	Field-level data collection/survey in psychiatric setting.
40	Data Analysis	Work with mentor to analyze field data.
41	Case Study Writing	Prepare detailed case study of a psychiatric patient.
42	Project Completion	Finalize mini-project/field research.
43	Presentation Prep	Prepare for fieldwork presentation.
44	Student Presentation	Present project/case study to supervisors.
45	Valedictory & Feedback	Final evaluation, supervisor feedback, placement closure.

45-Day Block Placement Activities Manual

Specialization – Community Organization

(Rural, Women, Children, NGOs, Correctional Institutions, PwDs)

Day	Setting / Focus Area	Details of Activity
1	Orientation	Placement briefing, ethics, roles & responsibilities in community social work.
2	Community Mapping (Rural)	Study socio-economic & cultural profile of rural community.
3	Resource Mapping	Identify NGOs, SHGs, PHCs, schools, and services in rural setting.
4	PRA Methods	Exposure to Participatory Rural Appraisal tools.
5	Needs Assessment	Conduct household surveys, FGDs on priority needs in rural area.
6	Women & Empowerment	Orientation to women's rights & protection laws.
7	SHGs	Visit women's self-help groups – microfinance activities.
8	Domestic Violence	Exposure to family counseling centre / one stop crisis centre.

9	Women & Health	Maternal and reproductive health awareness programs.
10	Reflection	Diary writing on women's empowerment challenges.
11	Child Welfare Institutions	Visit child care institution (CCI).
12	Child Rights	Orientation to JJ Act, POCSO Act.
13	School Social Work	Observe school counseling / remedial classes.
14	Street Children	Visit NGO for street & working children.
15	Case Work	Handle one case under supervision in child care setting.
16	NGO Orientation	Structure & functions of NGOs in social work practice.
17	NGO Visit 1	Visit an NGO working on women empowerment.
18	NGO Visit 2	Visit an NGO working on children's rights & protection.
19	NGO Visit 3	Visit an NGO working on rural development & livelihoods.
20	Case Conference	Share learnings from NGO placements with supervisors.
21	Prison Setting	Visit central jail – understand correctional services.
22	Juvenile Justice	Exposure to Observation Homes & Special Homes.
23	Rehabilitation of Offenders	Study vocational training for inmates.
24	Counseling	Observe group counseling with inmates/juveniles.
25	Reflection	Write case note/report on correctional visit.
26	Disability Rights	Orientation to RPWD Act 2016.
27	Inclusive Education	Visit special/inclusive schools.
28	Vocational Training	Exposure to skill training centre for PwDs.
29	Community-Based Rehabilitation (CBR)	Study models of CBR in rural/urban areas.
30	Accessibility Audit	Conduct accessibility mapping in public spaces.
31	Rural Health	Observe rural health initiatives through PHCs/ASHA workers.
32	Rural Development Programs	Study MGNREGA, ICDS, watershed programs.
33	Substance Abuse	Visit de-addiction centre in rural/urban setting.
34	Mental Health	Exposure to community psychiatry clinic.
35	Mid-term Review	Feedback session with field supervisor.
36	Research Orientation	Introduction to social research in community.

37	Data Collection	Conduct field survey/interviews (rural/NGO-based).
38	Data Analysis	Work with mentor to analyze findings.
39	Report Writing	Drafting mini-project report.
40	Case Documentation	Prepare two detailed case studies (one rural, one NGO).
41	Networking	Meet with inter-agency networks/coalitions.
42	Community Workshop	Facilitate awareness session in rural/NGO field.
43	Presentation Prep	Prepare PPT/poster for placement sharing.
44	Student Presentation	Present project findings to peers & supervisors.
45	Valedictory & Feedback	Final evaluation, supervisor remarks, placement closure.

OPEN ELECIVES TO BE OFFERED TO THE OTHER DEPARTMENT

Paper Code: 19026

Disaster Management

Course Objectives

By the end of the course, students will be able to:

- Understand the concept, types, and impacts of disasters—natural, man-made, and complex emergencies.
- Examine vulnerability, risk factors, and community resilience in disaster-prone areas.
- Acquire knowledge of disaster preparedness, mitigation, response, and recovery strategies.
- Learn institutional mechanisms—national, international, governmental, and non-governmental—in disaster management.
- Develop skills to plan and implement community-based disaster management (CBDM) initiatives.
- Cultivate professional social work approaches in disaster relief, trauma care, and rehabilitative services.

Pedagogy

The teaching-learning process will be interactive, experiential, and practice-oriented, including:

- **Lectures & Discussions:** Core concepts, theories, and case studies.
- **Field Visits:** Exposure to disaster-prone areas, relief camps, and NGOs.
- **Simulation Exercises & Mock Drills:** First aid, evacuation, and community preparedness.
- **Workshops & Training Sessions:** On trauma counseling, psychological first aid, and rehabilitation.
- **Guest Lectures:** From experts in disaster management, emergency medicine, and humanitarian organizations.
- **Problem-based Learning (PBL):** Analyzing real disaster cases and suggesting intervention strategies.
- **Group Projects:** Preparing disaster preparedness plans for schools, communities, or institutions.
- **ICT Integration:** Use of GIS mapping, hazard mapping, and digital tools for vulnerability assessment.

Learning Outcomes

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

Knowledge Outcomes

- Explain key concepts, types, and stages of disaster management.
- Analyze socio-economic and psychological impacts of disasters on vulnerable groups.

Skill Outcomes

- Conduct vulnerability and hazard mapping.
- Apply community-based disaster risk reduction (CBDRR) approaches.
- Demonstrate skills in first aid, trauma care, and psychosocial support.
- Develop disaster preparedness and response plans for institutions/communities.

Attitude/Value Outcomes

- Exhibit empathy, resilience, and ethical responsibility in disaster response.
- Promote participatory and rights-based approaches in disaster interventions.
- Commit to sustainable practices in disaster risk reduction and rehabilitation.

Course Content

Unit1: Meaning and concept of Disaster;

14 hours

- Meaning, and types of disaster,
- Impact of disaster; *Social, psychological, economic and physical.*
- Understanding traumatic stress reactions.

Unit 2:Meaning and concept of Disaster Management;

14 hours

- Meaning and definitions of Disaster management.
- Disaster management cycle.
- Stages of Disaster management.

Unit 3 : Disaster mitigation

14 hours

- Concept of Mitigation
- Significance of Mitigation
- Mitigation measures
- Guiding Principles of Mitigation of Disasters
- Problem of Mitigation

- Disaster Management Policy; Legislation pertaining to relief, recovery and rehabilitation. National and International resources.
- Intervening parties; Government, Voluntary organization, Local groups, Community participation, volunteers, social workers.
- *Social workers role in working with special groups*; Women, Children, aged & marginalized.
- Principles of Disaster management.
- Spectrum care
- Stress management of emergency workers.

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OPEN ELECTIVES TO BE OFFERED TO THE OTHER DEPARTMENT

Paper Code: 19026

Science of Crime and Correctional Services

Course Objectives

The course aims to:

- Introduce students to the scientific study of crime, criminal behavior, and correctional systems.
- Explore criminological theories explaining the causes of crime.
- Examine the structure, role, and functions of correctional institutions and community-based corrections.
- Analyze the legal, social, and psychological dimensions of crime and corrections.
- Develop critical thinking to evaluate policies, programs, and practices in the criminal justice system.
- Equip students with intervention skills for working with offenders, victims, and communities.

Pedagogy

- **Lectures & Theoretical Inputs:** Core concepts of criminology and correctional services.
- **Case Studies & Court Judgments:** Analysis of real-life criminal cases and correctional interventions.
- **Field Visits:** Prisons, juvenile homes, correctional institutions, probation/parole offices.
- **Role Plays & Simulations:** Counseling offenders, mediation, and rehabilitation planning.
- **Seminars & Group Discussions:** Emerging crimes (cybercrime, organized crime, terrorism).
- **Guest Lectures:** Criminologists, correctional officers, probation officers, and psychologists.
- **Project Work:** Research on crime patterns, prison reforms, or community-based corrections.
- **ICT Tools:** Data analysis of crime statistics, use of software for criminological research.

Learning Outcomes

By the end of the course, students will be able to:

Knowledge Outcomes

- Explain the nature, types, and causes of crime through criminological perspectives.
- Understand the structure and functioning of correctional systems (prisons, probation, parole, aftercare).
- Recognize legal frameworks and policies governing crime prevention and correctional services.

Skill Outcomes

- Apply criminological theories to analyze crime patterns.
- Develop skills in correctional counseling, case management, and rehabilitation planning.
- Conduct field-based assessments in correctional settings.
- Evaluate correctional programs and suggest reforms.

Attitude/Value Outcomes

- Demonstrate empathy and non-judgmental attitudes when working with offenders and victims.
- Promote human rights and social justice within correctional practices.
- Commit to ethical practices and evidence-based interventions in criminology and corrections.

Course Content

UNIT I

14 hours

Crime: Meaning and definition, historical perspective; Nature and Scope of Criminology, Causation of Crime, Characteristics and Classification of Crimes, Crime patterns - Habitual, Professional, Organised, White collar, Public order crimes; Gender related issues in crimes; Classification of offenders under Indian Penal Code. Trial duration and pending cases, its impact.

UNIT II

16 hours

Penology: Meaning, definition, historical perspective, scope.

Theories of Punishment: Deterrent theory, retributive theory, preventive theory and reformatory theory.

Efficacy of punishment.

Essentials of an ideal penal system, penal policy in India.

Forms of Punishment: Corporal and capital punishment - pros and cons. Agencies involved in criminal justice system: Correctional institutions.

Impact of imprisonment, maintenance of prisons, staff dynamics.

UNIT III

14 hours

- Victimology: Meaning, definition, historical perspective, scope of the study. Problems of victims - physical, psychological, socio-cultural. Victim offender relationship.
- Hurdles in crime reporting, investigation and justice delivery in the Indian context. Compensation and restitution measures.

Social Work Practice in Correctional Setting: Scope for Social Work practice in institutional and non-institutional settings.

Application of Social Work interventions with under - trials, prisoners, rehabilitation of prisoners, work with families of prisoners, work with victims of crime.

Human Rights in the context of crime and punishment - Agencies to protect Human Rights - National Human Rights Commission, State Human Rights Commissions, Right to information Act and in the context of Human Rights violation,

Social Work measures with the Police, the Judiciary and the prison staff - Job stress, burnout and other issues.

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