



DEPARTMENT OF SOCIAL WORK (MSW)

REGULATIONS, COURSE STRUCTURE AND SYLLABUS

FOR

Master of Social Work (MSW)

**Prepared in accordance with 'Choice-Based Credit System'
(With effect from the academic year 2025-26)**

**Applicable to all Social Work Departments and affiliated colleges of
Bengaluru City University offering MSW, a Post-Graduate Degree.**

(I to IV Semesters)

Bengaluru City University

Regulations and Syllabus Governing the Degree of Master of Social Work (MSW)

Objectives of the Course:

- ❖ To impart education and training in Professional Social Work for individuals aspiring to build a career in the field of Social Work.
- ❖ To develop knowledge, skills, attitudes, and values appropriate for working with individuals, groups, and communities.
- ❖ To encourage interdisciplinary collaboration for a better understanding and effective addressing of problems and issues related to human development.
- ❖ To instil in students a sense of dedication and commitment to serving the poor, underprivileged, and disadvantaged sections of society.

Title of the Course:

The course shall be called *Master of Social Work*, leading to the award of the *MSW Degree*.

Duration of the Course:

The course of study for the MSW Degree shall extend over a period of four semesters, typically covering two academic years.

Eligibility for Admission:

Candidates who have completed any degree with an aggregate of 45% marks across all subjects, including languages, are eligible to apply. A relaxation of 5% in the minimum aggregate marks is allowed for candidates belonging to SC/ST/Cat-I categories. The eligibility for admission shall adhere to the general guidelines and orders issued by Bengaluru City University and the Government of Karnataka, as notified from time to time.

Selection Procedure:

Admission to the MSW course shall be based on the marks obtained in the qualifying examination, following the reservation guidelines and orders issued by Bengaluru City University and the Government of Karnataka from time to time.

Seats:

The number of seats available for the MSW course shall be as per the regulations of Bengaluru City University, notified from time to time. Fifty percent (50%) of the seats shall be reserved for candidates holding a BSW degree. In the event of vacancies in the BSW category, the seats may be transferred to candidates from other degree backgrounds.

Attendance Requirements in Each Semester:

- **Theory:** As per the prevailing regulations of the University.
- **Field Work Practicum:** Students must complete fifteen hours of field work per week, with a minimum of 75% attendance. A student failing to meet the required

attendance percentage in field work practicum in any semester must repeat the practicum after completing the course.

Field Work Practicum

Outline for Field Work Practicum:

Every student enrolled in the first, second, third, and fourth semesters must participate in field work practicum two days a week, demonstrating commitment, dedication, and appropriate professional behavior.

Before placement for concurrent field work, orientation and observational visits will be organized for students in the first and third semesters, respectively.

Students must complete their fieldwork concurrently, two days per week, in agencies allotted by the department/college. Each student must complete not less than 15 hours of field work per week, amounting to a minimum of 24 visits during the first semester is mandatory.

In the second semester, the field work practicum shall consist of a minimum of 18 days of concurrent field work and a 5–7 day Social Work Camp. Both components are mandatory.

In the first and second semesters, students shall be placed in Government Departments, Non-Governmental Organizations, Panchayat Institutions, Counseling Centres, Community Development Projects of Hospitals, Innovative Projects, or other developmental agencies/projects. They shall not be placed in industries or in medical and psychiatric departments of hospitals during these semesters.

Students placed for concurrent field work in industries during the third semester shall be placed in hospitals, government organizations, non-governmental organizations, or developmental projects in the fourth semester. Block placement in the fourth semester shall be based on the student's choice. A minimum of 25 concurrent field work visits in both the third and fourth semesters each and at least 30 working days of block placement are mandatory failing which student has to reappear again for both the components i.e., field work and Block placement .

The Chairman, Principals, Field Work Coordinators, and faculty members shall assist students in obtaining permission for field work from the agencies; however, students are also responsible for securing their permissions.

Social Work Camp in the Second Semester:

A Social Work Camp or any other innovative project shall be conducted/organized lasting for about 5 to 7 days for second-semester students under the supervision of at least two faculty members. The camp's objective is to provide students with practical experience in planning, organizing, managing regulations, decision-making, and working collectively for a cause. Camps are generally held in rural areas; however, if the Department Council so desires, camps may be organized in relief or tribal areas.

Responsibilities of Staff Involved in Field Work Practicum

Field Work Coordinator:

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

- Planning and monitoring the field work programme, including networking with agencies.
- Making a purposeful distribution of students among staff for field work supervision.
- Preparing placements in consultation with the Department Council/staff.
- Arranging Orientation Visits.
- Supporting and networking between students, department staff, and field work agencies.

Faculty Supervisors:

- Faculty members must regularly visit agencies to supervise and monitor the field work training of students assigned to them.
- Ensure three-way coordination among students, agencies, and the department.
- Provide adequate supervision inputs to the agency supervisors.
- Offer necessary support and assistance to students for effective learning in the field.

Chairman/Head of the Department/Principals:

- The Chairman/Head of the Department or Principals of affiliated colleges shall provide logistical support, leadership, and encouragement for the field work programme.
- They must ensure a supportive environment conducive to learning within both the department and field work agencies.

Assessment of Practicum in All Semesters:

The Chairman of the Department of Social Work/Chairman of the BOE in Social Work shall organize a viva-voce examination at the department for students of both the department and affiliated colleges in all semesters by inviting two examiners per panel from the Panel of Examiners.

Field work practicum marks shall be awarded based on the reports submitted by students and their performance in the viva-voce examination:

- A maximum of 30% of the marks shall be awarded for the reports/records submitted by the student, assessed by the respective faculty supervisor.
- A maximum of 70% of the 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 take appropriate decisions, evolve detailed guidelines if required, and resolve any issues concerning field work practicum.

Criteria for Allocation of Internal Assessment Marks:

The allocation of internal assessment marks shall be in accordance with the regulations of Bengaluru City University, as revised and notified from time to time.

Field work Practicum Workload:

For all the Semesters in Field work practicum, two hours of fieldwork is equivalent to one hour of theory class. Hence, the workload for the Concurrent Field Work for every Faculty member is deemed to be Eight hours per week in every semester. Fieldwork supervision includes works such as providing orientation to fieldwork practicum in general and the specific fieldwork area and agency in particular; periodic visits to the field work agency; conducting Individual Conferences and Group Conferences on a weekly and daily basis; and conducting periodic assessments.

Specializations

In the academic program, the first and second semesters are common to all students. From the third semester onwards, three specializations are introduced into the curriculum. Students are required to choose one specialization for their third and fourth semesters. Those who opt for Specialization A must continue with Specialization A in both the third and fourth semesters; similarly, the same applies to Specializations B and C.

A minimum of ten students is required to run any specialization. In case the number of students opting for a particular specialization exceeds the available capacity, allocation will be made based on the student's average percentage marks obtained in the first and second semesters.

Teachers are expected to guide and counsel students in selecting specializations that best match their academic abilities, interests, and career aspirations.

MSW Course Structure (CBCS)

I Semester

Sl. No.	Paper	Title of the paper	Instruction Hrs per Week	No. of Credits	Duration of the Exam.	Marks		
						Internal Assessment	Semester end exam.	Total Marks
1	CPT-1.1	Introduction to Professional Social Work	4	4	3 Hrs	30	70	100
2	CPT-1.2	Human Growth and Development	4	4	3 Hrs	30	70	100
3	CPT-1.3	Social Case Work	4	4	3 Hrs	30	70	100
4	CPT-1.4	Social Group Work	4	4	3 Hrs	30	70	100
5	CPT-1.5	Personal and Professional Growth	4	4	3 Hrs	30	70	100
6	SPT-1.6	Life Skills for Social Workers	3	2	3Hrs	30	70	100
6	CP-FWP-1.6	Field Work Practicum (Concurrent Field Work)– I	16 (4)*	4	(Viva-voce)	30	70 (Viva-voce)	100
		Total	43	26				700

Note: CPT: Core paper theory
Field Work Practicum.*IC/GC

SPT-Special Paper Theory CP-FWP: Core Paper

II Semester

Sl. No.	Paper	Title of the paper	Instruction Hrs per Week	No. of Credits	Duration of the Exam.	Marks		
						Internal Assessment	Semester end exam.	Total Marks
1	CPT-2.1	Community Organization	4	4	3 Hrs	30	70	100
2	CPT-2.2	Social Work Research and Statistics	4	4	3 Hrs	30	70	100
3	CPT-2.3	Counseling: Theory and Practice	4	4	3 Hrs	30	70	100
4	CPT-2.4	Social Action, Networking and Advocacy	4	4	3 Hrs	30	70	100
5	CPT-2.5	Development Paradigms of Marginalised Communities	4	4	3 Hrs	30	70	100

6	SPT -2.6	Communication Skills for Social Workers	3	2	3 Hrs	30	70	100
7	CP-FWP-2.7	Field Work Practicum – II (Concurrent Field Work and Social Work Camp)	16 (4)*	4	(Viva-voce)	30	70	100
		Total	43	26				700

Note: CPT: Core paper Theory OEP: Open Elective Paper CP-FWP: Core Paper Field Work Practicum. *IC/GC

III Semester

S. No.	Paper	Title of the paper	Instruction on Hrs per Week	No. of Credits	Duration of the Exam.	Marks		
						Internal Assessment	Semester End Exam	Total Marks
1	CPT-3.1	Social Policy, Law, Governance and Social Work	4	4	3 Hrs	30	70	100
2	CPT-3.2	Organization Behaviour and Organization Development	4	4	3Hrs	30	70	100
Specialization-A Community Development								
3	SPT-3.3A	Rural, and Tribal Community Development	4	4	3 Hrs	30	70	100
4	SPT-3.4A	Women, Child and Correctional Social Work	4	4	3 Hrs	30	70	100
Specialization-B Medical and Psychiatric Social Work								
5	SPT-3.3B	Public Health and Social work	4	4	3 Hrs	30	70	100
6	SPT-3.4B	Psychiatric Social Work	4	4	3 Hrs	30	70	100
Specialization-C Human Resource Management								
7	SPT-3.3C	Human Resource Management and Development	4	4	3 Hrs	30	70	100
8	SPT-3.4C	Labour Legislations	4	4	3 Hrs	30	70	100
9	CP-FWP-3.5	Field Work Practicum–III (Concurrent Field Work)	16 (4)*	4	(Viva-voce)	30	70 (Viva-voce)	100

10	OEP-3.6	To be offered by the Other Departments	4	4	3 Hrs	30	70	100
		Total	40	24				600

Open elective to be offered to the other departments

Sl. No.	Paper	Title of the paper	Instruction Hrs per Week	No. of Credits	Duration of the Exam.	Marks		
						Internal Assessment	Semester End Examn.	Total Marks
8	OEP-3.6	Mental Health and Counseling	4	4	3 Hrs	30	70	100

Note: CPT: Core paper Theory CP-FWP: Core paper Field work Practicum

SPT: Specialization paper theory OEP: Open Elective Paper ,*IC/GC

IV Semester

S. No.	Paper	Title of the paper	Instruction Hrs per Week	No. of Credits	Duration of the Exam.	Marks		
						Internal Assessment	Semester End Examn.	Total Marks
1	CPT-4.1	Management of Social Welfare organizations and Development Indices.	4	4	3 Hrs	30	70	100

2	CPT- 4.2	Project Management for Participatory Development	4	4	3 Hrs	30	70	100
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Specialization-A Community Development

3	SPT4.3A	Social Entrepreneurship and Sustainable Development	4	4	3 Hrs	30	70	100
4	SPT- 4.4A	Urban Community Development	4	4	3 Hrs	30	70	100

Specialization-B Medical and Psychiatric Social Work

5	SPT- 4.3.B	Medical Social work	4	4	3 Hrs	30	70	100
6	SPT- 4.4.B	Therapeutic Interventions in Social work	4	4	3 Hrs	30	70	100

Specialization-C Human Resource Management

7	SPT 4.3C	Labour Welfare and Industrial Relations	4	4	3 Hrs	30	70	100
8	SPT4.4C	Corporate Social Responsibility	4	4	3 Hrs	30	70	100

9	CPD-4.5	Dissertation / Research Project	4	4	-	30 (Viva-voce)	70 (Report+ Evaluation)	100
10	CP-FWP-4.6	Field Work Practicum - IV (Concurrent Field Work and Block Placement)	16 (4)*	4	(Viva-voce)	30	70 (Viva-voce)	100
		Total	40	24				600

Note: CPT: Core paper theory

FWP: Field work Practicum

SPT: Specialiaization paper theory

CPD: Core paper Dissertation

*IC/GC

FIRST SEMESTER

CPT-1.1 INTRODUCTION TO PROFESSIONAL SOCIAL WORK

Objectives:

(Total-64 hours)

- To infuse Philosophical foundation and value base of social work profession.
- To develop an insight into the historical context of origin and development of social work Profession.
- To understand the impact of contemporary ideologies on social change and Social work.

Course Content

UNIT I: Meaning and Definitions of Social Work

- Concept, Meaning, Definitions, Objectives, Scope of Social work
- Nature and Philosophy of Social work.
- Introduction to the Methods of Social Work.
- Principles of Social work, Guiding Principles of Social work,
- *Concept of related terms*: Social welfare, Social service, Social reform, Social Security, Social Justice.

UNIT II: Social Work profession in India:

- Values of Social work, Indian Code of ethics for social workers,
- Assumptions of Social work.
- *Social work as a profession*; Attributes of a profession, social work as a profession, social workers as a professional.
- Voluntary and Professional approach in social work
- Social work in India: Issues and Challenges

UNIT III: Evolution of social work:

- Historical development of Social work in the west. (UK and USA).
- Historical development of Social work in India, History of Social work education in India.
- Historical roots of social reforms in Karnataka
- History of Social work Education and practice in Karnataka.

UNIT IV .Contemporary Ideologies of Social work profession

- Concept of Ideology
- Ideologies that have marginalized and vulnerable groups
- Western history of ideologies for the Social work Profession
- Indian history of ideologies for the Social work Profession
- Contemporary ideologies for social change and professional social work

UNIT V: Fields of social work:

- Social work relevance in Community Development and correctional settings
- Social work relevance in Medical and Psychiatric social work
- Social work relevance in Family, Women and child centered Social work
- Social work relevance in Human Resource Management
- Social work practice with marginalized sections of the society
- Social work relevance in working with Vulnerable groups of the society
- Social Work in the fields of Environmental Protection, Disaster management, Differently abled, HIV/AIDS, Gerontological Social Work and Human Rights, etc.,

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1. 'Encyclopedia of social work in India'. Vol. 1, 2,3. Director, publications division, ministry of information and broadcasting. New Delhi.
2. Fink.A.E. (1945) The Field of Social work. New York: Henry Holt & Co.
3. Fried Lander. W.A.(1958)Concepts and Methods of Social Work. Engle Wood Cliffs: Prentice – Hall
4. Gore. M.S.(1965) Social Work and Social Work Education Bombay: Asia Publishing House
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6. Jacob K.K (1994) Social Work Education in India (ed), Himanshu pub .New Delhi.
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8. Desai,M. 2000, Curriculum Development on History and Ideologies for Social Change and Social Work, TISS, Mumbai.
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12. Stroup H.H (1960) Social Work - An Introduction to the field, Eurasia Publishing, New Delhi
13. UGC: Review of Social work Education in India: Retrospect and Prospect: Report of the Second Review committee, New Delhi

JOURNALS:

14. The Indian Journal of Social Work, Bi-annual, TISS, Mumbai (Maharshra)
15. Perspectives in Social Work, College of Social Work, Nirmal Niketan, Mumbai (Maharshra)
16. Social Work Journal, Bi-Annual, Department of Social Work, Assam University, Silchar-788 011 (Assam)

CPT-1.2 HUMAN GROWTH AND DEVELOPMENT

Objectives

(Total-64 hours)

- Understand the concepts to examine social phenomenon.
- Develop skills to analyses Indian society and change.
- Develop an overall understanding of the principles of human growth, their relevance and application to behaviour at various phases in the life span.
- Understand the twin roles of individual's heritage and environmental influences in growth and development.

Course content

UNIT I: Introduction to Periods in Lifespan Development

- Different periods in lifespan development
- *Prenatal and Infancy*: Overview of prenatal stage
- Definition, Physical growth and development in infancy (reflexes, emotional states, Physical growth & motor development, brain).
- Developmental tasks of infancy

UNIT II: Early Childhood and Middle Childhood

- *Early Childhood Period (2 to 6 years)*
- Definition, overview of early childhood years, highlights, developmental tasks.
- Importance of play for all round development.
- *Middle Childhood (6 to 9 years)*
- Definition and Developmental tasks
- School – its significance & importance, effects of success & failure
- Peer group - importance & significance, functions

UNIT III: Adolescence and Young Adulthood

Adolescence (9 to 20 years)

- Definition, period of storm & stress
- Physical development – puberty, growth spurt, primary & secondary sex characteristics, early & late maturation
- Socialization
- Choosing career – Stages and factors affecting choice

Young Adulthood (21 to 40 years)

- Definition of an “Adult”.
- Developmental tasks of a young adult and significance of the period responsibilities and adjustment: New family, work place, parenthood, independence, financial matters.

UNIT IV: Middle hood and Late adulthood

Middle Adulthood (41 to 60 years)

- Definition, Physical changes (senses, diseases) Menopause, Health issues
- Late Adulthood and Aging (61 years and above)
- Definition, Physiological changes, and health problems
 - Death: Preparation & coping strategies

UNIT V: Social and Psychological dimensions across the different stages of Development

Psychological Dimension for Assessing Social Functioning across the different stages

- Psychodynamic Theory
- Erikson's Psychosocial Development
- Learning Theory
- Social-Learning Theory

Social Dimension for Assessing Social Functioning across the different stages

- Social Theory
- Ecological Systems Theory
- Modern Functionalism Theory
- Conflict Theories
- Relevance of social work practice across the stages development.

REFERENCES:

1. Baltes, P. B. (Ed.) (1978) *Life span Development and Behavior*. New York: Academic Press, Inc.
2. Bronfenbrenner, U. (1979) *The Ecology of Human Development*, Cambridge: Harvard University Press.
3. Chowdary, D. P.(1992) *Aging and the Aged*, New Delhi: Inter-India, Publications.
4. Duane P Schultz (2012) *Theories of Personality*, Jon-David Hogue Publihser
5. Feldman Robert S.(1997) *Understanding Psychology*, 4th Edition, Tata McGraw Hill Publishing Company Limited, New Delhi
6. Gore, M. S. (1992) *Aging and the Future of the Human Being*, The Indian Journal of Social Work, 53 (2), 210-219.
7. Hurlock ,Elizabeth B.(1978), *Developmental psychology*, New Delhi, Tata Mc.Graw Hill publishing company ltd.
8. Kail, R. V. and Cavanangh, J. C. (1996), *Human Development*, Pacific Grove, CA: Brooks/ Core Publishing Company.

9. Kakar, S. (1978) *Images of the Life Cycle and Adulthood in India*, In Anthony, E. J. and Colette, C. (Eds.) *The Child in his Family*, Wiley. 319-332.
10. Kakar, S. (1982) *Identity and Adulthood*, Delhi: Oxford University Press.
11. Kakar, S. (1970) *Conflict and Choice - Indian Youth in a Changing*
12. Kaplan, P. S. (1988) *The Human Odyssey: Life-Span Development*, St. Paul, West Publishing Company.
13. Neil J Salkind (2004), *An Introduction to Theories of Human Development*.

JOURNALS:

14. Journal of Experimental psychology
15. Journal of Education psychology
16. Journal of Health Psychology
17. Journal of Personality and Social Psychology

PAPER: CPT-1.3 SOCIAL CASE WORK

Objectives:

(Total-64 hours)

- To understand case work as method of social work and to understand values and principles of working with individuals.
- To enhance understanding of the basic concepts, tools and techniques in working with individuals and families in problem solving and in developmental work
- Develop appropriate skills and attitudes to work with individuals and families

Course Content

UNIT-1: Meaning and Definitions of Case work:

- Definitions, Meaning, Nature, and Purpose of Case Work
- Importance of Social Case work and its relationship with other methods of Social Work
- Historical development of Social Case work with special emphasis on the Indian context

UNIT II: Principles and skills in Case work practice

- Principles of Case work practice, and Skills in Social Case work Practice.
- Components of Case work practice
- Importance of Case Worker-Client Relationship; Characteristics of professional relationship: *Empathy, transference and counter transference, resistance, sustaining the relationship, non-possessive, warmth, genuineness and self-disclosure;*
- Tools for Help: Case work tools: *Interview, home visit, observation, listening, communication skills, rapport building.*
- Techniques of casework: *Supportive, resource enhancement and counseling.*
- Self as a professional: Professional self- Conflicts and dilemmas in working with individuals.

UNIT III: Case work process:

- **Intake:** meaning, steps, referral- types and stages,
- **Study:** meaning, tools used, procedure followed in the study process: *Interviewing, rapport building, Home visits & Reaching out, Collateral contacts & Relationship;*
- **Social Diagnosis:** meaning, types and models;
- **Treatment/ Intervention:** meaning, objectives, goals and goals setting & treatment planning techniques; *supportive/Environmental manipulation, reflective/ practical help or material help& direct treatment/ counseling.*
- **Evaluation:** meaning, objectives, types, methods, techniques,
- **Termination**-meaning, reaction to termination, decision and planning to termination
- **Follow-up**- meaning, purpose and types.

UNIT IV: Application of Social Case Work in different settings & Clientele groups

- Medical and Psychiatric settings
- Family and Child Welfare settings
- Community Settings
- Industries and Correctional Institutions, etc.,
- Role of Case Worker in various settings.

UNIT V: Theories and Approaches in Social Case Work

- Psycho-Social approach, Functional approach, Problem-solving approach,
- Crisis intervention, Behavioural Modification, Transactional Analysis and Holistic approach. Development of an eclectic model for practice, Strength Based Social Work, Evidence Based Social Work Practice.
- Social casework recording: need, importance & types of recording.

REFERENCES:

1. Biestek, F. P. 1957 *The Case Work Relationship*, London, George Allenand Unwin.
2. Hamilton, G. 1946 *Principals of Social Case Recording*, New York, Columbia University Press.
3. Mathew, Grace 1992 *An Introduction to Social Case Work*, Bombay, Tata Institute of Social Sciences.
4. Perlmen, H. H. 1957 *Social Case Work: A Problem Solving Process*, Chicago: The University of Chicago Press.
5. Pippins, J. A. 1980 *Developing Case Work Skills*, California: Sage Publications.
6. Richmond, M. E. 1922 *What is Social Case Work? An Introductory Description*, New York: Sage Foundation.
7. Richmond, Mary E. 1917 *Social Diagnosis*, New York, Free Press.
8. Sainsbury, Eric. 1970 *Social Diagnosis in Case Work*, London: Routledge and Kegan Paul.
9. Timms, N. 1964 *Social Case Work: Principles and Practice*, London: Routledge and Kegan Paul.

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10. Indian Journal of Social Work, By-Annual, TISS, Deonar, Mumbai (Maharashtra).
11. Perspectives in Social Work, College of Social work, NirmalNiketan, Mumbai (Maharashtra).
12. Social Work Journal, Bi-Annual, Department of Social Work, Assam University, Silchar-788 011 (Assam).

CPT-1.4: SOCIAL GROUP WORK.

Objectives:

(Total-64 hours)

- To gain knowledge about group formation and use of a variety of group approaches and to understand concepts, dynamics and models
- To develop knowledge and principles, skills and techniques to be used by the social worker in group.
- To identify the various situations and settings where the method could be used in the context of social realities of the country.

Course Content

UNIT I: Introduction to Social Group work:

- 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 II: Principles and skills in Group work practice

- Principles of working with groups
- Skills in group work practice
- Stages of Group Development
- Group dynamics

UNIT III: Social Group Work Process:

- Pre-group, group formation, beginning phase, middle phase, advanced phase, use of programs, evaluation in groups and termination phase.
- **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.

UNIT IV: 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,

UNIT V: Recording in group work:

- Importance of recording in Social Group work.
- Principles of recording
- Recording structure
- Types of recording.

REFERENCES:

1. Konopka Gisela,(1963)Social Group Work-A Helping Process.
2. PariharV.S.(1963) group Process (Allahabad: Kitab Mahal)
3. Roberts W.Roberts & Halen Northend,(1976)Theories of Social Work with Groups. (New York: Columbia University Press).
4. Trecker HARLEIGH b. (1955)Group Work Foundations & Frontiers (Whiteside Inc& Willaim Morrow & Co.)
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6. Wilson. G. and Ryland G. (1949) Social Group Work Practice (Boston: Hugton Hiffin& Co.)
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8. Gerald Corey (2000) Theory and practice of group counseling, Wordsworth, London
9. Gisela Konopka (1972) Social group work-A helping process, Prentice Hall, Engle Wood Cliffs
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12. Perspectives in Social Work, College of Social work, NirmalNiketan, Mumbai (Maharashtra).
13. Social Work Journal, Bi-Annual, Department of Social Work, Assam University, Silchar-788 011 (Assam).

CPT-1.5: PERSONAL AND PROFESSIONAL GROWTH

(Total-64 hours)

Objectives:

- 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.
- Understand and uphold professional values and ethics.

Course Content

UNIT I: Concept of Self for Social workers

- 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 behaviour.
- Concept of Assertive Behaviour and Techniques for developing Assertive Behaviour.
- Concept of Emotions, Emotional Intelligence, Techniques to enhance Emotional Intelligence.

UNIT II: Social work and Social worker

- The social work Domain, Social work and social functioning
- Social works focus and Social works 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 III: Merging person with profession

- 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 Practitioner.

UNIT IV: Merging the person's art with profession's science

Social workers as Artist

- Compassion, courage, professional relationship and creativity
- Hopefulness, energy, judgment personal values and professional styles

Social workers as scientist

- Knowledge regarding social phenomena, knowledge regarding social conditions and social problems
- Knowledge regarding the social work profession and practice.

UNIT V: Personal and Professional Development of Social worker

- 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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SPT -1.6. LIFE SKILLS FOR QUALITY LIVING

Objectives:

- To enable students to understand core life skills, its concept, process and practice.
- The essential context of this elective is to develop Social and negotiation skills, thinking skills Coping skills.

Course content

UNIT I: SOCIAL SKILLS AND NEGOTIATION SKILLS:

- *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
- Effective Communication - Definition, Functions, Models, Barriers
- Interpersonal Relationship - Definition, Factors affecting Relationships

UNIT II: THINKING SKILLS:

- Thinking - Nature, Elements of Thought - Types of Thinking - Concept Formation, Reasoning Creative and Critical Thinking - Definition, Nature, Stages
- Problem Solving - Definition, steps in Problem Solving - Factors Influencing Problem Solving
- Decision Making - Definition, Process, Need - Consequences, Models of Decision Making - Goal Setting

UNIT III: COPING SKILLS

- 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
- Life Skills Work in Combination- Thinking Skills, Social Skills, and Coping Skills
- Adaptability and Resilience

UNIT IV: POSITIVE YOUTH DEVELOPMENT

- Positive Youth Development- Perspectives and practices, The Psychology of Hope, Optimism, Wellbeing and Resilience, Productive processes, promotion and community development.
- Pro-social behaviour - volunteering, The Science of Positive Psychology through Recreation and Volunteering. Positive Ethics for meaningfulness in life.

UNIT V: 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

REFERENCES:

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10. Prakash B. (Ed). (2003). Adolescence and life skills Common Wealth Youth Program, Asian Center, Common wealth Secretariat. New Delhi: Tata McGraw Hill.

JOURNALS:

11. Journal of Psycho Social Research- MD Publications Pvt. Ltd. New Delhi
12. Indian Journal of Life Skills Education, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

CP-FWP-1.7: FIELD WORK PRACTICUM – I

(Concurrent Field Work)

(Orientation Visits and Concurrent Fieldwork)

Field work practicum of First Semester comprises two components:

- ❖ Orientation visits
- ❖ Concurrent field work.

Orientation Visits

Purpose and Scope

The orientation visit program serves as a foundational introduction to the diverse landscape of social work practice. Students shall complete a minimum of **6 orientation visits** during the first four weeks of the first semester, designed to provide comprehensive exposure to various service delivery systems and their responses to community needs.

Field Exposure Areas

Students will explore agencies and organizations across multiple sectors:

- **Healthcare Settings:** Hospitals, community health centers, mental health facilities, rehabilitation centers
- **Educational Institutions:** Schools, special education centers, adult literacy programs
- **Community Organizations:** NGOs, community development projects, self-help groups
- **Institutional Services:** Residential care facilities, shelters, correctional institutions
- **Criminal Justice System:** Courts, probation services, victim support programs
- **Civic Administration:** Municipal services, welfare departments, government schemes
- **Specialized Services:** Disability services, elderly care, child protection agencies

Learning Outcomes

Through these visits, students will:

- Understand the interconnected nature of social service delivery systems
- Observe professional social work roles across different settings
- Identify target populations and their specific needs
- Analyze service gaps and challenges in the field
- Develop awareness of ethical considerations in various practice contexts

Documentation and Reflection

Students must maintain detailed records of their orientation experiences, documenting:

- Organizational structure and service delivery models
- Target populations and presenting issues
- Social work roles and intervention strategies observed
- Challenges and opportunities identified
- Personal reflections on learning and professional development

Orientation Workshop

Following the completion of all visits, a comprehensive workshop titled "**Orientation to Fields of Social Work**" will be conducted. This collaborative learning session will:

- Facilitate peer-to-peer sharing of experiences
- Enable comparative analysis of different practice settings
- Promote critical thinking about social work practice
- Identify emerging trends and challenges in the field
- Foster professional identity development

Assessment Integration

The documented experiences and learning's from orientation visits form a crucial component of the semester-end viva-voce examination, demonstrating students' foundational understanding of social work practice contexts.

❖ Concurrent Field Work Practicum

The concurrent field work practicum operates on the principle of experiential learning, bridging theoretical knowledge with practical application. This intensive practice component transforms classroom learning into real-world competencies through structured engagement with communities, groups, individuals, families, and organizations.

Structure and Requirements

Time Commitment: Students dedicate 2 days weekly (equivalent to 16 hours) throughout the semester

Minimum Engagement: 24 field days per semester

Practice Integration: Seamless connection between academic learning and field application

Core Practice Components

Working with Individual (Social Case Work)

Students will undertake **two comprehensive case work interventions**, each involving:

- Systematic assessment and case planning
- Implementation of evidence-based intervention strategies
- Regular monitoring and evaluation of progress
- Professional documentation and case recording
- Ethical practice and boundary management

Working with Groups (Social Group Work)

Each student will facilitate **one group work intervention** comprising:

- **Minimum 10 structured sessions**
- Group formation and development processes
- Program planning and implementation
- Group dynamics management

- Outcome evaluation and documentation

Supervision and Support Framework

Faculty Supervision

Individual Conferences: Personalized guidance sessions focusing on:

- Case analysis and intervention planning
- Skill development and professional growth
- Ethical dilemma resolution
- Integration of theory and practice

Group Conferences: Collaborative learning sessions enabling:

- Peer consultation and support
- Shared problem-solving approaches
- Professional development through collective learning
- Quality assurance and standardization

Agency Partnership

Field supervisors provide on-site mentorship, ensuring:

- Real-time guidance and feedback
- Professional role modeling
- Agency-specific learning opportunities
- Quality field experiences

Learning Objectives

Through concurrent field work, students will:

- Develop competency in direct practice interventions
- Enhance professional communication and relationship-building skills
- Apply theoretical frameworks to practical situations
- Understand organizational dynamics and inter-professional collaboration
- Cultivate ethical decision-making capabilities
- Build confidence in professional identity and practice

Quality Assurance

The program maintains high standards through:

- Structured supervision protocols
- Regular assessment and feedback mechanisms
- Integration with academic curriculum
- Continuous program evaluation and improvement
- Professional standards alignment

Professional Development Focus

The practicum emphasizes holistic professional development, nurturing students' growth as competent, ethical, and reflective social work practitioners prepared for diverse practice contexts and challenges.

SECOND SEMESTER

Paper : CPT 2.1. COMMUNITY ORGANIZATION

Objectives:

(Total-64 hours)

- To understand the critical elements of community organization process
- To enhance critical understanding of models and strategies for CO
- To gain knowledge on the various techniques and skills of community organization to develop the basic skills to apply those in the community

Course content

UNIT I: Meaning and types of Community and Community Organization

- Concept of community; types and features of community; -*Rural, Urban, Tribal, Nomadic*: problems, social and contextual understanding for practice. Urban slums and their characteristics.
- Concept of community organization: Definitions, and objectives of community organization,
- Relevance of community organization approach to Indian situation;
- Historical development of community organization practice in the west, community welfare concepts, community chests;
- Historical development of community organization practice in India.
- Community organization and community development

UNIT II: Principles, Skills and Models of community organization:

- Principles of community organization.
- Skills in Community Organization- Problem Analysis, Conflict Resolutions, Organizing Meetings, Writing, Documentations, Net Working and Public Relations.
- Models of community organization practice: Locality Development Model, Social Planning Model, Social Action Model and Gender-centered Model.

Unit-III: Community organization process, phases and approaches:

- Process in the phases of Community Organization.
- Withdrawal from community: Skills and strategies.
- Programme planning –Concept, importance and techniques.
- Approaches to Community Organization
- Relevance of community organization approach to Indian situation

Unit-IV: Intervention strategies in community organization:

- Awareness buildings, organizing, activating, people's participation, community engagement, negotiating, lobbying and, resolving group conflicts
- Monitoring, Evaluation, Recording and Follow Up.
- Concept of Disaster, its, causes, types and impact
- Community Organization during Disaster Management

Unit-V: Techniques, Attributes and Role of Community Organizer

- Resource mobilization and its types and techniques / fund raising strategies
- Communication, Training and Motivation for Community organization

- Participatory Rural Appraisal (PRA).
- Attributes and Role of Community Organizer – guide, enabler, social therapist, facilitator, Advocate, Motivator.

REFERENCES:

1. Gangrade.K.D.: Community Organization in India(Bombay: Popular Prakashan)
2. Ross, Murray.G.: Community Organization: Theory and Principles(Bombay: Harper and Brothers)
3. Syddiqui.H.Y.: Working with Communities.
4. Clinard, Marshall.B.: Slums and Community Development(New York: The Free Press)
5. Dunham, Arthur.E.: Community Organization: Principles and Practice(New York: Thomas, Y.Crowell)
6. Hprper.E. &Dunham.A.: Community Organization in Action. Association Press, New York.
7. Hillman, Arthur: Community Organization and Planning(New York: The Macmillan Company)
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CPT-2.2. SOCIALWORK RESEARCH AND STATISTICS

Objectives:

(Total-64 hours)

- To understand major research strategies, meaning, scope, and importance of social work research
- To develop an ability to see the linkage between the practice, research, theory and their role in enriching one another
- To develop attitudes favorable to the judicious integration practice, research and theory and develop skills for use of library and documentation services for research

UNIT I: Meaning of Research, Social Research, and Social work Research

- Meaning of Research, Scientific characteristics of research, Process of research: Deductive and Inductive.
- Types of research: Basic, Action and Applied. Quantitative and Qualitative.
- Meaning of Social Research, Basic elements: Concepts, Constructs, Variables, and Hypothesis.
- Social work research: Definitions, Functions and process.

UNIT II: Formulation of Research Problem

- Sources of research problem, criteria of good research problem, defining the research problem.

- Developing the statement of the problem, and research questions, Review of literature, formulation of objectives.

UNIT III: Research Design

- Research designs by purpose of study: *Exploratory, Descriptive, and Explanatory*.
- Research designs by intended to use:
 1. *Intervention research designs or Social work research designs: Single subject research design, Withdrawal/ reversal design, multiple component design.*
 2. *Action research design*
 3. *Evaluative research design*
- Research designs to assess cause and effect relationship: *Experimental and Non experimental*.

UNIT IV: Sampling & Data Collection:

- Sampling-Meaning, Sampling design process, Methods and types of sampling.
- Tools of data collection: Use of existing scales. Observation, questionnaire, and Interview schedule.
- Data processing: Editing, Coding, Recording, and computing the scores, Preparation of master chart.
- Data analysis and interpretations: techniques and types.
- Research report writing: Organizing research report

UNIT V: Statistics and Computer Applications in Social work Research:

- Statistics: Definition, importance, functions and limitations.
- Measures of Central Tendency : Arithmetic mean, median and mode
- Measures of Dispersion : Range, quartile and standard deviations
- Chi Square : Uses and applications
- Applications of Karl Pearson's correlation test in social work research
- Application of statistics in social work practice
- Computer Applications: Use and application of computer in Social Work research with special reference to Excel, Statistical Package for Social Sciences (SPSS), etc.

REFERENCES:

1. Laldas, D.K (2000) Practice of Social Research, Rawat, Jaipur
2. Baper, L.T. (1988) Doing Social Research, McGraw Hill, Singapore.
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6. Kothari, C.R. (1992) Research Methodology, Willey Eastern Ltd, New Delhi.
7. Nachmias & Nachmias (1981) Research methods in the Social Sciences; St. Martin's press, New York
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12. Young, P.V. and Schmid, C.F. (1946): Scientific Social Surveys and Research (New York: Prentice Hall).
13. Rajaram V. (1999) Fundamentals of Computer, (Prentice Hall, India)

CPT-2.3. COUNSELING: THEORY AND PRACTICE

Objectives

(Total-64 hours)

- To help students distinguish between counseling, Case Work and Psychotherapy and to acquire the required knowledge in this regard.
- To sensitize the students to the attitudes required for the practice of counseling
- To engage the students to identify and practice the appropriate skills.

Course Content

UNIT I: Meaning and Definitions of Counseling:

- Counseling: Definition, Elements, Characteristics, Purpose and Goals
- Evolution of counseling
- Foundations of Counseling; Philosophical Foundations – *dignity of the human person*, Sociological foundations – *influence of social system*, Psychological foundations – *concept of self, goal directed behavior, learning*.

UNIT II : Portrait of Counselor and Counselee

- The Counseling Relationship
- Regard and respects - Authenticity - Empathy
- Personal Growth and Effectiveness of the Counselor
- Concerns of self, attitudes, values, beliefs, relationships, self-esteem, openness to others, accepting personal responsibility, realistic levels of aspiration, self-actualization.
- The portrait of the helper

UNIT III: Counseling Process and Skills:

- Stage – I – Problem Exploration and Clarification
- Stage – II – Integrative Understanding – Dynamic Self-Understanding
- Stage– III – Facilitation Action; Developing a New Perspective, Preferred Scenario.
- Counsellor's Skills – Counseling as a helping Relationship – Empathy as the key to Counseling Process.
- Factors contribute to emergence of Counseling

UNIT IV: Therapeutic Counseling intervention:

- Psychodynamic, cognitive-behavioral, humanistic and feminist, key concepts, principles and techniques of various approaches:
- RET, Family Therapy, Reality Therapy, Behavior Therapy, Crisis Counseling, Transactional Analysis, Feminist Therapy, MET, Dialectical Behaviour therapy towards developing an eclectic approach and utilization of models and techniques across problem situation.

UNIT V: Counseling in Different Settings

- Couple and Family Counselling: Issues in such counselling, its process and stages. Crisis Counselling.
- Group Counselling: Counselling for groups - Process, advantages and disadvantages of group counselling.
- Practice of counselling in family counselling centres and family courts
- Premarital and marital counselling, vocational counselling centres, mental health centres, child guidance clinics, correctional institutions, de-addiction and rehabilitation centres, educational institutions.

REFERENCES:

1. Association of Psychological and Practice, (!982), Counseling in Asia, Perspective and Practices, Educational Counsellors of Asia.
2. Bengalee, M., Ehroo D., (1972), Guidance if you please, Macmillan, Bombay.
3. Currie, Fr. J., (1989), Barefoot Counseling – A Primer in building relationship, AsiamTarding Corp, Bangalore.
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CPT-2.4 SOCIAL ACTION, NETWORKING AND ADVOCACY

Objectives:

(Total-64 hours)

- To familiarize students with an understanding of the concepts, context and processes that is relevant for people's struggles, social action and social movements
- To enable students to understand and analyze issues in a broader context of governing institutions and civil society actors in responding to critical Social realities.
- To Familiarize students with concepts, processes and techniques of social advocacy
- To prepare students through building a strong perspective and skill to engage themselves in struggles, protests and movements.

UNIT I: Meaning, definitions and Models of Social Action

- Meaning, definitions, Models.
- Approaches and Strategies of Social Action
- Radical, Structural and emancipator, Social Work.
- Social Change and Conflict.
- Advocacy as a tool for social change, Process of Social Advocacy.

UNIT II: Theories and Types of Social Movement

- Differences between Social Action and Social Movement
- Theories of Social Movement and Political Movement and New Social Movement.
- Types of Movement-identity, political assertion and autonomy movements

UNIT III: Paradigms of Action and Movement Analysis

- Paradigms of Action and Movement: Peasants, Tribal, Farmers, Zapatistas.
- Movement analysis-Ideology, Structure, leadership, process and outcome.
- No-Party Political Processes; Movement Analysis-ideology, Structure, leadership, processes and outcomes

UNIT IV: Ideology and Methodology of Social Action

- Ideology and Methodology of : [Paulo Freire](#): Pedagogy of the Oppressed
- Antonio Gramsci's: concept of hegemony
- Saul David Alinsky : Models
- Analysis of ideology and approach of: Gandhi, Ambedkar, Nehru and Lohiya

UNIT V: Networking in social work

- Definition of Networks and Networking, Importance of Networking in Social Work, Essentials of , Effective Networking, Various Types of Networks, Tools and Strategies of Networking
- **Networking skills for social workers:** active listening, effective communication, building relationships, and the ability to find and offer support within the social work community.

REFERENCES:

1. Alinsky, Saul.(1989), *Rule of Radicals*. Vintage Book Edition
2. Bailey, R. and Mike Brake (eds).(1975). *Radical Social Work*, London: Edward Arnold.
3. Baviskar, A (2010) Social Movements in India, in N.G.Jayal and P.B. Mehta. Eds, *Oxford Companion to Politics in India*, New Delhi: Oxford University Press.

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16. Thompson, N (2002), Social Movements, Social Justice and Social Work. *British Journal of Social Work*, 32 (6):711-722.

PAPER: CPT-2.5 DEVELOPMENT PARADIGMS FOR THE EMPOWERMENT OF MARGINALIZED

Objectives (Total-64 hours)

- To enable students to locate marginality of major communities which is deeply embedded in Indian social structure?
- To familiarise students with the divergent discourses prevalent particularly in Dalit studies and its implications on social movements among marginalised.
- To equip the students to understand development intervention of State in the development of marginalised communities, and also the role of NGOs and CSOs, especially in the current context of LPG reforms in India.

Unit-1 Introduction 12 hours

- The concept of marginality, marginalization; Nature and types of marginally 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 14 hours

- Caste system in India: origin and nature: *as described by Dr.B.R.Ambedkar*
- Human development Index of SCs 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 Scheduled castes.

Unit-3 Scheduled Tribes/Adivasis 12 hours

- Contemporary Issues of Tribals/Adivasis.
- Constitutional and Legislative provisions for tribes
- Critical analysis of various Tribal development programmes in India.

Unit-4 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 class Commission.

Unit-5 Ideologies on development of marginalized 12 hours

- Ideologies/views /contributions of Basaveshvara towards eradication of caste system in India.
- Ideologies/views /contributions of Jyotiba Phule on educational development of Marginalised.
- Ideologies/views/contributions of Dr. B.R. Ambedkar on marginalization of Dalits /OBC's and Minorities
- Ideologies/views/contributions of Ram Manohar Lohia on 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.

REFERENCES:

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Paper -SPT-2.6 COMMUNICATION SKILLS FOR SOCIAL WORKERS

Objectives

(Total-64 hours)

1. To understand the basic communication skills for the effective social work practice
2. To inculcate the necessary communication skill in social work process
3. To blend theoretical knowledge and social work practice by exhibiting professional skills

Course Content

UNIT I: Basic Communication and helping Skills for social workers

- Basic Communication skills and creating an effective helping relationship in Social Work Practice.
- Basic helping skills and non-verbal communication
- The 'I-statement', understanding emotions and feelings
- Responding to Defense communication and cross culture helping

UNIT II: Effective Communication for Social Workers in Work Load and Caseload management

- Managing time at work, Report writing and letter writing
- Using information technologies and effective telephone communication
- Maintain case notes for narrative Recording and problem oriented recording (POR) and the SOAP format
- Process recording, testifying in court and dealing with managed case

UNIT III: Communication skills in Social work process

- 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 4 Ms in assessing the client's behavior and functioning with in a social context.

UNIT IV: Effective Communication in Social work intervention

- 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

UNIT V: Communication skills for Social work practice

- *Effective speaking*, principles of effective oral communication, speech preparation, technique of effective speech,
- *Effective listening*, meaning, nature and importance of listening, principles of group listening, types of listening. Listening process, barriers in listening,
- *Effective writing*, what is draft, meaning and objectives of written communication, essential of written communication,
- *Feedback* a two-way process, Characteristic of feedback, kinds of feedback written and oral communication, improving in feedback and developing effective feedback skill, feedback loops.
- Street theatre: Elements of street theatre scripting and choreography for development. Use of puppets, songs and folklore. Role of Information, education, and communication (IEC)in making effective peoples participation.
- **Skills required for Professional Social workers to Practice all 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

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CP-FWP- 2.7. FIELD WORK PRACTICUM - II

(Concurrent Field Work and Social Work Camp)

The Concurrent Field Work Practicum is an integral component of social work education that bridges theoretical knowledge with practical application. This experiential learning opportunity enables students to develop essential intervention skills through real-world practice in authentic professional settings.

Structure and Requirements

Time Commitment: Students shall dedicate 2 days weekly (equivalent to 16 hours) throughout the semester

Minimum Engagement: 20 field days per semester

Practice Integration: Seamless connection between academic learning and field application

Field work Placement Settings

Students are strategically placed in diverse settings including:

- **Social service agencies** - Government and non-governmental organizations
- **Community-based organizations** - Grassroots initiatives and local programs
- **Healthcare facilities** - Hospitals, clinics, and mental health centers
- **Educational institutions** - Schools and community learning centers
- **Direct service delivery points** - Where students can engage directly with service users

Learning Objectives

The practicum is designed to help students:

- Master evidence-based intervention strategies and techniques
- Develop professional communication and relationship-building skills
- Apply theoretical frameworks to real-world situations
- Understand organizational dynamics and inter-professional collaboration
- Cultivate ethical decision-making capabilities
- Build cultural competency and sensitivity

Supervision and Support

Faculty Supervision: Faculty supervisors work collaboratively with students to develop comprehensive semester action plans, ensuring alignment between academic objectives and field experiences. Regular supervision sessions facilitate reflection, skill development, and professional growth.

Agency Supervision: On-site agency supervisors provide day-to-day guidance, mentorship, and practical skill development opportunities within the organizational context.

Required Activities

Each student must complete:

- **Three awareness programs or training sessions** with target groups in their placement agency or community
- **Documentation and reflection** of all field experiences
- **Regular supervision meetings** with both faculty and agency supervisors
- **Collaborative intervention projects** with their respective organizations

Working with Individual (Social Case Work)

Students will undertake **two comprehensive case work interventions**, each involving:

- Systematic assessment and case planning
 - Implementation of evidence-based intervention strategies
 - Regular monitoring and evaluation of progress
 - Professional documentation and case recording
 - Ethical practice and boundary management
-
- **Regulatory Navigation** - Understanding legal and administrative frameworks
 - **Collaborative Decision-Making** - Working effectively in diverse teams
 - **Project Management** - From conception to implementation and evaluation
 - **Cultural Competency** - Respectful engagement across diverse communities
 - **Leadership Skills** - Guiding groups and initiatives

Faculty Support and Supervision

Each camp is guided by one/two dedicated faculty members who remain on-site throughout the duration. This ensures:

- **Continuous mentorship** and learning support
- **Safety and welfare** of all participants
- **Quality assurance** of educational experiences
- **Integration** of learning with academic curriculum

SOCIAL WORK CAMP

Purpose and Vision

The Social Work Camp is an intensive, immersive field experience lasting 5-7 days, designed to provide students with deep exposure to rural, tribal, or specialized community settings. This experience

cultivates understanding of community dynamics, governance structures, and grassroots development processes.

Learning Environment

Camps are primarily conducted in:

- **Rural communities** - To understand agricultural livelihoods and rural development challenges
- **Tribal areas** - To experience indigenous cultures and traditional governance systems
- **Disaster-affected regions** - To understand crisis response and recovery processes
- **Innovative project sites** - To observe cutting-edge community development initiatives

Core Objectives

The camp experience aims to:

- Provide authentic exposure to community life and cultural practices
- Develop analytical skills for understanding social, economic, and political dynamics
- Observe and evaluate government machinery, particularly local self-governance structures
- Understand the role and functioning of voluntary organizations and NGOs
- Foster skills in community engagement and participatory development approaches

Key Activities and Methodologies

Micro-Planning Exercise

Students engage in comprehensive community assessment and planning processes, learning to:

- Conduct systematic community needs assessments
- Identify local resources and assets
- Develop realistic, community-driven action plans
- Understand participatory planning principles

Participatory Rural Appraisal (PRA)

This methodology enables students to:

- Learn community-centered research techniques
- Practice inclusive data collection methods
- Engage community members as co-researchers
- Develop skills in visual and participatory analysis tools

Community Organization Practice

The camp provides practical experience in:

- Mobilizing community participation
- Facilitating group discussions and decision-making processes
- Building consensus and managing diverse perspectives
- Implementing collaborative action initiatives

Professional Development Outcomes

Students develop competencies in:

- **Planning and Organization** - Systematic approach to community work

***Note:** Faculty participation in camp supervision is recognized as*

official institutional work, reflecting the importance of this educational component.

Evaluation and Documentation

Students are required to:

- Maintain detailed daily logs of activities and observations
- Conduct systematic evaluation of their experiences
- Prepare comprehensive reports analyzing their learning
- Participate in post-camp reflection and integration sessions
- Present findings and insights to academic and community stakeholders

Impact and Sustainability

The Social Work Camp experience contributes to:

- **Student professional development** through authentic practice exposure
- **Community benefit** through collaborative projects and awareness programs
- **Academic-community partnerships** that support ongoing development initiatives
- **Social work profession advancement** through innovative field education practices

THIRD SEMESTER

CPT-3.1 SOCIAL POLICY, LAW, GOVERNANCE AND SOCIAL WORK

Objectives:

(Total-64 hours)

- To Gain knowledge of policy analysis and the policy formulation process.
- To Develop an understanding of social policy in the perspective of national goals as stated in the Constitution, particularly with reference to Fundamental Rights: and the Directive Principles of State Policy.
- To locate strategies and skills necessary for social development and reinforce values of social justice, gender justice and equality.

Course Content

UNIT I: Indian Social Policy: Nature Emergence and Approaches;

- Concept and definitions of social policy, Public policy vs Social policy
- Emergence of social policy; world and India, Models of Social Policy
- Social work and social policy in order to promote social change and social control
- Nature of Governance and Good governance

UNIT II: Values underlying social policy based on the Constitutional provisions.

- Preamble of Indian constitution, Fundamental Rights (12-35), Directive Principles of State Policy (36-51).
 - Ideals of Indian Constitution
 - Salient features of The Right to information Act 2005.
 - Salient features of Domestic Violence Act, 2005.

UNIT III: Salient features of Social Legislations

- The Special Marriage Act 1954
- The Hindu Marriage Act 1955
- The Hindu Adoption and maintenance Act 1956
- The Dowry Prohibition Act 1961

UNIT IV: Salient features of legislations related to Children

- The Prohibition of Child Marriage Act 2006
- The Juvenile Justice (Care and Protection) Act 2000
- The Protection of Children from Sexual Offences Act, 2012

UNIT V: Human Rights:

- Definition and Classification: Civil and Political Rights, Socio Economic and Cultural Rights.
- Universal Declaration of Human Rights.
- History of Human rights

- Social work as Human rights profession

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CPT 3.2 : ORGANISATIONAL BEHAVIOUR AND ORGANISATIONAL DEVELOPMENT

OBJECTIVES

(Total-64 hours)

- To help students build a knowledge base appropriate to Personnel Management and Organizational Behaviour.
- To enable the students to group and develop the attitudes required for the successful application of personnel management and organizational Behaviour
- To assist them to group, develop the skills appropriate to the field practices.

UNIT-I Introduction to Organizational Behavior:

- *Organizational Behavior*: Meaning, Features, Need and importance of OB, Scope of OB. Determinants of OB.
- Importance of studying OB in social work setting.
- Relationship between human behavior and organizational effectiveness.
- Models of organizational Behavior.
- Digital transformation and its impact on organizational behaviour

UNIT-II Foundations of Individual behavior:

- Foundations of Individual behavior: Factors influencing individual behavior.
- *Personality*: determinants of personality.
- Development of personality; *Freudian stages*.
- *Nature of Attitudes*: components of attitudes, attitudes and OB.
- *Nature of Job satisfaction*: job satisfaction and productivity, dimensions of job satisfaction.

UNIT-III Quality of Work life and Morale:

- *Nature of Quality of Work life*: Approaches to improve quality of work life.
- *Nature of morale*: significance of morale in organizations, relationship between morale and productivity, building of high morale.
- *Leadership*: Meaning and importance of Leadership, styles of leadership, emerging approaches of leadership.
- Strategies for improving organisational health and productivity

UNIT- IV Organizational Development:

- *Organizational Development*: Meaning and Characteristics. Need and significance of OD. Steps in Organizational Development.

- Organizational development Intervention techniques.
- Requirements of successful Implementation of OD Interventions
- Application of social work values and social work methods in organisations.

UNIT-V Organizational Climate and Organizational Culture:

- *Organizational Climate*: Concept, Characteristics, Dimensions and Significance.
- *Organizational Culture*: Meaning, Characteristics, functions. Impact of Culture on modern organization
- *Organizational Change*: Meaning and Nature, Forces of change, Human and organizational resistance to change. Techniques of overcoming resistance to change.
- Role of social workers in change management and capacity building

REFERENCES:

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SPT-3.3A: RURAL AND TRIBAL COMMUNITY DEVELOPMENT

Objectives:

(Total-64 hours)

- To enable students to understand about the rural and Tribal realities.
- To develop sensitivity and commitment for working with rural and tribal communities.
- To provide knowledge on the government and voluntary efforts towards rural and tribal community development.
- To equip students with specific skills and techniques of working with rural and tribal communities.

UNIT I: Rural Community:

- Meaning, Characteristics of Rural community: Types of Villages:
- Scope of studying the rural community and its relation to social work
- Need and importance of social work intervention in rural communities in India
- Dynamics in Rural Communities: Caste – Class and Gender. Problems of
- Contemporary major Rural Problems in India

UNIT II: Meaning and Concept Community Development

- **Community Development** Concepts, Definition, Objectives, elements, need, Philosophy, Principles, methods, Role of community development worker:
- Application of social work methods in rural development:
- People's participation and role of social workers in promoting peoples participation.
- **Early experiments of rural development:** Sriniketan, Martha dam, Gurogaon, rural reconstruction, Firka development, Nilokheri and Etowah pilot project.

UNIT III: Rural community Administration

- Administrative structure and functions for Rural Development.
- Central and State level, Planning Commission: Five year plan, Administrative pattern of Panchayat raj system at local, block and district level,
- **Rural Development Agencies:** Council for Advancement of Peoples Action and Rural Technology (CAPART), National Institute for Rural Development (NIRD), National Bank for Agriculture and Rural Development (NABARD) Regional Rural Bank (RRB):
- Contemporary Rural Community Development Programmes of Government of India and Government of Karnataka

UNIT IV: Tribal development:

- Tribal Communities: Meaning, Definition and Characteristics.
- Tribal Life in India, Contemporary Problems of Tribes, Effects due to the contact with the civilization.
- Causes of Tribal Unrest and *Discontent-*, *measures for the Upliftment of Tribals*.
- Contemporary Tribal development programmes and projects of Government of India and Government of Karnataka

UNIT V: TRIBAL RESETTLEMENT AND REHABILITATION

- Introduction, Meaning, Objectives of Tribal Rehabilitation and Tribal Resettlement
- Social Movement on Tribal Rehabilitation and resettlement
- Constitutional Provisions for the protections of tribes

- Evolution of Tribal Policies in India
- National Policy on Tribal Development

REFERENCES:

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8. Mascarentas (1988) A strategy for rural development, New Delhi : Sage.
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SPT 3.4A: WOMEN, CHILD AND CORRECTIONAL SOCIAL WORK

Objectives

(Total-64 hours)

- To enhance the understanding of concepts and theories of feminism, deliberate and apply discussions on various women issues
- To understand the issues related to Children
- To appreciate the effectiveness of legal frameworks applicable to women
- To Understand the Correctional social work aspects

UNIT – I: Social Construction of Gender

- Status of Women in India, Factors affecting status of women.
- Sex and Gender, Gender Discrimination, Gender Stereotyping, Gender Roles Gender Perspective, Gender Analysis
- **Gender Inequality Index (GII)** and Application of indicators in identifying systemic inequalities faced by Women, Gender Responsive Intervention .

Issues Related to Female Children and Women:

- Female Foeticide, Female Infanticide, Sex Ratio, Child Marriage, Child Labourers, Dowry, Divorce, Widowhood, Commercial Sex, Domestic Violence, Problem of Elderly Women, Problems of Single Women/Single Parent.

UNIT II: Women Empowerment and Support system for women

- Gender and Development: Expressions of Gender Disparity in Education, Health, Property, Employment and Livelihood and Decision Making.
- Feminization of Poverty and Manifestations of Gender based Violence.
- National Policy on women
- Constitutional & Legislative Safeguards and Social work Interventions.
- Women empowerment and development programmes of Government of India and Government of Karnataka

UNIT-III: Social Work with Children

- Child: Definitions and Concept. *Child Welfare and Policy: Definitions and Concept*
- *Theories of Child Behavior:* Salient features of Language Theories, Emotional Theories, Learning Theories, Intellectual Theories, Psycho-Social Theories, Personality Theories, Moral Theories.
- Early Childhood Education - Importance and Significance of Early Childhood. Need for Preschool Education , Problems of Early Childhood Education
- Organizational and Administrative Setup - Curriculum and Programs – Pre-school. Staffs and other Personnel - Records and Registers.
- Early Childhood Care and Education (ECCE): Historical Development and Importance
- Child Nutrition and Malnutrition: Meaning and Importance of Nutrition.

UNIT-IV: Child Protection Mechanisms and Policies/Programmes

- Child rights, Constitutional provisions and various legislative protections
- Convention on the Rights of the Child (CRC): Features, Development in India and Consequences
- Ministry of Women and Child Development: Roles and Functions at the Central and State Level
- Development and Features Legislations pertaining to Child Care and Protection in India: ICDS, SSA, NRHM and ICPS – Development, Objectives and Features
- **Child Development Index (CDI)** and Application of indicator in identifying systemic inequalities faced by Children

UNIT V: Correctional Social Work

- Meaning of Correctional Social Work
- Basic concepts of Crime, criminal, Criminology
- Types of correctional institutions

- **Institutional treatment;** Prisons, Observation homes, Special homes, Children homes, After-care organization, Protective home for women, Short stay home Beggars home
- Role of social workers in Institutional treatment and transformation of inmates
- **Non-institutional treatment;** Probation, Parole, **Hybrid treatment;** Community service, Work release
- Social work Intervention techniques in using correctional Institutions.

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SPT 3.3B: PUBLIC HEALTH AND SOCIAL WORK

Objectives

(Total-64 hours)

- Understand the concept of public health and related terminologies.
- Realize the evolution and structure of the public health system in India.
- Identify the public health issues and needs facing the country and design social work interventions.
- Critically review the functioning of the public health system.
- Develop skills for social work intervention in the field of public health.

Course content

UNIT I : Foundations of Health and Public Health

- Concept of health and disease; Concept of public health and related terminologies like Community health, Preventive and Social Medicine (PSM), Health management etc;
- Historical development of public health, Internationalization; Basics of Epidemiology - Distribution, determinants and basic measures of health;
- Health Indicators; Health in developed and developing countries.
- Public health: Issues of Availability, Accessibility and Affordability.

UNIT II: Health Services and Disease Prevention in India

- Diseases of Public health importance; Concept of prevention, Levels of prevention;
- History, structure, function and organization of health services in India: Primary, Secondary and Tertiary healthcare; Experience of voluntary sector organizations in the implementation of health services in India;
- Job descriptions of various functionaries; Overview of the various National health programmes.

UNIT III: Nutrition and Disease: Inter-linkages and Interventions

- Relationship between Nutrition, Health and Development: Types of diseases Communicable, Non-communicable, Nutrition deficiency diseases; Diseases that can be easily prevented or treated;
- Approaches for prevention and promotion of health, curative and rehabilitative services.

UNIT IV: Health Policies and National Health Programs

- Health Policies and Health planning- National Health Policy, National Rural Health Mission, Health policy analysis,
- Introduction about Health programs: National Leprosy Eradication Program, National Malaria & Filariasis Control Programs, Revised National Tuberculosis Control Program, National Mental Health Program, Universal Immunization Program, National Tobacco Control Program, National Program for Control of Blindness, School Health Program, National Vector Borne Diseases Control Program, Prevention and Control of Non-Communicable Diseases Program, National Cancer Control Program, their implementation; advocacy and lobbying.

UNIT V: Social Work Strategies in Public Health

- Strategies and approaches in social work in public health;

- Health education and Behaviour change communication strategies, Counseling and referral, Community needs assessment, Community mobilization and organization, Rehabilitation,
- Health system restructuring and reform, Capacity building and training, Resource mobilization and application,
- National and International agencies of health.

REFERENCES:

1. (1983). National Health Policy. New Delhi: Ministry of Health and Family Welfare.
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SPT 3.4B: PSYCHIATRIC SOCIAL WORK

OBJECTIVES

(Total-64 hours)

- To understand the basic concepts of psychiatric social work practice and its history
- To learn about major therapeutic approaches of intervention and rehabilitation
- To understand the relevance and applicability of different approaches, vis-à-vis emotional and interpersonal issues
- To learn the policies, programmes, legislations concerning mental health
- To study the scope of psychiatric social work practice and acquire skills of working in different settings

COURSE CONTENT

UNIT I: Foundations of Psychiatric Social Work

- Psychiatric Social Work: Definition, Scope, Historical Development;
- Prevalence of mental health problems among various populations; Stakeholders in psychiatric social work practice;
- *Classification of mental illness*: Diagnostic Statistical Manual (DSM) IV; International classification of diseases (ICD - 11);
- *Treatment for the mentally ill patients*; Policies and Legislations that inform psychiatric social work practice.

UNIT II: Counseling and Therapeutic Models

- Introduction to counselling, basics of counselling process and skills in psychiatric social work;
- *Overview of therapeutic models*; Key concepts, principles and techniques of various therapeutic approaches: Psychoanalytic, Behaviour Therapy, Cognitive therapy and REBT, Supportive therapy, Gestalt therapy, Hypnosis and Abreaction.

UNIT III: Counseling Approaches and Interventions

- Marital Therapy, Family Therapy, Occupational Therapy, Crisis Counselling, Solution Focused Brief Therapy, Feminist Therapy, Narrative Therapy,
- Working with children – use of non-directive and play methods,
- Transactional Analysis, Client centred counselling, Grief counselling, Group counselling.

UNIT IV: Self-Awareness and Challenges in Psychiatric Social Work Practice

- Personal issues, biases, attitude impacting counselling process and practice,
- self of the counsellor, addressing burn out, role of supervision and personal therapy for counsellors,
- Psychiatric interviewing,
- Limitations and difficulties faced in Psychiatric Social Work practice.
- Scope of Psychiatric Social Work practice

UNIT V: Psychosocial Rehabilitation and Community-Based Interventions

- Rehabilitation – components, psychosocial rehabilitation, psycho-education,
- case management, discharge planning,
- rehabilitation settings- therapeutic community,
- Day care centres, half way homes, quarter-way homes, shelter homes, hostels, foster care;
- Community based rehabilitation matrix of WHO;
- Research based Social Work Practice in health setting.

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SPT- 3.3C: HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT

Objectives

(Total-64 hours)

- To help students build a knowledge base appropriate to Human Resource Management
- To enable the students to perceive the attitudes required for the successful application of Human Resource Management.
- To assist them to perceive and develop the skills appropriate to the field practices

UNIT I: Human resource management:

- Concept, meaning, nature, scope and importance Human Resource,
- Concept, meaning, nature, scope and importance Human Resource Management,
- Functions of HRM
- Distinction between personnel management and human resource management.
- Evolution of HRM. Qualities of HR manager.

UNIT II: Strategies for hiring talent:

- *Human resource planning*: Meaning and definition, importance of HRP, factors affecting HRP. The Human resource planning process.
- *Human resource information system (HRIS)*. Job analysis .Job description and Job specification .job evaluation.
- *Recruitment of human resources*: sources, methods and techniques. Selection process and techniques: Selection, induction, placement, probation and confirmation.

- *HRM action areas*: Total quality management. Knowledge management. Retention strategies.

UNIT III: Wage and salary administration:

- Meaning and definitions,
- Salient features of wage theories,
- factors influencing on employee remuneration,
- Incentive systems: financial and non-financial.
- Compensation benchmarking.

UNIT IV: Human resource development:

- Concept, meaning, definition, objectives, and scope of HRD.
- Training; meaning and concept, types
- Training needs assessment: methods and techniques
- Modern management training methods and techniques.

UNIT V: Functions of HRD

- Performance appraisal. Performance management system,
- *Recent trends in HRD namely key results areas*: Management by objectives (MBO), HR outsourcing. Competency mapping.

AI Technologies in HR

- **Machine Learning and Predictive Analytics**: Understanding algorithms and their HR applications
- **Natural Language Processing (NLP)**: Text analysis, chatbots, and sentiment analysis
- **Computer Vision**: Resume screening and video interview analysis
- **Generative AI**: ChatGPT and similar tools for HR content creation
- **Robotic Process Automation (RPA)**: Automating routine HR tasks

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7. Rudra Basavaraj M.N.(1984)Human Factors in Administration(Bombay: Himalaya Publishing House)
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SPT-3.4C: LABOUR LEGISLATIONS

Objectives (Total-64 hours)

- To help students learn the basic facts concerning Labour Law.
- To assist the students to acquire attitudes that are apt in the practice of Labour Law
- To enable them to realize the need to have suitable skills for the practice of Labour Law
- To provide an in-depth knowledge on Industrial relations.

Course content

UNIT I: Historical perspectives of Labour Legislations

- Meaning and classification of Labour legislations in India.
- History & Development of Labour Legislations in India.
- Labour in Indian constitution.

Salient features of legislations related to welfare and working conditions

- The Factories Act, 1948
- The Contract Labour (Abolition & Regulation) Act, 1971
- The Plantation Labour Act, 1951
- The Indian Mines Act, 1952

UNIT II: Salient feature of wage Legislations

Wage Legislations

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

UNIT III: Salient features of Industrial Relations Legislations

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

UNIT IV: Salient features of social security legislations:

- 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

UNIT V: Salient features of related acts:

- The Karnataka shops and commercial Establishment Act, 1961
- Unorganized Workers Social Security Act, 2008.
- The Child Labour (Prohibition and Regulation) Act, 1986.
- Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013;

REFERENCES:

1. Bhagoliwal, T.N., (1967), Economics of Labour and Social Welfare, Sahitya Bhavan, Agra.
2. Government of India, Department of Labour & Employment, (1969), Report of the Committee on Labour Welfare, Manager of Publication, Delhi.
3. Gupta, S.N. (1982), Labour & Industrial Law, Collins Publications,
4. Puri, S.K., (1984), Introduction to Labour Law & Industrial Law, Agricultural Institute, Allahabad.
5. Suryanarayan Misra, (1982), Introduction to Labour Law & Industrial Law, Agricultural Institute, Allahabad.

CP-FWP- 3.5: FIELD WORK PRACTICUM-III (Concurrent Field Work)

Concurrent field work practice in third semester represents a cornerstone of social work education that bridges the gap between theoretical knowledge and practical application. This experiential learning recognizes that professional competency develops through sustained, supervised engagement with real-world practice situations, enabling students to progressively build intervention skills while maintaining continuous academic support and reflection.

Structure and Implementation Framework

Duration and Scheduling:

- **Weekly Commitment:** Two days per week throughout the academic semester
- **Flexible Arrangements:** Equivalent time distribution that accommodates both agency needs and academic schedules
- **Semester Continuity:** Consistent engagement that allows for meaningful relationship building and skill development progression

Specialization-Aligned Placement Strategy

Clinical Social Work Track:

- Mental health clinics and psychiatric hospitals
- Medical social work departments in healthcare systems
- Community mental health centers
- Substance abuse treatment and rehabilitation facilities
- Private practice and counseling centers

Community Organization and Development:

- Non-governmental organizations (NGOs) focusing on community development
- Community-based organizations (CBOs) and grassroots initiatives
- Municipal and local government development departments
- Advocacy groups and social movement organizations
- International development agencies and programs

Child and Family Welfare:

- Child protective services and family courts
- Adoption and foster care agencies
- Family counseling and support centers
- Juvenile justice and delinquency prevention programs
- Early childhood development and education centers

Medical and Healthcare Social Work:

- Hospitals and integrated healthcare systems
- Rehabilitation centers and long-term care facilities
- Public health departments and community health programs

- Palliative care and hospice services
- Occupational health and employee wellness programs

Learning Objectives and Competency Development

Core Practice Skills:

- Evidence-based assessment and intervention techniques
- Case management and service coordination
- Crisis intervention and emergency response
- Group facilitation and community engagement
- Documentation and professional communication

Professional Development Areas:

- Ethical decision-making and professional boundaries
- Cultural competence and anti-oppressive practice
- Inter-professional collaboration and teamwork
- Self-awareness and reflective practice
- Research integration and practice evaluation

Critical Thinking Capabilities:

- Systematic problem analysis and solution development
- Theoretical framework application to practice situations
- Policy analysis and advocacy skill development
- Social justice orientation and systems thinking
- Innovation and creative intervention design

Collaborative Supervision Model

Integrated Support System: Faculty supervisors work in partnership with agency supervisors to create comprehensive learning experiences through:

Action Planning Process:

- **Semester Planning:** Collaborative development of individualized learning objectives and intervention strategies
- **Progress Monitoring:** Regular assessment of skill development and professional growth
- **Adaptive Learning:** Flexible adjustment of experiences based on student needs and learning pace
- **Career Preparation:** Integration of field experiences with professional development goals

Quality Assurance Mechanisms:

- **Regular Consultation:** Weekly supervision sessions with both faculty and agency supervisors

- **Documentation Requirements:** Systematic recording of experiences and learning outcomes
- **Peer Learning:** Opportunities for cohort reflection and shared learning experiences
- **Feedback Integration:** Continuous improvement based on student, agency, and faculty input

Case Study Research and Analysis Framework

Comprehensive Case Study Requirements

Every student must complete five in-depth case studies within their specialization area, demonstrating mastery of analytical thinking, intervention planning, and professional documentation skills. This requirement ensures that students develop expertise in systematic study and evidence-based practice approaches.

Case Study Components and Structure

Comprehensive Analysis Requirements: Each case study must include:

Background and Context:

- Detailed description of the case situation and presenting issues
- Historical context and contributing factors
- Environmental and systemic influences
- Cultural, social, and economic considerations

Theoretical Framework Application:

- Relevant theoretical perspectives and their application
- Evidence-based practice model selection and justification
- Integration of research findings and best practices
- Cultural adaptation of intervention approaches

Assessment and Analysis:

- Systematic assessment methods and tools utilized
- Strengths-based analysis and asset identification
- Risk assessment and safety planning considerations
- Multi-dimensional analysis including bio-psycho-social-spiritual factors

Intervention Planning and Implementation:

- Goal setting and objective development
- Intervention strategy selection and rationale
- Implementation process and methodology
- Adaptation and modification strategies employed

Outcomes and Evaluation:

- Measurement methods and evaluation criteria
- Short-term and long-term outcome assessment

- Effectiveness analysis and lessons learned
- Recommendations for future practice and policy

Professional Reflection:

- Personal learning and skill development insights
- Ethical considerations and decision-making processes
- Cultural competence development and awareness
- Professional identity formation and growth

Faculty Guidance and Mentorship

Supervisory Support Structure:

- **Individual Consultation:** Regular one-on-one meetings with faculty advisors
- **Group Supervision:** Peer learning and collaborative analysis opportunities
- **Research Methodology Support:** Guidance on research design, data collection, and analysis
- **Writing and Documentation Assistance:** Support for professional report preparation

Written Report Assessment:

- **Content Quality:** Depth of analysis and theoretical integration
- **Methodology:** Appropriateness of research design and implementation
- **Professional Writing:** Clear, concise, and professional documentation
- **Ethical Considerations:** Adherence to professional and research ethics

OEP: 3.6: MENTAL HEALTH AND COUNSELLING

Objectives

(Total-64 hours)

- Demonstrate an ability to integrate mental health theories and policy in to discussions of mental health practice
- To provide theoretical foundation for counselling practice.
- To provide theoretical foundation for the practice of counselling

UNIT I: Introduction to Mental Health

- Meaning, Definitions and Concept of Mental Health.
- Characteristics of the mentally healthy person.
- Factors influencing Mental Health.

Unit II: Theories of Mental Health

- Behavioural Theory, Cognitive Theory.
- Psychodynamic theory.
- Life Cycle Stages and Mental Health promotion.

UNIT III: Mental Health Disorders

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

UNIT IV: Counselling Approaches

- Counselling Principles, Skills and techniques of counselling.
- Individual Counselling, Group Counselling and Family Counselling.
- Approaches of counselling.

UNIT V: Counselling Settings

- Application of counselling; Schools, Colleges, Child Guidance Centres, Family Counselling Centres, Career Counselling Centres.
- Hospital based Counselling and Industrial Counselling.

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- International Journal of Mental Health Systems,
- International Journal of Emergency Mental Health and Human Resilience
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- Nucleus Medical Media (2015), Brain and Mental Health | Nucleus Health, Available at <https://www.youtube.com/watch?v=MyxCjnHqBq8>
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- Crash Course (2014), Psychological Disorders: Crash Course Psychology #28, Available at <https://www.youtube.com/watch?v=wuhJ-GkRRQc>

FOURTH SEMESTER

CPT-4.1: MANAGEMENT OF SOCIAL WELFARE ORGANIZATIONS AND DEVELOPMENT INDICES.

Objectives: (Total-64 hours)

- To equip students with theoretical and practical knowledge of managing welfare and development organizations.
- To understand legal, structural, and administrative aspects of service organizations.
- To familiarize students with international development indicators and global best practices in NGO management.
- To develop skills in planning, monitoring, and evaluating development programs.

UNIT I: Introduction to Social Welfare and Development Management

- Social Welfare Administration: Meaning, definition, nature, and scope
- Social Welfare and Development Management as a method of social work practice
- *Principles and functions:* Planning, staffing, budgeting, organizing, office management, supervision, leadership, communication, public relations

UNIT II: Establishment of Service Organizations

- Registration procedures under: Indian Societies Registration Act (1860),
- Karnataka Societies Registration Act (1960),
- Indian Trust Act (1882),
- Foreign Contribution (Regulation) Act (FCRA), 1986,
- Income tax exemptions for non-profit organizations

UNIT III: Development Indicators and International Benchmarks

- Human Development Index (HDI): Concept and application in social work
- Multidimensional Poverty Index (MPI)
- Gender Inequality Index and Feminist Social work
- Global Hunger Index and Food security

UNIT IV: Social Justice and Rights-Based Social work Practice

- Social Progress Index and Community development
- Global Peace Index and Conflict Resolution
- Child development Index and Child welfare
- Gini coefficient and economic Justice

UNIT V: Indices for Social work Practice

- Environmental Performance Index (EPI) and Ecological Social work
- Digital divide Index and technological Inclusion
- Happiness index and Subjective wellbeing
- Integration of Indices for Comprehensive Social work practice

REFERENCES:

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- Forder, A. (1974). *Social Administration: A Study of the Welfare System*. Available at RTU Assam
- Government of India. (1860). *The Societies Registration Act, 1860*.
- Government of India. (1882). *The Indian Trusts Act, 1882*. Available at India Code
- Government of Karnataka. (1960). *The Karnataka Societies Registration Act, 1960*. PDF
- Institute of Chartered Accountants of India. (2018). *A Study on Laws Governing Charitable Organisations in India*. PDF
- Ramesh, B., & Vanishree, M. (2025). *Social work and development indicators: Addressing inequality in India*. Current Publications. 978-93-49728-49-3.

Digital Resources

- Social Welfare Administration: Concept, Nature, and Scope
RTU Assam Class Notes. Non Profit Law in India
- Non Profit Law in India Council on Foundations.
- The Societies Registration Act, 1860 India Code.
- The Karnataka Societies Registration Act, 1960 Karnataka Government.
- The Indian trust Act, 1882 India Code
- A Study on Laws Governing Charitable Organisations in India
ICAI Knowledge Base

CPT-4.2: PROJECT MANAGEMENT FOR PARTICIPATORY DEVELOPMENT

OBJECTIVES

(Total 64 hours)

- Acquire a theoretical frame of project preparation and its various stages in implementation.
- To enable the students to understand the PRA techniques in formulating a project proposal and to impart skills in participatory project planning.
- Develop a scientific research temperament in exploring the current trend emerging in the project preparation and implementation.

UNIT I: Project Formulation and Participatory Study and Problem Statement:

- Concept of project: characteristic features of development project
- Concept of project planning and management
- Planning process: strategic and perspective planning and its process
- Participatory study and assessment of the situation.
- Use of different methods of generating ideas-PRA techniques its use principles, tools/methods

- Interviews, observation, problem identification, cause/effect analysis and problem statement.

UNIT – II: Project Design, project appraisal and operational plan

Project Design

- Logical frame approach(LFA) fixing of project goal, purpose, activities, assumptions, verifiable indicators and means of verification; designing the activities- activity plan, time estimation, cost estimation,

Project Appraisal

- Technical Appraisal, marketing appraisal, environmental appraisal, management appraisal and profitability appraisal, Social Cost Benefit analysis (SCBA) **Detailed** operational plan: Activities / task / time duration; programming; GANTT chart.

UNIT III: Resource Mobilization, Finance Management and Personnel Management

- Resource mobilization and fund raising, techniques of fund raising.
- Budgeting, financial management and accounting procedure.
- Personnel Management: Selection and training of project personnel, coordination, supervision, reporting, Project Management Information System (PMIS).

UNIT IV: Project Implementation, Monitoring and Evaluation:

- *Project implementation*: time estimation, inter-linkages, resource estimation, Critical Path Method (CPM), Project Evaluation and Review Technique (PERT)
- *Monitoring*: monitoring cycle, steps in monitoring, levels in monitoring- process monitoring and output monitoring, indicators of monitoring.
- *Project Review*: variance analysis and performance analysis, methods of review analysis
- *Project Evaluation*: purpose, needs, types of evaluation, steps in evaluation

UNIT V: Project Format for proposal writing

- Drafting project proposal for fund raising,
- Steps involved in project proposal writing: project report, progress report
- Project evaluation report.

REFERENCES:

- Bhavesh M Patel, 2000: Project Management, Vikas Publishing House Pvt. Ltd., New Delhi.
- Haltlas R.G.G, SandraC.Mckee,2003 :Practical Project Management, Pearson Education, In (Singapore) Pvt. Ltd.
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- Shaghil M, Mushtaque M. 1993: Project Formulation concept and Approaches, Print Well, Jaipur.
- Vasant Desai, 1997: Project Management, Himalaya publishing house, Mumbai

SPT 4.3A: SOCIAL ENTREPRENEURSHIP AND SUSTAINABLE DEVELOPMENT

Objectives

(Total-64 hours)

- To develop the knowledge base of Sustainable Development.
- To familiarize the students with social entrepreneurship.

UNIT I: Nature of Sustainable Development

- 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

UNIT II: 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.
- Challenges and strategies for the better Sustainable Development.

UNIT III: Social Entrepreneurship

- 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 IV: Business and Social Entrepreneurship

- Difference between a Business and Social Entrepreneurship.
- Perspectives on Social Entrepreneurship – Academic and Practitioner's view, Case Studies and Profile of social entrepreneurs.
- *Funding social ventures*: Strategies for success
- Sustainable funding sources: Earned income
- Traditional funding sources, Social investment funding sources, Investing in a social venture

UNIT V: Sustainable Developmental goals

- Sustainable development goals and the indigenous Models.
- Salient features of 17 sustainable goals
- Role of social worker in understanding and in implementation of SDG's

REFERENCES:

- Bornstein & Davis (2016), *Social Entrepreneurship (What Everyone Needs To Know)*, Oxford University Press
- Elliott Jennifer A Elliott (2005), *An Introduction to Sustainable Development (3rd Edition)*, Taylor & Francis Ltd
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- Journal of Social Entrepreneurship
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- Social Innovation and Social Entrepreneurship
- Iimtnew (2013), *Competing Theories of Entrepreneurship*, Available at <https://www.youtube.com/watch?v=VCJhqemYuSc>
- Lets Understand Business (2016), *Theories of Entrepreneurship*, Available at <https://www.youtube.com/watch?v=bBydFrDNugI>
- SENS MREŽA (2012), *What is social entrepreneurship?*, Available at <https://www.youtube.com/watch?v=1ecKK3S8DOE>
- Social Traders (2014), *Social Enterprise Case Study: Worn Gundidj Cooperative*, Available at <https://www.youtube.com/watch?v=iSD2oCA9CTU>
- TEDx Talks (2012), *Sustainable development: what, where and by whom?: Kitty van DerHeijden at TEDxHaarlem*, Available at <https://www.youtube.com/watch?v=4sJ-uixn7Jg>
- TEDx Talks (2015), *Building sustainable communities and their worldwide network Hiroyuki Sato | TEDxKyoto*, Available at <https://www.youtube.com/watch?v=vbKKoniUxMk>

SPT-4.4A: URBAN COMMUNITY DEVELOPMENT

Objectives:

(Total-64 hours)

- Gain knowledge about rural urban community
- Understand the programmes & activities of rural and urban development
- Acquire the skills of working with rural and urban communities

UNIT I: Urban Community:

- **Urban Community** :Concept, Meaning, Characteristics,
- **Urbanization**: Concept - Urban, Urbanism –Characteristics.
- **Types of Urban Centers**: Town, Large City, Metropolitan city, Megacity ,Satellite towns, and Parallel city.

- **Urban Community Development;** Definition, Objectives and Historical Development, Principles, Process and methods.

UNIT II: Theories of Urban Development:

- **Classical Theories:** Von Thunen Model, Concentric Zone Theory, Wedge or Radial Sector Theory and Multiple-Nuclei Theory, Central Place Theory, Weber's Theory of Location and Public Choice Theory.
- **New Urban Area Development Theories:** Garden City Theory, Satellite City Theory, Organic Decentralization Theory, Theory of Urban Agglomeration Economics and Urban - Rural Integration Theory.

UNIT III: Urban Community: Issues and Concerns

- **Urban Social Problems:** Unplanned Urban Growth, Causes and Consequences of Urbanization, Poverty, Safety, Pollution, Traffic, Urban Public Health, Civic Amenities, Water Supply and Management, Storm Water Management, and Solid Waste Management.
- **Urban Slums:** Concept, Characteristics, Functions of Slum Clearance Board, Programs for Slum Dwellers, Issues of Eviction and Rehabilitation Services.
- **Urban Settlements:** Class, Class Consciousness, Inclusive Citizenship, Marginalization and Social Exclusion.

UNIT IV: Urban Community Development:

- **Urban Planning:** Concept, City Planning in India, SEZ, Nano Cities and Smart Cities.
- **Urban Governance:** 74th Constitutional Amendment Act and Role of Functionaries. Urban Development Policy: Urban Renewal Programs in Indian cities.
- **Sustainable urban Development:** Meaning, Importance, National Priorities of the Govt. of India on SDGs. Human Development Index - Dimensions and Importance. Right to Shelter.

UNIT V: Urban Development Programs

- Salient Features of various contemporary Urban Development Programs of Government of India
- Salient Features of various contemporary Urban Development Programs of Government of Karnataka.
- Role of social workers in effective implementation of various Urban Development Programmes.

REFERENCES:

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- Kumar, S. (2002). *Methods for Community Participation – A Complete Guide for Practitioners*. New Delhi: Sage Publications.
- Mani, N. (2016). *Smart Cities & Urban Development in India*. Chennai: New Century Publications.
- NITI Aayog. (2018). *NITI Aayog - Strategy for New India @ 75*. New Delhi: Generic Publication.
- Rao, N. C. (2016). *Urban Governance in India*. New Delhi: Kalpaz Publications.
- Robinson. Jr, Jerry W., & Gary Paul Green.(2011). “*Introduction to Community Development Theory, Practice, and Service-Learning*”. California: Sage Publications.
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- Roy, P. & Das Gupta, S.(1995). *Urbanisation and Slums*. New Delhi: Har-Anand.
- Sanoff, H. (2000). *Community Participation Methods in Designing and Planning*. New York: John Wiley & Sons, Inc.
- Satyam, A. & Calzada, Ignor. (2017). *The Smart City Transformations: The Revolution of The 21st century*. London: Bloomsbury.
- Singh, P. (1994). *Community Development Programmes in India*. Delhi. Deep and Deep Publishers.
 - **Journals:**
- International Journal of Urban Sustainable Development, Taylor & Francis
- Journal of Urban Planning and Development, ASCE
- Community Development, Taylor & Francis.

SPT-4.3.B: MEDICAL SOCIAL WORK

Objectives:

(Total-64 hours)

- Understand the changing concept of health as an aspect of social development.
- Develop a critical perspective of healthcare services and programmes in the context of health scenario in the country.
- Gain understanding of relevance, domains and nature of Social Work intervention indifferent health settings.

UNIT I: Foundations of Medical Social Work

- Understanding the concept of Medical Social Work in India: Origin and History of Medical social Work: USA/UK/India:
- Concept of Health, Well-Being and Disease
- Components of Health, determinants of health; Indicators of health status of people in a community;
- Disease: Causation and prevention; Health scenario of India: epidemiology and etiology of major communicable and non-communicable diseases; Health as an aspect of social development.

UNIT II: Disability, Rehabilitation, and Multidisciplinary Medical Social Work Practice

- Concept of Disability: Causes, Management and Rehabilitation of Physical Disabilities- Rehabilitation : Definition, Objectives, Principles, Approaches and Models – Community Based Rehabilitation
- Multi-Disciplinary approaches in Medical Social Work: Importance of Team Work and Case Conference,
- Role of the Medical Social Worker.

UNIT III: Medical Knowledge for Social Work Practice: Human Anatomy and Physiology

- Medical Information for Medical & Psychiatric Social Workers:
- *Anatomy and Physiology of the human body*: a) Respiratory System, b) Digestive System, c) Central Nervous System, d) Cardiovascular System, e) Skeleton-Muscular System, f) Genitourinary System, g) Reproductive System (male and female), h) Endocrine System;
- Advanced Medical Information for Medical Social Workers.

UNIT IV: Healthcare Systems, Services, and Policies in India

- Healthcare Services and Programmes : Structure of healthcare services in India: Primary, secondary and tertiary level health care structure and their functions; Primary healthcare: Concept, issues of availability, affordability and accessibility of healthcare services, Post Alma-Ata declaration initiatives in India;
- Health planning and policy: National health policy, 2002 and health planning over five year plans; National Epidemiological Studies.

UNIT V: Medical Social Work Practice in Diverse Settings and Emerging Health Issues

- Medical Social Work in Various Settings: Functions of medical Social Workers: a) General Hospitals, Government, Corporate and private, specific disease hospitals, Specialized Clinics, community health centers, blood banks, eye banks, health camps; b) Schools for the physically and mentally challenged, sheltered workshops, residential institutions for physically and mentally challenged.
- Emerging Concerns in Healthcare: Public-private participation and collaboration in health care:
- Role of NGO and private sector in health care; Health Activism, Social mobilization at the grassroots: Case study of People's Health Movement;
- RCH: Concept, components, strategies, and emphasis on reproductive rights.

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SPT-4.4B: THERAPEUTIC INTERVENTIONS IN SOCIAL WORK

(Total-64 hours)

Objectives:

- To understand the conceptual frameworks for clinical practice, psychotherapy, indigenous therapeutic techniques and emerging trends in healing.
- To acquire knowledge regarding the models of clinical practice
- To develop the knowledge regarding social work practice in clinical settings.

UNIT I -Frameworks for Clinical Practice

- Behavioural and Cognitive Theories, Psychoanalytic Theory, Humanistic-existentialist theory,
- Models of Clinical Practice –Medical, Friendship, Artistic and Educational.
- Standards for the Practice of Clinical Social Work.

UNIT II -Psychotherapy

- History, Definition and Techniques of Psychotherapy,
- Specific Treatment Modalities -Clinical Practice With Children and Adolescents, Family Therapy, Psychoanalytic Psychotherapy, Couples Therapy,
- Group Treatment of Children and Adolescents, Group Treatment with Adults, Interpersonal Therapy.

UNIT III -Specialized Clinical Issues

- Emergencies, Elderly, Interpersonal Violence, Depressed Clients.
- Dynamic Approaches to Brief and Time-Limited intervention, Cross-Cultural Clinical Social Work Practice, Urban School Settings, Researching Clinical Practice.

UNIT IV -Indigenous therapeutic Techniques

- Yoga therapy, Meditation, Spiritual Healing and Relaxation Therapy.
- Use of Art Based Therapies and expressive therapies in the healing Process.

UNIT V -Emerging Trends in Healing

- Neuro-linguistic Programming, Positive Imaging, Self-analysis, Pain Management techniques, Caregiver Support,
- Mental Health intervention related to Pandemic/Disaster.

References

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- Corrie, S., Townend, M., & Cockx, A. (Eds.). (2015). Assessment and case formulation in cognitive behavioural therapy. Sage.
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SPT-4.3C: LABOUR WELFARE AND INDUSTRIAL RELATIONS

(Total-64 hours)

Objectives:

- To help students learn the basic facts concerning Labour Welfare
- To provide specialized knowledge in the field of employment law, industrial relations, and workplace practices.
- To enhance their understanding of labor welfare and their application in the workplace.
- Examine the emerging issues and challenges in industrial relations and trade unionism.

UNIT I: Foundations of Industrial Relations and Labour Welfare

- **Conceptual Framework of Industrial Relations**
 - Definitions and significance
 - Key stakeholders: employers, employees, trade unions, and government
 - Approaches: Unitary, Pluralist, and Radical perspectives
- **Evolution of Labour Welfare**
 - Historical development and philosophical underpinnings
 - Types: Statutory and Non-Statutory welfare measures
 - Role of labour welfare in enhancing industrial relations

UNIT II: Occupational Health, Safety, and Workplace Wellbeing

- **Occupational Hazards and Industrial Safety**
 - Types of hazards: physical, chemical, biological, and ergonomic
 - Industrial accidents: causes, prevention, and safety management
- **Workplace Wellbeing**
 - Mental health issues: stress, burnout, and coping mechanisms
 - Work-life balance and its impact on productivity
 - Implementation of wellness programs and safety cultures

UNIT III: Trade Unions

- Trade unionism: Meaning, Scope, Significance and Objectives.
- Theories of trade unionism (Hoxie, Webbs, Karl Marx, Mahatma Gandhi).
- History of trade unions in India. Structure of trade unions in India.
- Functions of trade unions. Impact of recession and globalization on trade unions in India.
- Problems of trade unions- Multiplicity, Inter and intra-union rivalry, political intervention, technological advancement

UNIT IV: International Labour Standards and Global Perspectives (12 Hours)

- **International Labour Organization (ILO)**
 - Structure, functions, and standard-setting mechanisms
 - Key conventions and recommendations ratified by India
- **Global Labour Practices**
 - Impact of globalization on labour standards
 - Comparative analysis of labour welfare practices across countries

UNIT V: Quality of Work Life and Emerging Trends (14 Hours)

- **Quality of Work Life (QWL)**
 - Concept, dimensions, and significance
 - *Strategies for enhancing QWL*: job enrichment, participative management
 - *Collective bargaining*: concept, principles and importance. Collective bargaining in India.
 - *Workers participation in management*: Meaning, Types with reference to India.
- **Emerging Trends in Labour Welfare**
 - *Technological advancements*: automation, AI, and their impact on employment
 - Gig economy and non-traditional work arrangements
 - Diversity, equity, and inclusion initiatives in the workplace

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- Economic and Political Weekly. (n.d.). *EPW: A journal of politics and society*. <https://www.epw.in>
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- Indian Institutes of Management (IIM Ahmedabad & IIM Bangalore). <https://www.iima.ac.in>

SPT-4.4C: CORPORATE SOCIAL RESPONSIBILITY (CSR)

Objectives

(Total-64 hours)

- **Analyze and evaluate** the evolution of CSR concepts, models, and frameworks in the context of sustainable business practices and stakeholder capitalism
- **Examine critically** the legal and regulatory framework of CSR in India, particularly the Companies Act 2013 provisions and their practical implementation challenges
- **Assess** international CSR frameworks, including SDGs, UN Global Compact, and emerging ESG standards, and their relevance to Indian business context
- **Design and evaluate** CSR strategies that align with business objectives while addressing societal needs and environmental challenges
- **Identify and analyze** key stakeholders in CSR implementation and develop collaborative approaches for effective CSR governance
- **Apply** digital tools and technologies for CSR measurement, reporting, and impact assessment.

Course Content

Unit I: Foundation and Evolution of CSR

- CSR: Definitions and theoretical foundations Historical evolution: Philanthropy to stakeholder capitalism CSR Spectrum: Charity vs. Corporate Citizenship vs. Shared Value
- Triple Bottom Line approach (People, Planet, Profit), *Stakeholder Theory*: Freeman's model, Carroll's Pyramid of CSR and its application in Indian business environment
- CSR and Corporate Governance: Board roles and ethics
- Introduction to ESG factors
- Key Indian CSR models: Tata and Birla examples

UNIT II: International CSR Frameworks and Standards

- UN SDGs and corporate alignment (United Nations, 2015)
- UN Global Compact principles (United Nations Global Compact, 2015)
- OECD Guidelines and ILO labor standards (OECD, 2011; International Labour Organization, 2019)
- Climate action frameworks: Paris Agreement & TCFD
- Sustainability reporting: GRI and Integrated Reporting (Global Reporting Initiative, 2021)
- Emerging standards overview: B Corp, ISO 26000, SASB

UNIT III: Indian CSR Legislation and Compliance

- Companies Act 2013 - Section 135 overview
- Schedule VII activities
- CSR Committee structure and compliance
- Spending rules and penalties
- Recent regulatory amendments and reporting

- Implementation challenges and case highlights

UNITIV: CSR Drivers, Trends, and Business Strategy

- Traditional CSR drivers: regulations, market forces, civil society
- Contemporary drivers: leadership, employee expectations, ESG investing
- Climate risk and digital transparency
- Shared value and circular economy concepts
- Social innovation and technology impact
- Future trends: AI, block chain in CSR

UNIT V: Stakeholder Engagement and Implementation

- Stakeholder mapping and prioritization
- Role of government, NGOs, social enterprises
- Multi-stakeholder partnerships and digital engagement tools
- Impact measurement basics: Theory of Change, SROI
- Governance and reporting: CSR committees and third-party assessments

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2. Freeman, R. E. (1984). *Strategic management: A stakeholder approach*. Pitman.
3. Global Reporting Initiative. (2021). *GRI standards*. <https://www.globalreporting.org/standards/>
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9. United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development*. <https://sdgs.un.org/2030agenda>
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11. World Economic Forum. (2020). *Measuring stakeholder capitalism: Towards common metrics and consistent reporting of sustainable value creation*. <https://www.weforum.org/reports/measuring-stakeholder-capitalism-towards-common-metrics-and-consistent-reporting-of-sustainable-value-creation>

Digital and Reports:

13. **KPMG** (Annual). *Survey of Corporate Responsibility Reporting*
14. **PwC** (Annual). *Global CEO Survey: CSR and Sustainability Trends*
15. **Ministry of Corporate Affairs** (Annual). *National CSR Portal Reports and Guidelines*
16. **UN Global Compact** (Ongoing). *Progress Reports and Best Practices*

CPD-4.5: DISSERTATION/RESEARCH PROJECT

Students of IV semester MSW shall undertake empirical evidence-based research. Each student shall work and prepare the Research report under a research guide from the faculty/allotted by the Department. The project shall comprise of selection of the topic, methodological details, analysis, interpretation made. The respective faculty / the department of the university should monitor the dissertation/ research project.

Objectives

1. To develop Research Attitude and Aptitude in basic research process
2. To develop an ability to see the linkages between practice, research, theory and their roles.
3. To develop Research Attitude and Aptitude in basic research process
4. To develop ability to conceptualize, formulate and conduct research projects
5. To understand the research process, meaning, scope, and importance of social work research
6. To develop skills for use of statistics, library (inclusive of ICT) and documentation services for research

Outcomes

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

1. To students will be able to conceptualize, formulate and conduct research project.
2. To enable to see the linkages between practice, research, theory and their roles
3. To apply skills for use of library and documentation services for research.
4. To acquire analytical skills within the field of Social Work research
5. To understand the application of Statistics in Social Work Research
6. To enhance abilities to prepare project report.

The student shall follow the following steps:

- Preparation and Presentation of study proposal
- Preparation of tools of data collection
- Data collection

- Processing and analysis of data.
- Submission of typed and bound dissertation in the formation prescribed by the Department Council.
- The report duly approved by the concern research guide is final and will have to be typed and submitted to the Department.
- It is desirable to work on the problem related to the field of specialization chosen by the concerned student.
- The student shall submit the approved Research Report on or before the date notified by the University.

CP-FWP-4.6: FIELD WORK PRACTICUM - IV (Concurrent Field Work Practicum and Block Placement)

CONCURRENT FIELD WORK PLACEMENT

Educational Philosophy

Concurrent field work represents a transformative pedagogical approach that seamlessly integrates classroom learning with real-world practice experience. This model recognizes that social work competency develops through sustained engagement with authentic practice situations, allowing students to progressively build intervention skills while maintaining continuous academic support.

Structure and Implementation

Duration and Frequency: Students engage in field practice for two days per week throughout the academic semester, creating a rhythm of learning that balances theoretical exploration with practical application.

Continuity of Learning: The same placement setting continues into the subsequent semester, ensuring:

- **Relationship Development** - Deeper connections with service users and organizational staff
- **Progressive Skill Building** - Advanced intervention opportunities building on previous experience
- **Organizational Understanding** - Comprehensive knowledge of agency culture, policies, and procedures
- **Long-term Impact Assessment** - Ability to observe outcomes of interventions over extended periods

Placement Settings and Specialization Alignment

Students are strategically placed in agencies and communities that align with their chosen specialization tracks:

Clinical Social Work:

- Mental health centers and psychiatric facilities

- Healthcare systems and medical social work units
- Private practice and counseling centers
- Substance abuse treatment programs

Community Organization and Development:

- Non-governmental organizations (NGOs)
- Community-based organizations (CBOs)
- Local government and municipal bodies
- Grassroots movements and advocacy groups

Child and Family Welfare:

- Child protection services
- Family counseling centers
- Adoption and foster care agencies
- Juvenile justice systems

Corporate Social Responsibility and Industrial Social Work:

- Human resource departments
- Employee assistance programs
- Corporate foundation initiatives
- Occupational health and safety programs

Learning Objectives and Competency Development

The concurrent model is designed to facilitate:

Professional Skill Mastery:

- Evidence-based intervention techniques
- Assessment and diagnostic capabilities
- Case management and coordination skills
- Group facilitation and community engagement methods

Critical Thinking and Analysis:

- Systematic problem-solving approaches
- Ethical decision-making frameworks
- Cultural competency and anti-oppressive practice
- Research-informed practice integration

Professional Identity Formation:

- Understanding of social work values and ethics
- Development of professional boundaries
- Self-awareness and reflective practice
- Inter-professional collaboration skills

Supervision and Mentorship Framework

Integrated Supervision Model: Faculty supervisors collaborate closely with agency supervisors to create comprehensive learning plans that:

- Align field experiences with academic curriculum
- Establish clear learning objectives and assessment criteria
- Provide regular feedback and professional development guidance
- Facilitate critical reflection and skill enhancement

BLOCK PLACEMENT

Undergoing Block placement is compulsory and it represents the culmination of social work education, providing students with an intensive, Four week continuous field experience that simulates full-time professional practice. This immersive model enables deep integration of learning while generating new insights through sustained engagement with complex intervention processes.

Timing and Strategic Placement

Program Positioning: Typically scheduled at the conclusion of the two-year program, block placement serves as a capstone experience that:

- Consolidates all previous learning experiences
- Provides realistic preparation for professional employment
- Enables demonstration of advanced competency levels
- Facilitates transition from student to practitioner identity

Organizational Selection and Quality Assurance

Reputation and Excellence Standards: Students are placed exclusively in well-established, reputable organizations that demonstrate:

- **Professional Excellence** - Recognized leadership in their field
- **Innovation and Best Practices** - Cutting-edge approaches to service delivery
- **Learning Environment** - Commitment to student education and development
- **Supervision Quality** - Professionally qualified staff dedicated to mentorship

Priority Placement Settings

Industrial and Corporate Environments:

- Multinational corporations with robust CSR programs
- Manufacturing industries with employee welfare initiatives
- Technology companies with mental health and wellness programs
- Financial institutions with community development portfolios

Healthcare Systems:

- Multi-specialty hospitals and medical centers

- Public health departments and community health initiatives
- Rehabilitation centers and long-term care facilities
- Mental health systems and psychiatric institutions

Social Service Agencies:

- Established NGOs with national or international recognition
- Government agencies with comprehensive service portfolios
- Faith-based organizations with community outreach programs
- Professional associations and advocacy organizations

Social Movement and Advocacy Organizations:

- Human rights organizations and civil society groups
- Environmental justice and sustainability initiatives
- Women's empowerment and gender equality movements
- Disability rights and accessibility advocacy groups

Professional Preparedness and Career Development

Employment Readiness: Block placement specifically targets job preparation through:

- **Real-world Responsibility** - Managing actual caseloads and projects
- **Professional Networking** - Building connections within the field
- **Skill Demonstration** - Showcasing competencies to potential employers
- **Career Exploration** - Identifying specific areas of professional interest

Professional Behaviour Development:

- Workplace etiquette and organizational culture navigation
- Time management and productivity in professional settings
- Communication skills with diverse stakeholders
- Leadership and initiative-taking capabilities

Supervision and Support Structure

Qualified Professional Mentorship: Each placement site must provide:

- **Designated Supervisor** - Master's level social worker with minimum 3-5 years experience
- **Orientation Program** - Comprehensive introduction to organizational culture and expectations
- **Regular Consultation** - Weekly individual supervision sessions
- **Professional Development Planning** - Career guidance and skill enhancement strategies

Quality Assurance Mechanisms:

- **Pre-placement Assessment** - Evaluation of organizational capacity and supervisor qualifications

- **Learning Agreements** - Formal contracts outlining expectations and objectives
- **Regular Monitoring** - Faculty liaison visits and progress evaluations
- **Outcome Assessment** - Comprehensive evaluation of learning achievements and professional growth

Learning Outcomes and Assessment

Advanced Competency Demonstration:

- Independent case management and intervention planning
- Leadership in program development and implementation
- Research and evaluation of practice effectiveness
- Professional presentation and communication skills

Integration and Synthesis:

- Application of theoretical frameworks to complex practice situations
- Integration of multiple intervention modalities
- Critical analysis of organizational and systemic issues
- Development of innovative solutions to persistent social problems

Transition to Professional Practice

Block placement serves as a bridge between academic preparation and professional career, providing:

- **Portfolio Development** - Documentation of skills and achievements
- **Professional References** - Recommendations from experienced practitioners
- **Job Market Preparation** - Understanding of employment opportunities and requirements
- **Continuing Education Planning** - Identification of ongoing professional development needs

Impact and Sustainability

The block placement model contributes to:

- **Student Career Success** - Enhanced employability and professional confidence
- **Field Advancement** - Introduction of fresh perspectives and innovation
- **Educational Quality** - Continuous improvement of field education practices
- **Professional Standards** - Maintenance of high-quality practice expectations throughout the field.