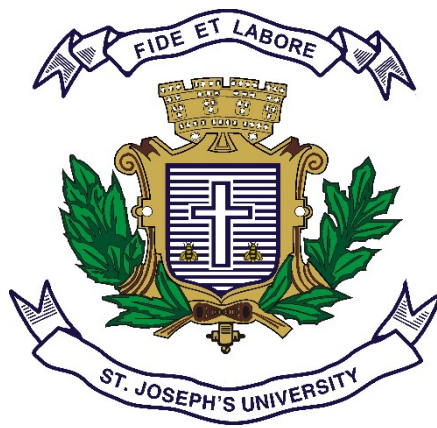


ST. JOSEPH'S UNIVERSITY
BENGALURU-27



SCHOOL OF SOCIAL WORK
SYLLABUS FOR I TO VI SEMESTER
UNDERGRADUATE PROGRAMME

FOR BATCH 2024-2027

SYLLABUS - SOCIAL WORK (BSW)

St. Joseph's University, Bengaluru

Effective for the Academic Year 2025-2026

ABOUT THE INSTITUTION

St Joseph's University, Bengaluru, is one of the oldest colleges in the state of Karnataka with a history of 142 years. It was awarded the highest rating, A (3.73/4), in the re- accreditation by the National Assessment and Accreditation Council (NAAC) in 2012. It was also recognized as a college of excellence in 2015. It imparts graduate, post-graduate and research education. The university has an admission policy of preferential option for the poor. In 2022, the college was elevated to the status of a University by the Government of Karnataka.

ABOUT THE DEPARTMENT

VISION

Upholding the universal human dignity and the spirit of equality, liberty, fraternity, and justice, and ensuring a resilient, empowered, and sustainable society with a greater focus on the marginalised.

MISSION

Our Educational Mission is to prepare Social Workers skilled in critical self-reflection, in working with Individuals, Families, Groups, and Communities and to enhance the well-being of the people of our Nation and around the World.

Our Scholarly Mission is to share and create collective knowledge and understanding through engaging in critical enquiry by supporting research and developing innovative curriculum at the undergraduate, post graduate level and Doctoral level.

Our Practice Mission is to respond to Social Justice issues through community change initiatives by challenging the oppressive societal structure. Thus, reaffirming the importance of respectful, meaningful, and collaborative relationships as core elements of Social Work Practice.

OBJECTIVES OF THE COURSE:

1. To facilitate education and training in Professional Social Work to those desirous of making a career in the field of Social Work.
2. To sustain and enhance its excellence as an outstanding department in teaching, training, research, consultancy and extension to produce well evolved graduates with tremendous ability to provide leadership in the society and world at large.
3. To provide opportunities, knowledge, skills, attitudes and values appropriate to work with individuals, groups, communities, organizations and social movements.

4. To promote integration of theory and practice.
5. To provide inter disciplinary collaboration for better understanding of social, economic and political structures.
6. To provide a framework to the learners to work towards realization of universal rights of citizens and equal share of resources.
7. To promote among learners a sense of dedication and commitment for disadvantaged sections of the society.
8. To provide opportunities for students for personal growth and transformation.

TITLE OF THE COURSE

The Course shall be called Bachelor of Social Work leading to **B.S.W** Degree.

LENGTH OF THE COURSE

The course of study for B.S.W Degree shall be over a period of **three** academic years-comprising of six semesters – two semesters in each academic year.

ELIGIBILITY FOR ADMISSION

A candidate who has passed the two-year Pre-University Examination conducted by the Pre-University Education Board of Karnataka, or any other Examination considered equivalent there by the University, is eligible for admission to the course.

ATTENDANCE REQUIREMENT:

As per the University rules, a minimum of 75% of attendance is mandatory.

COURSE PEDAGOGY

The curriculum frame adopted places the instructional content in four sets. Three of these are labelled as “DOMAINS”. The word ‘DOMAIN’ here is to be understood as a sphere of knowledge be it cognitive, affective, psychomotor/behavioural or that to support attitudinal change and value clarification, all this singly, in combinations or all together. Three of these domains are titled as: the Core Domain, the Supportive Domain and the Interdisciplinary Domain. While the fourth, is titled as Elective Content.

- The Core Domain of Social Work Profession is that which characterizes the profession for its philosophy, ideology, practice, values, ethics, theory, and concepts.
- The Supportive Domain content provides knowledge and skills to backup or assist the core domain.
- The Interdisciplinary Domain has relevant theories, concepts and perspectives from other sciences to help understand and work with social phenomena necessitating change.
- The title Elective Content in this frame provides optional courses. The content of these courses is developed to meet national and local needs, thrust of the educational institution and/or learners’ interest. These courses may be offered to make up the required credits/marks or as audit content.

OFFICE OF FIELD WORK EDUCATION

It is a sub unit of the Department that caters to Practicum of the course. It is a full fledged unit that works in liaison with the Head of the Department.

SOCIAL WORK PRACTICUM – GOALS AND OBJECTIVES

The Practicum for Social Work curriculum is designed to provide a variety of opportunities to develop and enhance skills. Opportunities range from those that aid learning, observation and analysis of the realities and experience participation in social intervention. Besides, the tasks are so organized as to help the learner acquire learning skills, enrich those already acquired, and enhance these for complex situations. Gradually, the learner is encouraged to move to being an independent worker. Social Work Practicum includes Fieldwork component in every Semester which includes Block Placement and Summer Placement.

The objectives are met by providing a variety of experiences to learners, to:

1. (i) Develop the ability to observe and analyze social realities.
(ii) Understand the characteristics of social systems and their dynamics.
(iii) Appreciate society's response to people's needs, problems, and social issues.
(iv) Develop critical understanding of the application of legislation, legal process, and social policy.
2. (i) Develop ability to examine the process of programme management and participate in the effort at various levels.
(ii) Develop ability to recognize the need for newer programs, initiate and participate in them.
(iii) Use human rights tools, understanding of gender justice, and need for equity in all intervention.
(iv) Develop an understanding of organizational structures, resource management, and day to day administration for human service programmes-developmental and welfare.
(v) Develop the capacity to integrate knowledge and practice-theory by participating in intervention.
3. (i) Clarify and imbibe values which sustain positive attitudes and professional ethics.
(ii) Develop the capacity for self-direction, growth, and change, through self-awareness.
4. Enhance writing skills to document practice appropriately. Recordings to be viewed as an expression of interest, motivation and involvement in practice. They be viewed as evidence of enrichment in the process of professional growth

The Practicum for B.S.W Course will have the following

1. **Structured experience laboratory** is a classroom activity, to provide in the games/activities, form the involvement of self in various practice skills. These laboratory experiences are designed in small groups to encourage participation, sharing of the experience and aid in examining learning and applications of skills. These sessions have a specific objective of experiencing self, learning life skills and applying/using self in practice.
2. **Orientation visits** provide information regarding:
 - The importance and place of the practicum in the educational programme.
 - The purpose, functions and ethics in professional practice
3. **Concurrent Field Work** - On going learning of practice is an opportunity to develop intervention skills in reality situations. This entails learning social work practice for two, or two and a half days or its equivalent, each week of the semester. The learners may be placed in agencies or in communities to initiate and participate in direct service delivery.
4. **Rural/Tribal camps** provide opportunities to experience rural life, analyze rural dynamics, and observe the functioning of local self-government and voluntary organizations. This experience aids peer participation in planning for activities for own group and those for local people. It also helps develop skills carry out, evaluate, and report the experience.
5. **Summer Placement** provides an opportunity to experience day to day work in a setting. The learner gets involved with direct practice with the client system and with the ongoing management operations of the setting. The time frame recommended for this experience is about three weeks, after the second year of the programme.
6. **Tribal visit** provides opportunities to experience tribal life, analyze their dynamics, and observe the functioning of local self-government and voluntary organizations. This experience aids peer participation in planning for activities for own group and those for tribal people. It also helps develop skills, carry out, evaluate, and report the experience.
7. **Block Placement** enables learners integrate learning and generate newer learning by participating in the intervention processed over a period of four weeks continuously, in a specific agency. Usually, block fieldwork is provided at the end of the three year programme.

STRUCTURED EXPERIENCE LABORATORY

In the first semester, Structured Experience Laboratory will be organized for the students. It provides the opportunity of “learning by doing” in a conducive environment. This environment, i.e. a laboratory, wherein learners and facilitators meet jointly to experience certain intervention skills, needs to use the most creative methods of learning. This learning opportunity is conducted through activities or other simulated exercises. Structured experience are directed to helping the learners enhance their awareness about self and others to aid conscious use of intervention tools.

Objectives

- Understanding of situations in the world of reality through experiencing situations in a laboratory setting, using imagination and cognitive abilities.
- Reflect over one’s own behaviour, and its effect on self and others.
- Observe others’ behaviour and with the help of the facilitator, understand the same.
- Express feelings and appropriate reaction/response to others’ feelings.
- Confront situations wherein conflicts, decision-making and reflections are necessary.
- Observe self, recognize own strengths and limitations, and observe behaviour patterns that call for change.

Specific objectives for orientation in the initial phase of first year of UG Social Work programme.

- Acquire beginner’s skills to establish relationship with clients and client groups by participating in activities to develop systematic observation, listening, verbal-communication and understanding non-verbal messages-body language, empathy and life skills.
- Develop better understanding of one another through group processes.
- Enhancing self-awareness in relationship to professional role.
- Reinforcing professional values.

Outcome of Learning

The learners enhance their ability to adapt, be flexible to experience, discuss and share the learning.

ORIENTATION VISITS

In the second semester, students will be oriented to varied setting/agencies.

Two types of orientation activities are organized. One is orientation to social work practice learning and its place in the curriculum.

While the other is orientation to the setting/agency. The learner is placed in for the social work practice learning. This orientation is carried out at the setting/agency in the first two weeks.

A. Orientation to social work practice

- This orientation may be through a large group meeting to share and discuss place of practice learning as an integral part of the curriculum.
- Code, norms, and expectations of this teaching-learning opportunity.
- Requirements of working like days, hours, agency timings and other such details of practice learning.
- Nature and tasks of initial phase and involvement of learner and instructor.
- Learner responsibility to setting agency and the institution of learning.
- Details regarding records and their submission.
- Practice learning instruction: individual conferences – four hours per week, group conferences once a fortnight.

B. Orientation to social work setting/agency

- Nature of setting/agency - its objectives services programmes, structure, general environment.
- Contact person in the setting/agency, role of that individual.
- Annual and other brochures for information.
- Introduction to setting/agency management, staff, and on-going activities.
- General introduction to setting/agency its programmes and beneficiaries. Information of other similar services.
- Policies supporting the service agency, local, national.
- Brief reference to other developmental and welfare services in the location. Learners may in the first four weeks make a local directory to include emergency numbers of hospitals/Primary Health Centers, police, ward of panchayat office, and network agencies.

Candidates repeating the semester must redo all field components as rules of that specific semester.

CONCURRENT FIELD WORK

In the third, fourth, fifth and sixth semester the students will have to go to fieldwork two days a week to agencies/settings allotted by the department. The board's aim is to provide opportunities for applying the knowledge and the information gained in the classroom to reality situation. This learning experience should provide an opportunity of working with communities, groups, individuals/ families and managing organization tasks. The areas for concurrent practice learning are:

- Understanding both the agency and the clients as systems.
- Developing knowledge of administrative procedures, programme management, and utilizing these skills in practice.
- Developing skills of problem-solving process, and practice-based research.
- Developing as a professional person.
- Using instruction to learn practice.

Objectives of Concurrent Field Work

- Develop understanding and ability to critically analyze various problems and needs of the individuals, groups and communities.
- Develop knowledge about community resources and services, and utilize them independently and effectively.
- Develop process-oriented skills in work with individuals, families, groups and communities in relation to tasks.
- Participate in administrative processes.
- Learn to integrate theory with practice.
- Plan and organize tasks independently and evaluate them.
- Utilize practice principles based on professional social work values.
- Use field-instruction to develop as a professional person.

Candidates repeating the semester must redo all field components as rules of that specific semester.

RURAL CAMPS

In the fourth semester of the Social Work Practice an eight-day rural camp is conducted. Rural camps provide opportunities to experience rural life, analyze rural dynamics, and observe the functioning of local self-government and voluntary organizations. This experience aids peer participation in planning for activities for own group and those for local people. It also helps develop skills, carry out, evaluate, and report the experience.

Objectives of Rural Camp:

- Develop understanding and ability to critically analyze various problems and needs of the individuals, groups and communities.
- Develop knowledge about community resources and services, and utilize them independently and effectively.
- Develop process-oriented skills in work with individuals, families, groups and communities in relation to tasks.
- Participate in administrative processes.
- Learn to integrate theory with practice.
- Plan and organize tasks independently and evaluate them.
- Utilize practice principles based on professional social work values.
- Use field-instruction to develop as a professional person.

Participatory Rural Appraisal:

- Living conditions, housing, water supply and other amenities.
- Social life - power structure, community life, social norms and social institutions, dominant caste, untouchability, etc.
- Marriage and types of families, family life.
- Economic life - Occupation, extent of employment, ownership of house, land, average size of holding, proportion of landless labourer's, proportion of land held by non-tribals and average size of holding (in a tribal area), income and indebtedness, bonded labour.
- Exploitation by landlord, moneylender, and traders, extent and areas of exploitation, efforts made to obtain justice and with what effect, conflict, and conflict resolution methods.
- Political life-dominant politicians in the region and taluka, the bases of their power, their links with other economic exploiters and politicians at different levels, their influence with respect to the police, judiciary, government officials, factional politics that affect development and social justice.
- Education - level of education, education facilities and who controls them, suitability of education system, use of education facilities by different caste and class groups.

- Conditions of health and nutrition, services available and their use.
- Positive local initiatives in the area.
- Other problems and issues.
- Analysis of intervention programmes/services approach/strategies, participation of the client system.
- Gaps and suggestions.
- Role of the social worker.

Guidelines for observation of a voluntary agency in a rural setting:

- The approach and methods used for achieving objectives.
- Organizational structure.
- Priorities and programs evolved, participation of people in decision-making and in programme implementation, problems encountered in programme implementation.
- Impact on the villagers in terms of their problems, social justice, development of leadership, development of an alert and democratic community.
- Relationship with Panchayat Raj, Block Development personnel, the magistracy and other government institutions and bodies, difficulties encountered, benefits received.

Guidelines for Observation of community development organizations and Panchayat Raj:

- Administrative set up of both the above.
- Who the zilla parishad samiti/panchayat members are, their socio- economic and caste status.
- Problems of administrative personnel in working with elected persons at different levels.
- Decision making process: type of problems that come before the zilla parishad, panchayat samiti/panchayat, who initiates projects, process of assessing them.
- How decisions are made - manipulations, lobbying, pressure tactics used.
- Current major programmes, budget allocations for the programmes, methods of implementation, participation of people, impact on development and social justice.

Rural Camp carries 100 Marks. This is awarded on the basis of report submitted by the students, on basis of every day evaluation and student's involvement in planning and execution of the activities in the camp and the rural camp viva. The marks are divided based on the activities carried out by the student in the pre camp, in camp and post camp activities. The student must complete all eight days of the rural camp to become eligible for the viva-voce. The student must secure 50% to pass the Rural Camp-Practicum examination through viva. Ineligible candidates must re-do the Rural Camp and Failed

candidates must re-do the Viva. **Candidates repeating the semester must redo all field components as rules of that specific semester.**

SUMMER PLACEMENT

At the end of the fourth semester, students must undergo a three-week summer placement programme. It is increasingly recognized/ accepted that a part of the summer vacation, after completing the second year of the programme, could be fruitfully used to integrate practice skills and techniques learnt. Minimum of twenty-one days of placement is recommended as a time frame for the summer placement. The learner is to directly work with client system, and the management operations of day-to-day work of the setting. The learner may use the same setting for data collection of the research project, if such an arrangement is a part of the plan.

Objectives

- Experience direct practice and management operations.
- Enhances and integrate practice of social work methods and strategies.
- Experience self in the role of the professional social worker.

Note:

The learner must volunteer to locate a setting of choice about two to three months in advance and explore further possibilities of a twenty-one days practice learning placement, after which a confirmation letter must be submitted to the Summer Placement Coordinator. Once confirmed, changes shall not be entertained. Students who have special classes/supplementary examination during the tenure of the summer placement should take prior permission from the summer placement coordinator for flexibility in the dates, failing which the students become ineligible and must redo the summer placement. The organization chosen should have a professionally trained social worker on the team of the staff. The learner is to record the learning in a format provided for concurrent learning and submit it to both the setting and the teaching institutions. During the placement, weekly reports have to be submitted online or by post. Summer placement has to be carried out individually. On the successful completion of the summer placement, a certificate from the agency must be produced in original along with a photocopy of the same. **Candidates repeating the semester must redo all field components as rules of that specific semester.**

TRIBAL VISIT

In the sixth semester of the Social Work Practice a five-day tribal visit is conducted. Tribal visit provides opportunities to experience tribal life, analyze their dynamics, and observe the functioning of local self-government and voluntary organizations. This experience aids peer participation in planning for activities for own group and those for tribal people. It also helps develop skills, carry out, evaluate, and report the experience.

Objectives

- To experience a Tribal way of living.
- To observe the dynamics of a Tribal community.
- To study the cultural integration and harmony within a Tribal setting.
- To know the indigenous practices that the community holds.
- To document their cultural and ritualistic practices.
- To analyse the socio-economic and cultural factors affined to a Tribal community.
- To develop understanding and ability to critically analyses various problems and needs of the individuals, groups, and communities in a Tribal setting.
- To develop knowledge about community resources and services.
- To learn the administrative processes and the local leaderships in a Tribal setting.
- To learn to integrate theory with practice in effectively studying the Tribal setting.
- To utilize practice principles based on professional social work values.

Tribal visit carries 50 Marks. This is awarded on the basis of report submitted by the students, on basis of every day evaluation and student's involvement in planning and execution of the activities in the pre and in-camp activities.

The student must complete all five days of the tribal visit to become eligible for the viva-voce. The student must secure 50% to pass the Tribal Visit-Practicum examination through viva. Ineligible candidates must re-do the Tribal visit and Failed candidates must re-do the Viva.

Candidates repeating the semester must redo all field components as rules of

that specific semester.

BLOCK PLACEMENT

At the end of the sixth semester, students have to undergo a four-week block placement programme. It is a time for the learner to integrate theory and practice to enhance competencies of social work practice and experience self in that role. A minimum of 25 days of fieldwork is expected of the students to do in the setting. The organisation should have a professional social worker who can directly supervise the trainee.

Objectives

- Develop enhanced practice skill and integrate learning.
- Develop greater understanding of reality situations through involvement in day-to-day work.
- Develop appreciation of other's efforts and develop sensitivity to gaps in the programme.
- Enhance awareness of self in the role of a professional social worker.

Note—

The learner must volunteer to locate a setting of choice about two to three months in advance and explore further possibilities of a four-week practice learning placement, after which a confirmation letter must be submitted to the Block Placement Coordinator. Once confirmed, changes shall not be entertained. Students who have special classes/supplementary examination during the tenure of the block placement should take prior permission from the block placement coordinator for flexibility in the dates, failing which the students become ineligible and must redo the block placement. The practice learning setting should preferably have a professionally trained social worker on the team of the staff. The learner is to record the learning in a format provided for concurrent learning and submitted to both the setting and the teaching institutions. During the placement, weekly reports have to be submitted online or by post. Block placement has to be carried out individually. On the successful completion of the block placement, a certificate from the agency must be produced in original along with a photocopy of the same. **Candidates repeating the semester must redo all field components as rules of that specific semester.**

OPERATIONAL PROCEDURES FOR FIELD WORK PRACTICE

Orientation Visits and Concurrent Field Work.

Supervised Field Work will be an integral part of the training program of Bachelors in Social Work and academic credit will be given. A minimum of fifteen hours of supervised Field Work per week throughout the course shall be required of each candidate. Class room instructions and Field Work shall be arranged on a concurrent basis. Under the Concurrent Field Work there will be no class room lectures on two days in a week and on such days, students will report to the Field Work Agencies. Field Work may commence with structured experience lab and orientation visits to selected welfare agencies. The agencies selected for Field Work placement should have a well-defined Field Work programme, willingness to give facilities for the training of students and policy of maintaining high standard of service. Field Work should be organized under competent supervisor provided by the agency. Information on all Field Work agencies where students will be placed for training will be listed. Dual supervision is adopted in the Field Work programme where the department faculty and the Field instructors assume responsibility for the supervision of the students through individual weekly conference and periodical consultation with the agency staff. Students are expected to put in 100% of attendance in the field work. **Those who absent themselves on field work days without prior permission will have to repeat entire field work of that semester.** Each student shall submit his/her work records on every Monday before 9 AM (If Monday is a holiday, then on the following class day depending on course timing)

Every student of first, second, third, fourth, fifth and sixth semester is required to undergo fieldwork with commitment and dedication with appropriate professional behaviour. The fieldwork will be done concurrently two days a week by the students in the agencies selected by the Department. The student shall put in not less than fifteen hours a week for fieldwork training. Sixteen hours per week (15 hours of field work and one hour of supervision through Individual/Group conference) and 100% of attendance is a must for fieldwork. A candidate who fails to satisfy the attendance requirement in fieldwork shall be referred to the Field Work Grievance Committee. Before placing the students for regular fieldwork, orientation visits are to be organized for second semester respectively. If a student fails fieldwork in the odd/even semester, then the student will only be allowed to attend the viva voce the subsequent odd/even semester in accordance with academic council regulations.

RESPONSIBILITIES OF STAFF IN FIELDWORK EDUCATION:

Field Work Co-ordinator:

The Head/Department Co-ordinator in the B.S.W programme shall nominate a fieldwork coordinator for first, second and third year respectively. The fieldwork coordinator is responsible for:

- All Faculty coordinators are expected to work in liaison with the Office of Field Work Education.
- Responsibility of planning and monitoring fieldwork including networking with agencies.
- Make a purposeful distribution of student among the staff for fieldwork supervision.
- Preparation of placement in consultation with the department Co-ordinator/staff.
- Arranging orientation visits.
- Supporting and networking between student, Department staff and agencies.

Field Work Supervision:

- The department has to take responsibility of planning & monitoring field work including networking with agency.
- The Office of Field Work Education should meet as frequently as required to review the field work programme and make planning to strengthen it.
- The students are placed in agencies for field work keeping in view the requirement of agency and the aptitude of the candidates.
- The candidates are equally distributed and are placed under the guidance of faculty members.
- All the faculty members have to visit the field work agencies periodically to supervise and monitor the field work training.
- The faculty members have to conduct both individual conference and group conference once in a week to promote effective training.
- The Office of Field Work Education should promote agency- supervisor- student interaction by conducting an interaction session at least once a year.

Supervisor:

- Every staff member is required to visit periodically, supervise and monitor the fieldwork training.
- Students-agency-fieldwork coordination must be promoted.
- Providing adequate supervision inputs to the agency supervisor.
- Providing any support, assistance to the students for effective learning in the field.
- The Head of department/Coordinator can assign the responsibility and route through the field work coordinator.

ELIGIBILITY CRITERIA FOR FIELD WORK (VIVA – VOCE)

- A student has to have 100% attendance in field work, report submission, individual conference and group conference.
- Reports should be submitted in the standardized format provided by the department mandatorily
- Absence due to medical reasons should be informed no later than 3 day of the illness and the required documents should be submitted for the same.
- In any case of emergency or absence during fieldwork, the student needs to inform the field work coordinator, the faculty supervisor and agency supervisor at the earliest.
- The fieldwork will be done concurrently two days a week for 15 weeks (26 days) by the students in the agencies selected by the school. No change of agencies is allowed under any circumstances.
- Any disciplinary issues relating to the student raised by the field work organization will result in ineligibility after an enquiry by the field work grievance committee set up by the department.
- All cases of ineligibility will be heard by the field work grievance committee and the decision taken by the committee is final and binding

ASSESSMENT- THEORY AND PRACTICUM**Internal Assessment**

1. There shall be one mid semester examination and two Class Internal Activities totalling to 40 marks.
2. Based on their attendance and participation in the class room and their performance in the written test, seminar presentation/quiz and home assignment, the marks are awarded.

External Assessment

The final semester examination is held for 60 marks. The candidates are expected to receive 40 marks out of 100 to be eligible in passing a subject.

ASSESSMENT OF FIELDWORK PRACTICUM

Internal Marks

The students are evaluated by the faculty supervisor for 50 marks internally. This is called as Practical Internal Assessment (PIA). It is usually done in the form of report writing, timely submission of reports, attending Individual and Group Conferences (IC/GC).

External Marks (Viva - Voce)

I Semester & II Semester

Total Marks- **50M**

1. Understanding of self and skill- 10M
2. Objectives completed- 10M
3. Application of theory into practice- 10M
4. Learning Experience - 10M
5. Faculty Evaluation- 10M

III Semester to VI Semester

Total Marks- **50M**

1. Objectives completed- 10M
2. Understanding of agency role & functions- 10M
3. Application of theory into practice- 10M
4. Learning Experience - 10M
5. Agency Evaluation- 10M

SUMMARY OF CREDITS IN BSW

SEMESTER – I

CODE	TITLE OF THE PAPER	THEORY / FIELD WORK	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL
SW1124	Social Work Profession	THEORY	4	40	60	100
SW1224	Social Science Perspectives for Social Work	THEORY	4	40	60	100
SWFW1324	Social Work Skills	PRACTICALS	4	50	50	100
TOTAL			12	130	170	300

CODE	TITLE OF THE PAPER	THEORY / FIELD WORK	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL
SW2124	Social Case Work	THEORY	4	40	60	100
SW2224	Dynamics of Human Behaviour	THEORY	4	40	60	100
SWFW2324	Field Work – Observation Visits	FIELD WORK	4	50	50	100
TOTAL			12	130	170	300

SEMESTER – II

SEMESTER – III

CODE	TITLE OF THE PAPER	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL
SW3125	Social Group Work	4	40	60	100
SW3225	Community Organization	4	40	60	100
SWDE3325	Child Rights and Child Protection	2	20	30	50
SWDE3425	Social Work in Palliative Care	2	20	30	50
SWFW3525	Concurrent Field Work	4	50	50	100
TOTAL	(On DE included)	14	150	200	350

SEMESTER – IV

CODE	TITLE OF THE PAPER	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL
SW4125	Social Welfare Administration	4	40	60	100
SW4225	Social Work Research and Statistics	4	40	60	100
SWDE4325	Family and Child Welfare	2	20	30	50
SWDE4425	Disaster Management	2	20	30	50
SWFW4525	Concurrent Field Work	4	50	50	100
SWRC4625	Rural Camp	4	30	70	100
SWSP4725	Summer Placement	2	20	30	50
TOTAL	(One of the DE included)	20	200	300	500

SEMESTER – V

CODE	TITLE OF THE PAPER	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL
SW5122	Social Policy Planning and Development	4	40	60	100
SW5222	NGO Management and Project Formulation	4	40	60	100
SWDE5322	Human Resource Management	3	40	60	100
SWDE5422	Social Work in Correctional Setting	3	40	60	100
SWFW5122	Concurrent Field Work	4	50	50	100
SWSEC5625	Academic Writing	2	20	30	50
TOTAL	(Student opts one of the department elective)	15	190	260	450

SEMESTER –VI

CODE	TITLE OF THE PAPER	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL
SW6122	Environmental Social Work	4	40	60	100
SW6222	Mental Health and Social Work	4	40	60	100
SWDE6322	Corporate Social Responsibility	3	40	60	100
SWDE6422	Gender and Women Studies	3	40	60	100
SWFW6522	Concurrent Field Work	4	50	50	100
SWTV6622	Tribal Visit	2	20	30	50
SWBP6722	Block Placement	4	50	50	100
SWSEC6825	Employability Skills for Social Workers	2	20	30	50
TOTAL	(Student opts one of the department elective)	21	260	340	600

Bachelor of Social Work (BSW)

Semester I

SW1124 SOCIAL WORK PROFESSION

Content of Course 1	60 Hrs
UNIT I: An Introduction to Social Work	15
Chapter No. 1 Social Work: Concept, Meaning, Definitions, Objectives, Goals, Assumptions and Functions Chapter No. 2 Social Work: Philosophy, Nature, Scope. Introduction to the Methods of Social work. Chapter No. 3 Historical development and emergence of Social Work in UK, USA, India, Karnataka and Global Perspective.	
UNIT II: Principles and Values of Social Work	15
Chapter No. 4 Principles of Social Work Chapter No. 5 Guiding Principles of Social Work and their application in diverse socio-cultural, socio-economic and socio-political settings Chapter No. 6 Values and Ethics of Social Work Chapter No. 7 Social Work and its Relation to Human Rights and Social Justice	
UNIT III: Social Work Profession in India	15
Chapter No. 8 Profession: Meaning, Definitions, elements/ features and Attributes Chapter No. 9 Professionalization of Social Work in the Indian Scenario: Issues and Challenges Chapter No. 10 Perspectives of Social Work Profession in Indian context and Opportunities Chapter No. 11 Professional Organisations in India interlinked with international organisations	
UNIT IV: Models, Approaches, Ideologies and Fields of Social Work	15

<p>Chapter No. 12 Professional v/s Voluntary Approaches, models and ideologies of Social Work</p> <p>Chapter No. 13 Ideologies of action groups and social movements</p> <p>Chapter No. 14 Fields of Social Work: Community Development, Correctional Settings, Medical and Psychiatric Social Work, Family, Women and Child centered Social Work, Industrial Social Work, Social Work with Marginalized Sections of Society.</p>	
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- The Indian Journal of Social Work, Bi-annual, TISS, Mumbai (Maharashtra)
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- UH Class OET (2016) Introduction to Social Work, University of Houston: Available at <https://www.youtube.com/watch?=LtaCmORiP9A>
- The Audiopedia (2017), What is SOCIAL WORK? What does SOCIAL WORK mean?
- SOCIAL WORK meaning, definition and explanation: Available at <https://www.youtube.com/watch?v=xj5-Vdh1B3E>
- USC Suzanne Dworak-Peck School of Social Work (2017), Legacies of Social Change.
- 100 years of Professional Social Work in the United States: Available at <https://www.youtube.com/watch?v=a4VzRSnksmA>

SW1224 - SOCIAL SCIENCE PERSPECTIVES FOR SOCIAL WORK

Content of Course 2	60 Hrs
UNIT I: SOCIOLOGY FOR SOCIAL WORKERS:	15
<p>Chapter No. 1: Meaning, definition, nature, scope and importance of Sociology; Society (Meaning, Features, Types)</p> <p>Chapter No. 2: Social Stratification (Meaning and Nature; Caste, Class, Gender, Power and Authority); Social Values, Norms, Customs, Mores and Culture; Social Institutions: Family, Marriage, Religion, Education</p> <p>Chapter No. 3 : Social Process (Concept, Nature, Types and Importance); Social Change (Overview, Characteristics and Factors)</p> <p>Chapter No. 4 : Social Control (Meaning, Nature, Social Deviance and Social Control, formal and informal) ; Socialization (Basic Aspects, Factors, Process and Importance); Social Anthropology</p>	
UNIT II: ECONOMICS FOR SOCIAL WORKERS:	15
<p>Chapter No. 5. Meaning, definition, nature, scope and importance of Economics; Micro and Macro Economics; Basic Problems of Indian Economy; Economic systems: socialist, capitalist, Mixed; Features of developed and underdeveloped economy; Economic Growth, GDP, National Income; Human Development Index</p> <p>Chapter No. 6. Public Finance, Rural Banks, Cooperatives, SHG'S, Women entrepreneurship, Skill development</p> <p>Chapter No. 7. Problems of Indian Economy; Indian Agriculture; Farmer Suicides; Rapid Industrialization; PDS and Food Safety; Inflation</p> <p>Chapter No. 8. Economic Reforms: Privatization, Liberalization, Globalization.</p>	
UNIT III: POLITICAL SCIENCE FOR SOCIAL WORKERS:	15
<p>Chapter No. 9. Meaning, definition, nature, scope and Importance of Political Science; Concept of State and Govt., Welfare State</p> <p>Chapter No. 10. Indian Constitution, Fundamental Rights</p> <p>Chapter No. 11. Challenges of Indian Democracy, election commission, electoral reforms, Analysis of Indian Political Parties</p> <p>Chapter No. 12. Panchayati Raj, Local Self Governance; E-governance, Good governance, Nationalism, Secularism, Reservation - debate.</p>	
UNIT IV: PSYCHOLOGY FOR SOCIAL WORKERS:	15

Chapter No. 13. Meaning, definition, nature, scope and importance of Psychology; Branches of Psychology, Fundamentals of Psychology	
Chapter No. 14. Concepts of : Perception, Attitude, Learning, Motivation, Emotion, Memory	
Chapter No. 15. Introduction to Social Psychology	
Chapter No. 16. Leadership, Group Dynamics, Organizational Change.	

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- Sociological Bulletin (Journal of the Indian Sociological Society), Social change, Issues and Perspectives (Journal of the Council for Social Development)
- Economic and Political Weekly, EPW Research Foundations, Mumbai.

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<https://www.advocatesforyouth.org/issue/growth-and-development/>
<https://www.youtube.com/watch?v=gE55soly70M>
- Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of Social Work (BSW) (2019),
https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf

SWFW1324: SOCIAL WORK SKILLS

CREDITS: 1

HOURS: 30

Content of Life Skills	
UNIT I: Social Skills	8
Chapter 1: Communication: Introduction – Types – Uses – Styles. Chapter 2: Interpersonal Relationship: Concept, meaning, types and rules Chapter 3: Empathy: Concept - Cognitive and affective empathy - relationships between empathy, compassion, helping, and moral issues - The influence of individual difference, motivation, and situational contexts on empathy Chapter 4: Self Awareness: Definition – Need, methods to increase self-awareness	
UNIT II: Thinking Skills	8
Chapter 5: Problem Solving: Concept – techniques – mind mapping – steps in problem solving Chapter 6: Decision Making: Concept – skills – process – rules for effective decision making Chapter 7: Creativity: Meaning – sources of creativity – myths of creativity – techniques – creativity styles - Chapter 8: Critical Thinking: Concept – Critical thinking in different contexts – logic and reasoning - argumentation - convergent and divergent thinking	
UNIT III: Emotional Skills	4
Chapter 9: Coping with Stress: Meaning of stress – Sources – impacts – coping mechanisms – stress reduction techniques Chapter 10: Coping with Emotions: Meaning – Need for emotions – functions of emotions - identifying and managing emotions – Usage of thought patterns to manage emotions	
UNIT IV: Other Skills	10
Chapter 11: Self Esteem: Introduction – assessment – need – impact – symptoms of poor self-esteem – strategies to overcome poor self esteem Chapter 12: Time Management: Introduction – Time stealers – principles – planning & prioritization Chapter 13: Assertiveness: Concept – techniques – strategies to develop assertiveness – responding to behavioral styles – action planning and reflection Chapter 14: Financial Literacy: Introduction – need – financial management through reflection Chapter 15: Leadership & Team Building: Leadership types – traits – levels – styles. 21 st Century Skills required for Social Workers	

Semester II

SW2124 SOCIAL CASE WORK

Content of Course	60 Hrs
UNIT I: Introduction to Social Case Work	15
Chapter No. 1 Social Casework: Concept, Definition, Nature, Scope, Objectives and Importance, philosophical assumptions Chapter No. 2 Principles of Social Case Work Chapter No. 3 Components of Social Case Work (Person, Problem, Place, and Process) Chapter No. 4 Historical Development of Social Casework- in India and the West	
UNIT II: Understanding Individuals and Problems	15
Chapter No. 5 Individual: Nature and Needs Chapter No. 6 Problems Faced by Individuals and Families: lack of material resources, misconceptions about situations, relationships and lack of appropriate information, illness or health related handicaps, emotional distress resulting from stressful situations, Personality features or deficiencies, Concept of Social Role, Functioning and Coping. Chapter No. 7 Casework Practice in different settings: Health, School, Community, Geriatric, Correctional, and Rehabilitation Centres.	
UNIT III: Approaches and Process of Social Casework	15
Chapter No. 8 Process of Social Case work- Intake, study, diagnosis, treatment and rehabilitation, evaluation, termination and follow up. Chapter No. 9 Task Centered Approach Chapter No. 10 Psycho- Social approach in social case work. Chapter No. 11 Problem Solving Approach and Integrated approach Chapter No. 12 Roles of social case worker: Enabler, facilitator, resource mobilizer, advocate, Social therapist and guide. Emerging trends in Case Work Practice	
UNIT IV: Tools, Techniques and Skills of Social Casework	15

Chapter No. 13 Casework Relationship, Use of Authority and Advocacy

Chapter No. 14 Communication: Observation, Listening, Interviewing and Home Visits, Collateral contacts

Chapter No. 15 Rapport Building and Resource Mobilization

Chapter No. 16 Recording in Casework- The nature and content of recording, purpose of case work recording, types of recording in case work

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SW2224: DYNAMICS OF HUMAN BEHAVIOR

Content of Course	60 Hrs
UNIT I: Concepts in Psychology	14
Chapter 1: Definition, Meaning and scope Chapter 2: Importance of psychology for social work practice Chapter 3: Concept of human behavior Chapter 4: Branches of psychology Chapter 5: Determinants of human behavior: heredity and environment	
UNIT II: Psychological Processes in Behaviour	14
Chapter 6: Needs, motives and drives Chapter 7: Feelings and emotions Chapter 8: Perception Chapter 9: Intelligence Chapter 10: Learning and motivation	
UNIT III: Developmental Psychology	14
Chapter 11: Concept of growth and development Chapter 12: Factors influencing physical and emotional development, hazards in development Chapter 13: Theories of human development: Sigmund Freud's psychoanalytical theory, Erik Erikson's Psychosocial development theory, Abraham Maslow's hierarchical needs theory. Chapter 14: Early stages of development: pre-natal, post-natal, infancy, babyhood, early childhood, late childhood • Late stages of development: adolescence, adulthood, middle age, old age	
UNIT IV: Mental Health and Mental Illness	14
Concept of normality and abnormality • Coping and Defense mechanisms • Mental illness and Disorders: Dementia, Schizophrenia, Bipolar Affective Disorder, Anxiety disorders, Substance abuse, Personality disorders, and Sexual deviations	

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- Current Opinion in Psychology : <http://bit.ly/2DWs5VT>
- Journal of Applied Developmental Psychology : <http://bit.ly/2nG9mTl>
- Journal of Education Psychology : <http://bit.ly/2FI9Gs3>

- Journal of Experimental Psychology : <http://bit.ly/2nHuVmO>
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- Leisure Information Network (2014), Ages and Stages of Middle Childhood 6 to 12 Year Olds, Available at https://www.youtube.com/watch?v=OtpiBtL_7zc
- Michelle Hancock (2016), Middle Childhood Social Emotional Development, Available at https://www.youtube.com/watch?v=PR-7SM2a_7g
- Amanda Price (2012), Adolescence & Young Adulthood, Available at https://www.youtube.com/watch?v=n5ERlf-4f_c
- Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of Social Work (BSW)(2019) https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf

SWFW2324 FIELDWORK

Course Objectives	Teaching Learning Process	Learning Outcomes	Course Evaluation
<p>1. To provide an exposure and Understanding about the various social work agency settings to the students.</p> <p>2. To critically understand and Appreciate Programmes and projects of governmental and non-Governmental organizations.</p> <p>3. To understand the skillful</p>	<p>Total no of days Concurrent Field work in a week: 02</p> <p>Total no of Hours in a week: 15 hours</p> <p>Total Minimum Numbers of Field work Visits in II Semester: 26</p>	<p>1. Able to understand Programmes and projects of governmental and nongovernmental organizations</p> <p>2. Able to understand role of professional Social Workers in different settings</p> <p>3. Able to understand programme media Skills in planning Social Work interventions</p> <p>4. Able to develop skills of writing record of the observation visits and engage in meaningful discussions during group interactions</p>	<p>1. Semester end Viva-Voce: 50</p> <p>2. Internal Assesment: 50</p>

application of programme media 4. To develop Skills in record writing and use of supervision			
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Field Work Contents (Tasks /Activities)

Field work practicum of Second Semester comprises two components:

- Orientation visits

Orientation Visits: Communities–organizations– rural /urban /tribal /government /voluntary/para-governmental/ There shall be minimum 26 orientation visits to provide an exposure to and understanding of the services provided in responses to people’s needs (i.e. agencies in health setting, education, community, institutional services, criminal justice system, civic administration, rehabilitation etc.). – know your neighbourhood

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

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

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

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- The Maharaja Sayajirao University of Baroda (2019), https://www.msubaroda.ac.in/asset/storage/admission/FSW_Prospectus_2019.pdf
- Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of Social Work (BSW)(2019), https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf

Semester III

SW3125 SOCIAL GROUP WORK

CREDITS:4

60 HOURS

Objectives

1. To understand Social Work intervention with social groups as a method of Social Work.
2. To gain knowledge of the scope of Social Group Work in various settings.
3. To develop skills to apply the method for therapeutic group work

UNIT I

15 HOURS

Introduction to Group Work: Social Groups. Definition and meaning of group work; history and evolution of group work in India and abroad; Objectives and Scope of group work; Types of groups; Types of Group Work; Principles of group work; **Use of groups in social work.**

UNIT II

15 HOURS

Group work process: Pre-group planning; size and composition of the group, nature of group membership, and duration of meetings; Stages in group development: forming, storming, norming, performing and adjourning; Stages in Group Work: The beginning stage: Gaining familiarity with the group; establishing objectives; laying out responsibilities of members. The middle stage: Monitoring and evaluation; Termination stage: termination and follow up.

Theories, models, and processes in group work: Theories: Systems theory; conflict theory; Field theory; Exchange theory; psychoanalytic theory; Models: Reciprocal model, Remedial model, Social goals model; Group Dynamics/Processes: communication, cohesiveness, and group conflict.

UNIT III

15 HOURS

Skills and Techniques in Group Work: Skills: listening, observation, analytical thinking, empathy, self-control, and leadership; Techniques in group work; group counselling, group discussion, group decision making, role play, programme media, and individual sessions; Sociometry.

UNIT IV

15 HOURS

Group Work with different groups and different settings: Group work with children in difficult circumstances, youth, women, gender and sexual minorities, elderly, physically and intellectually differently abled; individuals with substance abuse; survivors of physical, sexual, and psychological abuse, survivors of disasters; Group work in community settings vs group work in institutional settings.

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SW 3225: COMMUNITY ORGANISATION & SOCIAL ACTION

CREDITS: 4

60 HOURS

OBJECTIVES

1. To acquaint with the concept of community and its dynamics.
2. To understand and assess the needs of the community and to link them with their sources.
3. To apply the ways and methods to organize the communities.
4. To develop understanding of social action initiatives, movements, ideological developmental perspectives both present and past
5. To develop functional skills in creating social action methods, models, network and joint action

UNIT I

15 HOURS

Community Organisation - Historical development of community organization in UK, USA and India, definition, objective; Community – meaning, types, structure and dynamics, with special reference to India; difference between community organization and community development. Community organization as a method of Social Work, Community organization principles, approaches, phases of community organization – study, analysis, assessment, discussion, organization, action, evaluation, modification and continuation.

UNIT II

15 HOURS

Community organization models: Empowerment models – Jack Rothman's, Saul Alinsky, Paulo Freire, Human Rights model, NGO model. LSG models – Area development model, SHG Model, Panchayat Raj Model, Local & Indigenous models and movements. Participatory Rural Appraisal: History, principles, tools, techniques in community organization. Steps for community development. Case Studies of Community Organization. Challenges faced by Community Organizers.

UNIT III

15 HOURS

Social action - Concept, definition - objectives, forms, scope and importance of social action in India - difference between social action and community organization - Historical and ideological perspectives of social action tradition in India and abroad - characteristics, issues, outcome and impact of small action groups and mass organizations.

Social Action in relation to case work, Social Action in relation to Group Work, Social Action in relation to Community Organization, Social Action in relation to Social Work Research, Social Action in relation to Social Welfare Administration.

UNIT IV

15 HOURS

Elements of social action. Principles of social action, methods, networking, and coalition building strategies - steps involved in Social Action – Models.

Approaches to social action: Antonio Gramsci, Paulo Friere, Ivan Illich, Martin Luther King, Saul Alinsky, Karl Marx, Dr. B.R Ambedkar, Mahatma Gandhi, Periyar, Jyotiba Phule, Savitri Bai. Social Movements: Self-respect movement, Sarvodaya, Swadeshi and Independence Movement, Peasant Movement, Environment Movements, Narmada Bachao Andolan, Tribal Movement: Stan Swamy's Contribution, Lokpal Movement – Gramdhan – Bhodhan Movement. Contemporary mass movements: Dalit Movements, Anti-imperialist movements, LGBTQIA+ movement, Feminist Movements. Role of Social Worker in Social Action.

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- https://jesc.eu/wp-content/uploads/2021/09/I_am_not_a_silent_spectator_Stan_Swamy.pdf
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SWDE 3325: CHILD RIGHTS AND CHILD PROTECTION

CREDITS: 02

30 HOURS

OBJECTIVES:

1. To provide a comprehensive understanding of child rights as outlined in international and national legal frameworks.
2. To explore the historical development of child rights and their significance in modern society.
3. To understand key threats to child welfare, including abuse, neglect, trafficking, child labour, and exploitation.
4. To familiarize students with child protection laws, policies, and mechanisms at the global, national, and local levels.

UNIT I: NATURE AND CONCEPT

15 HOURS

Universal Declaration of Human Rights 1948- International Covenant on Civil and Political Rights. Definition of child Rights, United Nations Convention on the Rights of the Child 1989. Introduction to the concept of child and childhood,

UNIT II: CHILDREN IN DIFFICULT CIRCUMSTANCES

15 HOURS

Poverty, child labour, trafficked children, street children, Child Marriage, Child Abuse, Children with disability, children in institutions or homes, Neglected Children, Children of commercial sex workers, children affected by HIV/AIDS, Child victims of domestic violence, children in conflict with law- need for legislative intervention, Role of a social worker

UNIT III: RIGHTS OF CHILDREN: POLICIES AND LEGISLATIONS

15 HOURS

Rights of children under Constitution of India, Children and Human Rights. Legislations related to children - Juvenile Justice (Care and Protection of Children) Act, 2015, Protection of Children from Sexual Offences Act (POCSO), Right to Education (RTE) Act, 2009, Child Labour (Prohibition and Regulation) Act, 1986 and Prohibition of Child Marriage Act, 2006

UNIT IV: RIGHTS OF CHILDREN: VARIOUS PERSPECTIVES

15 HOURS

Vienna Declaration and Programme of Action 25th June 1993. Understanding children in situational context: Global and National perspective (Urban, Rural and Tribal).

REFERENCES

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- Chinnappan. (2013). Teaching of the Child Rights. Thanjavur: Akaram.
- Cyril Kanmony. (2012). Child Labour Rights and Violations. New Delhi: Mittal Publications.
- Ganguly. (2019). The Protection of Children from Sexual Offences Act, 2012. Allahabad: Sweet & Soft
- Jesu Pudumai Doss. (2015). Child Protection Laws in India. New Delhi: Don Bosco Youth Animation – South Asia.
- Nuzhat Parveen Khan. (2016). Child Rights and the Law. New Delhi: Universal Law Publishing.
- Professional Book Publishers. (2020). Child Laws containing acts, rules, regulations for children including Juvenile Justice along with charters, policies, conventions – Manual with short comments. Delhi: Professional Book Publishers.
- Surendra Kumar. (2019). Role of Duty Bearers in Child Protection. Faircrow Art House: Guwahati.

SWDE3425- SOCIAL WORK AND PALLIATIVE CARE

CREDITS: 02

30 HOURS

OBJECTIVES

1. To understand the fundamentals of Palliative Care
2. To understand the challenges faced by caregivers in palliative care
3. To understand the role of social workers in palliative care

UNIT I: INTRODUCTION TO PALLIATIVE CARE

8 HOURS

History, concept, Scope and Clinical Models of Palliative Care; Psychosocial needs and challenges; Ethics in Palliative Care; Understanding the role of multidisciplinary approach

UNIT II: COMMUNICATION SKILLS IN PALLIATIVE CARE

7 HOURS

Meaning and Definition; Types of Communication; Breaking Bad News (BBN)- Steps; Managing Collusion; Spiritual distress; Pre & Post Operative Counselling,

UNIT III: GRIEF AND BEREAVEMENT

8 HOURS

Definitions, Types of Grief, Stages of Grief; Stages of Bereavement; Coping Mechanisms; Grief and Bereavement Counselling, Dealing with Depression and Trauma

UNIT IV: CAREGIVING IN PALLIATIVE CARE

7 HOURS

Understanding the Role of the Caregiver; Caregiver Burden and Burnout and Management; Empty bed Syndrome; Respite Care; End-of-life Care; Skills and Roles of Social Workers in Palliative Care in Different Settings.

REFERENCES

- Buckman, R. (2001). Communication skills in palliative care: a practical guide. *Neurologic clinics*, 19(4), 989-1004.
- Hebert, R. S., Arnold, R. M., & Schulz, R. (2007). Improving well-being in caregivers of terminally ill patients. Making the case for patient suffering as a focus for intervention research. *Journal of pain and symptom management*, 34(5), 539-546.
- Kübler-Ross, E., & Kessler, D. (2014). *On grief and grieving: Finding the meaning of grief through the five stages of loss*. Simon and Schuster.
- Lloyd-Williams, M. (Ed.). (2008). Psychosocial issues in palliative care.
- Strada, E. A. (2013). *Grief and bereavement in the adult palliative care setting*. Oxford University Press, USA.
- Twycross, R. G. (2003). *Introducing palliative care*. Radcliffe Publishing.

SWFW3525- CONCURRENT FIELD WORK

In this semester the students would be working for 15 weeks (26 days) in an NGO placement. The students, through this fieldwork get introduced to how an agency functions and see how practice in Social Work is exercised in different fields. The students get introduced into the concept of dual supervision viz., agency and faculty supervisors. The students are graded for their learnings through a fieldwork manual which is printed as a separate manual for them to be followed. Some of the tasks to be done are highlighted below.

1. Familiarization with agency and develop an agency profile with focus on:
 - 1.1 Organizational genesis, organizational types and structure, ideological orientation, policies and programmes
 - 1.2 Clients/Groups
 - 1.3 Understanding Problems
 - 1.4 Services provided
 - 1.5 The role of social worker
 - 1.6 Networking with other agencies.
2. Observe agency functioning
3. Practice the methods of working with individuals and groups in the agency.
4. Practice the Skills in observation, listening, group discussion and report writing.
5. Assist the organization wherever desirable in its ongoing interventions.
6. Seek guidance from agency supervisor and attend weekly Individual Conference with field work supervisor.
7. Minimum 26 Visits need to carryout
8. Students Required to Learn following components
 - 8.1 Aims and Objectives of the Organization, Organization Structure, Sources of Funding, Genesis and Types of Organization, Problems faced by the Organization,
 - 8.2 Legal Status of the Organization
 - 8.3 Role of Social Workers.

Semester IV

SW 4125 SOCIAL WELFARE ADMINISTRATION

CREDITS: 4

60 HOURS

OBJECTIVES:

1. To develop an understanding of basic concepts of Administration in Social Work Practice.
2. To expose the ability to apply the basic principles of Social Welfare
3. To provide necessary knowledge of the Administration of Welfare Organisation.
4. To develop an understanding of the organisation as a system.

UNIT I

15 HOURS

Social Welfare Administration (SWA) – Introduction, Meaning, Definition, Historical development, Nature, Scope, Principles of Social Welfare Administration, Functions of Social Welfare Administration - Central and State Social Welfare Boards – Structures Functions.

UNIT II

15 HOURS

Agency Administration and Organisation Behaviour: Concept of Administration, Organisation and Management. Executive in Administrative Process: Responsibilities and Functions of Executive in the Administrative Process: POSDCORB: (Planning, Organising, Staffing, Directing, Coordinating Reporting, Budgeting). Organisation Behaviour: Work Climate- Work Life Balance – Leadership - Team Work – Performance Appraisal – SWOT/C analysis –Motivation – Monitoring and Evaluation – Organisational Communication – Public Relations –Management and Professional Ethics.

UNIT III

15 HOURS

Registration of Welfare Organisation: Indian Trust Act 1882 - Societies Registration Act 1860, Section 12A and 80G, Income Tax Act, 1961- Companies Act 2013, Foreign Contributions Regulation Act, 2010 – Salient features and its relevance. NGOs: Nature, Types, Programme Management; Role of Social Workers. Case Study of the challenges faced by NGOs during registration.

UNIT IV

15 HOURS

Human Resource Management: Concept, Objectives, Functions; Human Resource Planning, Wage Administration, Training and Development, Challenges faced by HR managers.

Corporate/ Individual and Public Social Responsibility – Meaning of CSR, Case Study of a Company's CSR activities. Role of Social Worker.

REFERENCES

- Bhattacharya, S. (2006). Social work administration and development. Rawat Publications.
- Chowdhry, P. D. (1983). Social Welfare Administration. Atma Ram & Sons.
- Goel S.L. (2010). Social Welfare Administration. Deep & Deep Publications.
- Goel S.L. Kumar R. (2005). Administration and Management of NGOs, Text and Case Studies, Deep & Deep Publications
- Sachdeva D.R (2005). Social Welfare Administration in India, Kitab Mahal Agencies.

SW4225- SOCIAL WORK RESEARCH AND STATISTICS

CREDITS: 4

60 HOURS

OBJECTIVES:

1. To understand the importance of research as a social work method.
2. To learn the various research designs, methods, statistical tools and techniques relevant to social work research.
3. To promote research abilities through appropriate application

UNIT I

15 HOURS

Scientific Research – Characteristics, Types and Methods – Steps of Scientific Research – Difference between Social Research and Social Work Research - Aims of Social Work Research - Role of Theory in Social Research, Problem Formulation and Developing Research Question – Concepts in Research – Selection of Research Topic. Research Ethics.

UNIT II

15 HOURS

Research Methodology - Review of Literature: Sources of Data – Research Design – Meaning – Functions – Objectives – Characteristics of a Good Research Design – Difference between Quantitative and Qualitative Research – Pilot Study - Sampling – Concept – Purpose – Principles– Types of Sampling – Sample Size, Formula for calculating sample size, – Hypothesis – Concept - Criteria and nature of Hypotheses – Types – Testing Hypotheses,

UNIT III

15 HOURS

Tools for Data Collection – Questionnaire – Concepts - Types of Questions – Pre-Testing – Advantages/Disadvantages of Questionnaire. Interview – Types - Advantages/Disadvantages -Functions and Characteristics –. Observation, Case Study, Focus Group Discussion, Ethnography.

UNIT IV

15 HOURS

Statistical Techniques & Data Processing – Measures of Central Tendency – Mean – Median –Mode Measures of Dispersion – Standard Deviation and Variance. Normality of data, Parametric and Non-Parametric Tests, Computer Skills for Data Analysis. Data Processing – Tabulation – Diagrammatic Representation and Analysis – Interpretation – Inference - Report and Scientific Writing.

REFERENCES

- Ahuja, R (2011). Research Methods. Rawat Publication
- Kothari CR (1992). Research Methodology: Methods and Techniques.
- Russel, A (1981). The Design of Social Research. University of Chicago Press.
- Burns, R (2000). Introduction to Research Methods. Sage Publication.
- Freedman P (1960) The Principles of Scientific Research (2 nd Ed), Pergaman Press.

SWFW 4425- CONCURRENT FIELD WORK

In this semester the students would be working for 15 weeks (26 days) in an agency/ association/ trade union/ NGO that works for unorganized labour force. The students, through this fieldwork get introduced to how an agency functions and see how practice in Social Work is exercised in different areas of unorganized labour force. They are encouraged to take up Social Welfare models that aims at tapping government services such as aadhar card, ration card, voter ID, job/ labor cards and providing them to the community. Apart from that the students would work with the apex bodies in creating community programs that benefit the area they work with. The students are graded for their learnings through a fieldwork manual which is printed as a separate manual for them to be followed. Some of the tasks to be done are highlighted below.

Field Work Tasks and Activities

1. Familiarization with agency and develop an agency profile with focus on:
 - 1.1 Organizational genesis, organizational types and structure, ideological orientation, programmes and policies
 - 1.2 Client group/s
 - 1.3 Problems are being focused
 - 1.4 Services are being provided
 - 1.5 The role of social worker
 - 1.6 Network with other agencies.
2. Observe agency functioning
3. Practice the methods of working with individuals and groups in the agency.
4. Practice the Skills in observation, listening, group discussion and report writing.
5. Assist the organization wherever desirable in its ongoing interventions.
6. Seek guidance from agency supervisor and attend weekly Individual Conference with field work supervisor.
7. Minimum 26 Visits need to carryout
8. Students Required to Learn following components i
 - 8.1 Aims and Objectives of the Organization, Organization Structure, Sources of Funding, Genesis and Types of Organization, Problems faced by the Organization,
 - 8.2 Legal Status of the Organization
 - 8.3 Functions of Social Work.

SWRC4525- RURAL CAMP

Marks/Credits: 100/4

During Semester IV of the course, the Social Work department would organize a residential rural camp for 8 days duration in rural, semi-rural and Tribal areas. Every student is expected to attend it as a part of course requirement. The organizing of rural camp would acquaint the students with rural scenario, living conditions, problems and issues of rural society. The camp would be planned to provide ample opportunities for students to fine tune their interpersonal relationship Skills through the Process of group dynamics and achieve a harmonious blend of learning and work.

Objectives	Learning Outcomes	Course Evaluation
<ol style="list-style-type: none">1. To provide exposure of realities of life in rural and semi-rural areas2. To understand the rural social system, its culture, and livelihood patterns3. To understand the geographical, economic and political features, needs and problems of rural Community4. To observe living conditions, housing, water supply and other amenities in rural areas5. To sharpen the Skills of rapport formation, situational analysis and awareness generation6. To experience group-living and develop attitudes conducive for effective team work7. Acquire Skills in planning,organizing, implementing the camp	<ol style="list-style-type: none">1. Able to be acquainted with rural and tribal scenario and their socio-economic aspects2. Able to be familiarized with group dynamics and power structures in a rural Community3. Able to hone Skills of rapport formation, situational analysis and awareness generation through stimulating group living4. Able to acquire and develop attitudes helpful for effective team work5. Able to learning the Skillsand art of organizing and managing activities and events relating to camp	Total Marks: 100

8. To develop an understanding of group dynamics and power structures in a rural Community		
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***Though it is proposed that camp will be organized in 4th semester, the preparations for the same shall start from Semester 3, making it one of the papers to be discussed and studied by the students in their 3rd semester.**

SWDE4325: FAMILY AND CHILD WELFARE

CREDITS: 02

30 HOURS

OBJECTIVES:

1. To develop a theoretical understanding of families and children.
2. To apply methods of social work intervention to promote change in families and children.
3. To develop knowledge about the institutions working for families and children.

UNIT I

8 HOURS

Family as an Institution - definition, its function and importance; Impact of urbanization; Changing functions; Family Life Cycle. **Families:** Types, Values, Importance, Resilience and Strengths, Protective Factors; **Problems faced by families;** Relationship issues. Family Stress, Child Rearing Practices, Issues of Families in Rural and Urban Areas, Families in difficult circumstances.

UNIT II HOURS

7

Family welfare: Meaning, objectives; Marital Conflict; Parenting Styles; Marital Counselling; Family Counselling and Other Interventions.

Adolescents and Young Adults: Challenges and interventions.

UNIT III HOURS

8

Changing context of children: Bio-psychosocial needs of children- Child Development, Demographic characteristics, Status of Children in India

Children in difficult circumstances: Child Abuse, Child Marriage; Child Labour; Child trafficking; Children in Conflict with Law.

UNIT IV

7 HOURS

Child welfare- concept and principles, well-being of Children: physical, mental and social Evolution of family and child welfare service in India. Counselling children, Art therapy, Play Therapy, Behavioural interventions, Institutional Intervention: Child Line, ICDS, ICPS, Child Welfare Committee, Juvenile Justice Board, Special Juvenile Police Units; Child Guidance Clinic.

REFERENCES

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- Roy, Kalpana.(2000). Women and Child Development, New Delhi: Common Wealth Publications.

- McCurdy Karen & Jones, Elizabeth. (2000). Supporting Families: Lessons from the Field, USA: Sage Publications.
- Barik, S. (2011). Domestic Violence in India, Delhi: Adhyayan Publishers & Distributers
- Gomango, S. P. (2005). Consequences of Child Maltreatment, New Delhi: Authors Press
- Tiwari, Satish. (2000). Health and Family Welfare, Delhi: Anmol Publications Pvt. Ltd.

SWDE4425 DISASTER MANAGEMENT

CREDITS: 2

30 HOURS

OBJECTIVES

1. To provide students with information on disasters, their significance, and types.
2. To develop an understanding of the process of disaster-management
3. To gain a preliminary understanding of approaches of Disaster Risk Reduction(DRR)
4. To develop capacity to work with different agencies, initiate the intervention strategies and develop skills to assess the vulnerability.

UNIT I

8 HOURS

Concept, meaning and definition: Hazards and Disasters, Risk and Vulnerability in Disasters. Disaster Risk Reduction. Natural Disasters: Earthquakes, floods, drought, landslide, cyclones, volcanoes, tsunami, avalanches, global warming, wild fire and climate change. Man-made Disasters: Terrorism, air crashes, gas and radiations leaks, oil spills, forest fire.

UNIT II

7 HOURS

Vulnerability Profile of India. Impact of Disaster: Physical, Psychological, Economic, Social and Environmental. Disaster Management cycle: Disaster Preparedness, Mitigation, Response, Resettlement & Rehabilitation, Reconstruction and Recovery.

UNIT III

7 HOURS

Institutional and Legal Arrangements: Disaster management policy, Disaster Management Act 2005 (Amendment 2018), Institutional Framework in India: NDMA, SDMA, and NDRF, International bodies: UN, UNDAC, UNISDR, SFDRR, UNDRR, Hyogo Framework of Action, Paris Agreement 2015.

UNIT IV

8 HOURS

Training, Guideline: Do's and Don'ts pre, actual and post disaster, disaster Self-preparedness plan, Awareness generation program. Role of Social Worker in providing PsychoSocial support and capacity building. Case studies on recent Disasters.

REFERENCES

- Disaster Management Guidelines, GOI-UND Disaster Risk Program (2009-2012)

- Damon, P. Copola, (2006) Introduction to International Disaster Management, ButterworthHeineman.
- Gupta A.K., Niar S.S and Chatterjee S. (2013) Disaster management and Risk Reduction, Role of Environmental Knowledge, Narosa Publishing House, Delhi.
- Murthy D.B.N. (2012) Disaster Management, Deep and Deep Publication PVT. Ltd. New Delhi.
- Modh S. (2010) Managing Natural Disasters, Mac Millan publishers India LTD
- NIMHANS Module on Psycho Social Support and Management in Disaster.

Semester V

SW5122- SOCIAL POLICY, PLANNING AND DEVELOPMENT

CREDITS: 4
HOURS

60

OBJECTIVES

1. To provide students with an insight on the meaning of social policy
2. To help develop an understanding of the need for different social policies.
3. To enlighten students on the purpose of social programmes.
4. To highlight the existing social programmes for the welfare of citizens.
5. To point out the role of social workers in enhancing social policies and programmes.

UNIT I

15 HOURS

Social Policy: Concept, Definitions, Characteristics and Objectives. Social Policy: Principles, Models, and Determinants. Indian Constitution the source for social policy. Overview of Social Policy in India

UNIT II

15 HOURS

Social Planning process: Concept, Definitions and Objectives. Social Planning: process, Functions and Types (State and National). Social and Economic Planning: Similarities and Dissimilarities. History of Planning Commission in 5-year plan and Niti Aayog: Structure and Functions.

UNIT III

15 HOURS

Economic Development: Concept, Definition, Objectives and Prerequisites. Social Development: Concept, Definition, Objectives and Prerequisites. Development: Concept, Definitions, Types and Objectives. Sustainable Development: Concept, Definition, Objectives and Goals

UNIT IV

15 HOURS

Human Development: Concept, Definition and Objectives. UNDP and Human Development. Salient Features of Karnataka's Human Development Indicators. Approaches to Human Development.

REFERENCES

- Adams, R. (2002) Social Policy for Social Work. New York: Palgrave
- Blackmoore, K. (1998), Social Policy: An Introduction. Buckingham: Open University Press.
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- Jeffery, R. (1988). The politics of health in India. University of California Press.
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- Tripathi, R. C.; Sinha, Y. (Eds.). (2014). Psychology, development and social policy in India. New Delhi: Springer India.

- Weiner, M. (1991). The child and the state in India: Child labour and education policy in comparative perspective. Princeton University Press.

SW 5222- NGO MANAGEMENT AND PROJECT FORMULATION

CREDITS:4

60 HOURS

OBJECTIVES

1. Develop deeper understanding of the concept, perspectives, approaches and strategies for the effective management of NGOs.
2. To understand the legal and other implications for the establishment and administrative functioning of the NGOs.
3. To understand the role and contribution of NGOs towards the welfare and development of marginalized groups of society.
4. To develop an understanding about project planning, formulation, implementation

UNIT I

15 HOURS

NGOs: Meaning, Definition, Terminologies of Voluntary Agencies, Nature, Features of NGOs; Genesis, growth and functioning of NGOs; Classification & Types of NGOs, Levels of operation,/ Contributions of the Voluntary agencies & NGOs around the World & in India in education, health and sustainable development; Establishment, Formation and Registration of NGOs as Trust, Society; Societies Registration Act;/ Co-operatives Registration Act-1860; Trust Act 1882; FCRA (Foreign Contribution Regulation Act) and FCRA Rules.

UNIT II

15 HOURS

Administration & Management of NGOs: Human Resources Management: Skills required of an NGO, Leadership, Communication, Teamwork, Training of NGO personnel & Performance Appraisal of NGOs, Social Audit; Role of Govt. towards NGOs; Methods, Strategies & Skills of NGOs: Formal and non-formal education; Programme Planning, Social awareness campaigns, training & skill building, advocacy & legal aid, Prevention, Rehabilitation, & Counseling; Networking with PRI institutions & civic society; Public Private Partnership (PPP)

UNIT III

15 HOURS

Project Management: Project Formulation, Proposal, Implementation, Monitoring and Evaluation of Projects in NGOs; Financial Management: Budgeting, Accounting Procedures; Resource Mobilization: Funding Agencies (Govt. & Private); CSR funding of Companies, NGO's and Income Tax; Accountability & Transparency; Role of NGOs in the implementation of UN, & Govt. policies, programs and projects.

UNIT IV

15 HOURS

Role of NGOs in the promotion of People's power; NGOs & Human rights, Social & Environmental Movements; Role of NGOs in dealing with Social Problems; Role of NGOs in promoting - organic farming, animal husbandry, small scale industries through PRIs; Promotion of SHGs & women entrepreneurship; Role of NGOs towards different Focus Groups: Case Studies of NGOs: NGOs in Bangalore, Karnataka & India (Vision, Mission, Projects, Programs,

Activities); Problems, Limitations and challenges of NGOs; Need for greater Collaboration, Linkages, Networking among NGOs with Govt. and other civil societies; Research, Innovations, Best Practices of Model NGOs.

REFERENCES

- Snehlata Chandra, Non Governmental Organizations, Structure, Relevance and Function, Kanishka Publishers, New Delhi, 2007
- KalyanSengupta, Easy Guide for NGO with Society & Trust Registration, Book Corporation, Delhi, 2013
- S.L. Goel and R. Kumar Administration, management of NGOs, , Deep & Deep Publications Pvt. Ltd., New Delhi, 2005
- Beveridge, Lord W., Vountary Action in a Changing World, Bedford Square Press, NCSS, 1979
- Central Institute of Research and Training in Public Cooperation (CIRTPC), Grants in Aid to Voluntary Organizations: A study of procedures, Process and Problems, New Delhi: CIRTPC, 1969
- Dey, S.K. Quoted in Mathiavaanan, Voluntary Agencies and Social Change, New Delhi, Manas Publications, 1991.
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- The Foreign Contribution (Regulation) Act, 2019, Universal Law Publishing, New Delhi, 2016

SWDE5322 HUMAN RESOURCE MANAGEMENT

CREDITS: 3

45 HOURS

OBJECTIVES

1. To develop theoretical knowledge of the concept, principles, importance of Human Resource Planning and Management in organizations.
2. To understand the concept of Employee welfare and implementations of Labour enactments for the welfare of the employees.
3. To understand the role of a Social Worker in managing human resource in organizations.

UNIT I

10 HOURS

Human Resource Management: concept, objectives, philosophy, evolution, principles, role and importance in management. Functions of Human Resource management, qualities and competencies required of a good HR Manager; Personnel Policy: Definition, purpose, need and importance, types of personnel policies, Coverage, programmes and procedures

UNIT II

10 HOURS

Human Resource Planning: Definition, objectives, scope and importance, methods of forecasting, **Job analysis** – objectives, process and methods, job description, job specification, job evaluation and job design; **Performance appraisal:** Meaning, objectives, scope and purpose, appraisal process, methods for evaluating performance, problems & challenges in appraisal, Career planning & succession planning.

UNIT III

10 HOURS

Employee Welfare: welfare – concept, definition, philosophy, objectives, Historical development, Labour welfare in India, principles, scope. **Wage and salary administration:** various aspects and theories of wage and salary administration, Salary policy, Fringe benefits and per –quisites, Financial and non-financial incentives, incentive schemes

UNIT IV

15 HOURS

Labour legislations: The Payment of Wages Act 1936, The Payment of Bonus Act 1965, The Minimum Wages Act 1948, the Industrial Disputes Act 1947, The Trade Union Act 1926, The Factories Act 1948, Employment (Standing Orders) Act 1946, The Employees' State Insurance Act 1948, The Maternity Benefit Act 1961, The Apprentices Act 1961, The Contract Labour (Regulation and Abolition Act 1970), The Employees Provident Fund and Miscellaneous Provisions Act 1952, The Payment of Gratuity Act 1972, The Public Provident Funds Act 1968, The Workmen's Compensation Act 1923.

REFERENCES

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- Jaya Gopal R., 1990: Human Resource Development: Conceptual Analysis and Strategies. New Delhi: Sterling Publishers (P) Ltd.
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- CV. Baxi, Corporate Social Responsibility – concepts and cases, yr. 2005
- Philip Kolter and Nancy Lee, Corporate Social Responsibility: Doing the Most Good for your Company and your cause, Wiley India
- Dr. Manoj Fogla, Hand Book on CSR for Corporates & NPO's, 2014
- Dr. S. Kumar, Saurav Ghosh Corporate Social Responsibility, A Hand Book –, supported by GAIL (India),Ltd
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SWDE5422 – SOCIAL WORK IN CORRECTIONAL SETTING

CREDITS: 3

45 HOURS

OBJECTIVES

1. To understand crimes and correctional setting
2. To introduce legal frameworks and penology in the Indian context
3. To understand the scope of Social Work techniques in Correctional Setting

UNIT I

10 HOURS

Criminology: Concept, definition and Scope; Development of criminological thought and theories of criminology. Correctional Administration: Meaning, Objectives & Scope, and Problems of Correctional Administration in India.

UNIT II

10 HOURS

Crime: Meaning, Definition, Elements, Causes, Prevention and Control. New Forms of Crime: Fascism, Organized Crime, White-Collar Crime, Cyber Crimes - Terrorism.

UNIT III

10 HOURS

Penology: Meaning & Scope, Theories of Punishment, Imprisonment: Objectives & Trends – Correctional. Programmes in Prisons and Juvenile Corrections. Prison Administration in India - Prison Reform in India. New Perspectives on Corrections, Strength Perspective and its application,

UNIT IV

15 HOURS

Correctional Techniques: Parole, Counseling, Application of Forensic Psychology, Guidance, Vocational Training & Behavior Modification. Children in conflict with Law – Children in need of Care and Protection (Juvenile Justice Act): Role of Social Worker and the Role of Family. Changing Paradigms of Correctional Administration: Issues, Problems and Feature– Social Work Practice in Prisons - Role of prison welfare officers.

REFERENCES

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- Cressy, D.R. - Criminology
- Gibbons, D.C. - Society, Crime and Criminal Careers
- Reckless, Walter C.: The Crime Problem

- Sutherland, E. H. - White Collar- Crime Problem.
- Sutherland, and E.H. Cressey, D.R. -Principles of Criminology
- Taylor, I., Walton, P. and Young, J - The New Criminology
- Quinney, Richard – Criminology.
- Rao, Venugopal - Facets of Crime in India

SWFW5522- CONCURRENT FIELD WORK

In this semester the students would be working for 15 weeks (26 days) in government school setting and urban poor communities. The students, through this fieldwork, get introduced to how a government school functions and they impart life skill education and sessions on human rights for the school children. In the community, they are encouraged to take up Social Welfare models that aim at tapping government services such as Aadhar card, ration card, voter ID, job/ labour cards and providing them to the community. Apart from that, the students would work with the apex bodies in creating community programs that benefit the area they work with. The students are graded for their learnings through a fieldwork manual which is printed as a separate manual for them to be followed. Some of the tasks to be done are highlighted below.

Field Work Tasks and Activities

1. Familiarization with agency and develop an agency profile with focus on:
 - 1.1 Organizational genesis, organizational types and structure, ideological orientation, policies and programmes
 - 1.2 Client group/s
 - 1.3 Problems are being focused
 - 1.4 Services are being provided
 - 1.5 The role of social worker
 - 1.6 Network with other agencies.
2. Observe agency functioning
3. Practice the methods of working with individuals and groups in the agency.
4. Practice the Skills in observation, listening, group discussion and report writing.
5. Assist the organization wherever desirable in its ongoing interventions.
6. Seek guidance from agency supervisor and attend weekly Individual Conference with field work supervisor.
7. Minimum 26 Visits need to carry out
8. Students Required to Learn following components:
 - 8.1 Aims and Objectives of the Organization, Organization Structure, Sources of Funding, Genesis and Types of Organization, Problems faced by the Organization,
 - 8.2 Legal Status of the Organization
 - 8.3 Functions of Social Work.

SWSEC5625- ACADEMIC WRITING AND PUBLISHING

CREDITS: 2

30 HOURS

OBJECTIVES

1. To acquire academic writing skills.
2. To learn about the softwares helpful in academic writing.
3. To know about the various citation and referencing styles.
4. To understand the ethics involved in publication.
5. To develop skills required for publication.

UNIT I: ACADEMIC WRITING AND ITS IMPORTANCE

5 HOURS

Definition of Academic Writing; Features; Scope; Importance; Difference between academic writing and creative writing; Supportive evidence in academic writing; Difference between journal articles, books, and book chapters. Steps to improve academic writing.

UNIT II: CITATION, REFERENCING IN ACADEMIC WRITING

5 HOURS

Citation and referencing: Definition, meaning, and types- APA, MLA, Chicago, and Harvard. Importance of citation and referencing in academic writing; Softwares used for citation and referencing- Zotero and Mendely; Citing various sources through APA-7.

UNIT III: DATA ANALYSIS AND ACADEMIC WRITING

10

HOURS

Types of variables and data; SPSS/PSPP and NVivo for data analysis; How to enter data in SPSS and NVivo; Purpose of statistical tests; Choosing between various statistical tests; Carrying out statistical tests using SPSS/PSPP; Interpretation of results from NVivo, SPSS/PSPP. Reporting results using academic writing.

UNIT IV: PUBLICATION: PROCESS AND ETHICS.

10 HOURS

Importance of publication; Choosing the right journal; SCOPUS and Web of Science indexes; Google Scholar; ResearchGate; Academia; Process of publication: Submitting an article, the process of peer review, copyrights agreement, and acceptance. Ethics involved in publication: Plagiarism and its forms, Ethical Clearance, and Consent Form.

REFERENCES

- *APA Style*. (2024). <https://apastyle.apa.org>. Retrieved January 22, 2025, from <https://apastyle.apa.org>
- Fox, C. (2024). *LibGuides: Harvard referencing quick guide: Citing and referencing material*. Retrieved January 22, 2025, from <https://dkit.ie.libguides.com/harvard/citing-referencing>
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- *Guiding Principles for Ethical Research*. (2015, June 3). National Institutes of Health (NIH). <https://www.nih.gov/health-information/nih-clinical-research-trials-you/guiding-principles-ethical-research>
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- *Mendeley* "Reference Management Software". (2024). Retrieved January 22, 2025, from https://www.mendeley.com/?interaction_required=true
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- *The Chicago Manual of Style, 18th Edition*. (2024). The Chicago Manual of Style Online. Retrieved January 22, 2025, from <https://www.chicagomanualofstyle.org>
- *Web of Science Master Journal List* "Search". (2024). Retrieved January 22, 2025, from <https://mjl.clarivate.com/search-results>
- *Zotero* | Your personal research assistant. (2024). Retrieved January 22, 2025, from <https://www.zotero.org/>

Semester VI
SW6122: ENVIRONMENTAL SOCIAL WORK

CREDITS: 4

60 HOURS

OBJECTIVES

1. To understand the inter-relatedness of organisms.
2. To understand environmental degradation – its cause and impact
3. To develop an attitude for the conservation of the environment.

UNIT I

15 HOURS

Environment: Concept and Definitions: Environmental Pollution and Degradation. Causes and Consequences of Environmental Degradation. Impact of Environmental Degradation. Environmental Sustainability, Environment systems and sub systems. Scope of environmental Social Work. Environmental Degradation: Socio-religious and cultural factors, causes of deforestation.

UNIT II

15 HOURS

Pollution and its effects: Air: Composition and types of air pollution, Ozone layer depletion, Green House Effect (Global Warming).

Water: Types of water bodies, sources and types of water pollution, marine pollution.

Land: Soil structure and types of soil pollution, agricultural pollution and chemical pollution.

Solid Waste Pollution: Types, biodegradable and non-biodegradable waste. Thermal Pollution: Role of industries, Energy Consumption and its effect. Industrial Pollution: Types, Effects.

Nuclear Pollution: Radiation, effects. Noise Pollution: Sources, Types and its effects.

UNIT III

15 HOURS

Renewable Sources of Energy: Solar, bio-fuel, wind, hydro power. Environmental Conservation: Conservation and preservation. Methods: Drip irrigation, watershed management, rainwater harvesting, wasteland reclamation, Bio-farming, social forestry and afforestation. Waste Management for sustainable living, Effluent Treatment.

UNIT IV

15 HOURS

Environmental Legislation: The water (Prevention and control of pollution) Act 1974. The Air (Prevention and control of pollution) Act 1981. The Environment (Prevention) Act 1986. The Forest Conservation Act 1927. Environmental Impact Assessment.

Impact on Women, Marginalized and Indigenous Populations. Common Property Resources. Carbon credits, Environment Audit. Environmental sustainability: Approaches and Challenges.

Stakeholders Participation in Environment Conservation. The Role of Pollution control Board in reducing Global Warming. The role of judiciary in environmental conservation. Role of national and international organisations in environment conservation.

REFERENCE

- Environment and development; Amirtava Mukherjee, V.K. Agnihothri.
- Environmental challenges and ecological disaster: Gopal Bhargava.
- Environment, Man and Nature : Gautham Sharma
- Appropriate technology for Rural development in India: Floris P. Blankenberg.
- The Global Environment Movements: B.D. Nagchandhari
- Environment Economics : R.Srinivasan
- Pollution Control legislation (Tamil Nadu Pollution Control Board)
- Special issues by 'The Hindu' 'Times of India' & 'Deccan Herald' on Environment.
- Environmental Economics : S. Sankaran.

SW6222: MENTAL HEALTH AND SOCIAL WORK

CREDITS: 4

60 HOURS

OBJECTIVES

1. To understand the concept and significance of mental health
2. To develop a basic understanding of the common mental disorders
3. To develop skills for mental health assessment and interventions

UNIT I

15 HOURS

Mental Health: Concept and Definition- Concept of Normality and Abnormality- Bio-psycho-social model of mental illness- Attitudes and beliefs pertaining to mental illness in ancient, medieval and modern times. Classification of Mental illness-Changing trends in Mental Health Care. Role of Psychiatric social worker.

UNIT II

15 HOURS

Common Psychiatric disorders - Mental Health Problems among vulnerable groups - children, adolescents, women, older adults- Persons with Disabilities (PWDs)- disaster/war victims, individuals with terminal and physical illness.

UNIT III

15 HOURS

Working with Multidisciplinary Team - Psychiatric hospital as a social system. Psychosocial aspects of hospitalization.

Assessment in Mental Health: Intervening skills and techniques -Psychosocial assessment. Social Work Interventions for Mental Health. Suicide risk assessment and intervention. Role of NGOs, voluntary organizations, community action groups for mental health advocacy and social action.

UNIT IV

15 HOURS

Community mental health- concept and relevance. Role of social worker in community mental health settings- Concept of Rehabilitation - Psycho social rehabilitation-Community Based

Rehabilitation (CBR). The Mental Health Care Act 2017. National and District mental health programmes.

REFERENCES

- Francis, Abraham P. (Ed.) *Social Work in Mental Health – Contexts & Theories for Practice*. New Delhi: Sage, 2014.
- Herman, Helen. Saxena, Shekhar. Moodie, Rob. (Eds.) *Promoting Mental Health – Concepts – Emerging Evidence – Practice*. , Geneva:WHO, 2005.
- Mane P. &Gandevia K. (Eds.) *Mental Health in India Issues and Concerns*. Mumbai: Tata Institute of Social Sciences, 1993.
- Pritchard, Colin. *Mental Health Social Work*. London: Routledge, 2006.
- Roberts, Albert R. & Greene, Gilbert J. *Social Workers' Desk Books for References* . New York: Oxford University, 2001
- Sekar,K. Parthasarathy,R. Muralidhar,D. Chandrasekhar Rao. *Handbook of Psychiatric Social Work*. Bangalore: NIMHANS, 2007.
- Srinivasa Murthy & Burns B. (Eds). *Community Mental Health – Proceedings of the Indo-US Symposium*. Bangalore: NIMHANS, 1992.
- Ahuja, Niraj. *A short textbook of Psychiatry*. Delhi: Jaypee Brothers, 2011.

SWDE6322 CORPORATE SOCIAL RESPONSIBILITY

CREDITS: 3

45 HOURS

OBJECTIVES

1. To understand the concept and perspectives of Corporate Social Responsibility and Social Responsibility in Corporate Governance.
2. To know the models, principles, strategies of CSR and to understand its legal and ethical implications.
3. To know the present CSR practices in India and in the global context.

UNIT I

10 HOURS

Understanding the Concept of CSR: Concept of Ethics; Social Responsibility, Business Ethics; Meaning & definition of CSR; Various Perspectives of CSR in the context of Business & global world; Elements of CSR: Responsibility, Accountability, Sustainability, Social contract. History of CSR in India, Phases of CSR; Areas of CSR; Skills for CSR, Dimensions and Importance of CSR.

UNIT II

10 HOURS

Principles, Strategies & Legislations of CSR: Principles of CSR; strategies of CSR; CSR Models: Carrol's Model of CSR, Pyramid of CSR ; Classical and Modern views of CSR; Stakeholder theory; Trusteeship model of CSR; Arguments for and against CSR; Optimistic & Pessimistic View of CSR; CSR related Legislations , Companies Act, 2013; Labour Legislations, Stakeholder Legislations, Environmental Legislations, Pollution Control Acts.

UNIT III

10 HOURS

Concept of Corporate Governance: Meaning, Features, Nature, Objectives, Principles, Models, Benefits of Corporate Governance; Evolution of Company: Shareholders, Directors, Management; Theories of Corporate Governance: agency theory, stewardship theory, Shareholder versus stakeholder theory, Transaction cost theory, the sociological theory; Importance of CSR in Corporate governance; Green Governance: Sustainable Human Development; Public Private Partnership; Creating CSR framework; CSR Audit and Reporting, CSR Partnerships, Framework for rating CSR; Sustainability and its challenges.

UNIT IV

15 HOURS

Country Specific CSR Initiatives- in India & Abroad- Differences in CSR practice; Challenges of multinationals; Roles of various institutions in CSR: Role of International Agencies; Role of Government/state, contribution of NGOs/NPO's to CSR, Role of Educational Institutions, Role of Media in CSR. Successful CSR initiatives in India

REFERENCES

- Madhumita Chatterji, Corporate Social Responsibility, Oxford University Press, New Delhi, 2014
- Nirmala K., B.A. Karunakara Reddy, N. Aruna Rani, Business Ethics & Corporate Governance, Himalaya Publishing House, Mumbai, 2015
- V. Balachandran, V. Chandrasekaran, Corporate Governance, Ethics and Social Responsibility, PHI Learning Private Ltd, Delhi, 2013
- Harpreet Kaur, Governance Issues & Challenges, Kitab Mahal Publishers, New Delhi, 2016.
- Bhagabatta Behera, Corporate Social Responsibility A Prelude to India Corporate Sector Reforms, Kunal Books, New Delhi, 2016
- Corporate Social Responsibility; Social Business Models in India – A Legal & Tax Perspective, March, 2015
- Companies Act, 2013 – Govt. of India
- Corporate Social Responsibility: Towards a Sustainable Future, KPMG & ASSOCHAM
- Corporate Social Responsibility – David Crowther & Guler Aras
- Evolution of Corporate Social Responsibility – Wikipedia web
- Corporate Social Responsibility – concepts and cases, CV. Baxi, 2005
- H.H. Johnson, Business in contemporary society – framework & issues, Wadsworth Publishing Co Ltd.
- J. Wempe and M. Kaptain, the Balanced Company: A theory of corporate integrity, Oxford University.
- Philip Kotler and Nancy Lee, Corporate Social Responsibility: Doing the Most Good for your Company and your cause, Wiley India
- William B. Wethel and David Chandler, Strategic Corporate Social Responsibility, Sage.
- Majumdar, A.B. (2015). India's Journey with Corporate Social Responsibility – What next? Available at SSRN 2545804
- Ramasastry, A. (2015). Corporate Social Responsibility versus Business and Human Rights: Bridging the Gap between Responsibility and Accountability. Journal of Human Rights, 14 (2), 237-259
- India Planning Commission – Twelfth five year plan (2012/2017) Planning Commission, Govt. Of India
- Hand Book on CSR for Corporates & NPO's, Dr. Manor Fogla, 2014
- Corporate Social Responsibility, A Hand Book – Dr. S. Kumar, Saurav Ghosh supported by GAIL (India), Ltd.,

SWDE6422 GENDER AND WOMEN STUDIES

CREDITS: 4

45 HOURS

OBJECTIVES

1. To sensitize the society on issues related to Gender on lines of discrimination, disparity, exploitation.
2. To promote a society of Gender Equality

UNIT I KEY CONCEPTS IN GENDER

15 HOURS

Understanding Concepts: Gender, sex, matriarchy, patriarchy, sexuality, femininity and masculinity. Women and Gender in Developmental Discourses (Teacher may teach about any 2 discourses on gender). Gender and Social Institutions: Family, marriage, Kinship, Religious and social institutions. Sexuality and Sexual Orientation.

UNIT II SOCIAL STRATIFICATION

10 HOURS

Gender in the Social lens of Caste, Class, Power, Race, Ethnicity, Community and Religion. Gender in the Political and Economic lens of State, Educational institutions, Labour market and workplace. Gender and media: Portrayal of gender minorities, women and other genders in magazines, newspapers, advertisements, films.

UNIT III THEORIES OF FEMINISM

10 HOURS

Marxist Feminism, Eco-Feminism, Liberal Feminism, Radical Feminism, Socialist Feminism and Post Colonial Feminism. Issues with regard to Masculinization of war and Feminization of Peace, Unpaid Care Work.

UNIT IV GENDER AND LEGISLATIONS

10 HOURS

Law & Gender Rights: Indian Constitution, Reforms in marriage, family, land, property. Dowry Prohibition Act 1961, Article 498A. Prevention of Sexual Harassment at Workplace, Prevention of Immoral Trafficking Act, Equal Remuneration Act 1976, Domestic Violence (Prohibition) Act, Provisions for women under Labour laws.

REFERENCE

- The Second Sex, Sirmone De Beauvior, 1949
- Gender Trouble, Feminism and the Subversive Identity, Judith Butler, 1989

- The Beauty Myth, How Image of Beauty is used against Women, Naomi Wolf, 1990
- The Feminism Mystique, Betty Friedan, 1923
- Butler, Judith and Joan Scott, eds., 1992.
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- Rubin, Gayle. 1984. "Thinking Sex: Towards a Political Economy of 'Sex'". In Carol Vance ed. Pleasure and Danger. New York: Routledge.
- Scott, Joan 1988 Gender and the politics of history, New York: Columbia University Press
- Seidman, Steven 1996, (ed), 'Queer Theory/Sociology', Blackwell
- V. Geetha, 2007, Patriarchy, Stree Publications, Calcutta
- Walby, Sylvia, 1986, Patriarchy at Work, University of Minnesota Press, Minneapolis

SWFW6522- CONCURRENT FIELD WORK

In this semester the students would be working for 15 weeks (26 days) in an agency/NGO of their choice. The students, through this fieldwork get introduced to how an agency functions and see how practice in Social Work is exercised in different areas of social work. They are encouraged to apply the social work methods in the organisations that they are placed in. The students are graded for their learnings through a fieldwork manual which is printed as a separate manual for them to be followed. Some of the tasks to be done are highlighted below.

Field Work Tasks and Activities

1. Familiarization with agency and develop an agency profile with focus on:
 - 1.1 Organizational genesis, organizational types and structure, ideological orientation, policies and programmes
 - 1.2 Client group/s
 - 1.3 Problems are being focused
 - 1.4 Services are being provided
 - 1.5 The role of social worker
 - 1.6 Network with other agencies.
2. Observe agency functioning
3. Practice the methods of working with individuals and groups in the agency.
4. Practice the Skills in observation, listening, group discussion and report writing.
5. Assist the organization wherever desirable in its ongoing interventions.
6. Seek guidance from agency supervisor and attend weekly Individual Conference with field work supervisor.
7. Minimum 26 Visits need to carryout
8. Students Required to Learn following components i
 - 8.1 Aims and Objectives of the Organization, Organization Structure, Sources of Funding, Genesis and Types of Organization, Problems faced by the Organization,
 - 8.2 Legal Status of the Organization
 - 8.3 Functions of Social Work.

SWTV6622- TRIBAL VISIT

Camp Marks/Credits:50/2

During Semester VI of the course, the Social Work department would organize a residential Tribal Visit for 5 to 7 days duration in the Tribal areas. Every student is expected to attend it as a part of course requirement. The organizing of Tribal visit would acquaint the students with Tribal scenario, living conditions, problems and issues of the Tribal society. The camp would be planned to provide ample opportunities for students to fine tune their interpersonal relationship skills through the process of group dynamics and achieve a harmonious blend of learning and work.

Objectives	Learning Outcomes	Course Evaluation
<p>To provide exposure of realities of life in Tribal societies</p> <p>To understand the Tribal social system, its culture, and livelihood patterns</p> <p>To understand the geographical, economic and political features, needs and problems of Tribal Community</p> <p>To observe living conditions, housing, water supply and other amenities in Tribal areas</p> <p>To sharpen the Skills of rapport formation, situational analysis and</p>	<p>Able to be acquainted with rural and tribal scenario and their socio-economic aspects</p> <p>Able to be familiarized with group dynamics and power structures in a Tribal Community</p> <p>Able to hone Skills of rapport formation, situational analysis and awareness generation through stimulating group living</p>	<p>Total Marks:50</p>

<p>awareness generation</p> <p>To experience group-living and develop attitudes conducive for effective team work</p> <p>Acquire Skills in planning,organizing, implementing the camp</p> <p>To develop an understanding of group dynamics and power structures in a Tribal Community</p>	<p>Able to acquire and develop attitudes helpful for effective team work</p> <p>Able to learning the Skill sand art of organizing and managing activities and events relating to camp</p>	
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***Though it is proposed that camp will be organized in 6th semester, the preparations for the same shall start from Semester 5, making it one of the papers to be discussed and studied by the students in their 4th semester.**

SWBP6722 BLOCK PLACEMENT

CREDITS: 4

MARKS: 100

In this semester the students would be working for a month (25 days) in an agency/ association/ trade union/ NGO/ Hospital/ Industry. The students, through this fieldwork get expertise to how an agency functions and see how practice in Social Work is exercised in different areas of social work. They are encouraged to take up Social Welfare models that aims at tapping government services such as aadhar card, ration card, voter ID, job/ labour cards and providing them to the community. Apart from that the students would work with the apex bodies in creating community programs that benefit the area they work with. The students are graded for their learnings through a fieldwork manual which is printed as a separate manual for them to be followed. Some of the tasks to be done are highlighted below.

Field Work Tasks and Activities

1. Familiarization with agency and develop an agency profile with focus on:
 - 1.1 Organizational genesis, organizational types and structure, ideological orientation, policies and programmes
 - 1.2 Client group/s
 - 1.3 Problems are being focused
 - 1.4 Services are being provided
 - 1.5 The role of social worker
 - 1.6 Network with other agencies.
2. Observe agency functioning
3. Practice the methods of working with individuals and groups in the agency.
4. Practice the Skills in observation, listening, group discussion and report writing.
5. Assist the organization wherever desirable in its ongoing interventions.
6. Seek guidance from agency supervisor and attend weekly Individual Conference with field work supervisor.
7. Minimum 25 Visits need to carryout

8. Students Required to Learn following components i

8.1 Aims and Objectives of the Organization, Organization Structure, Sources of Funding, Genesis and Types of Organization, Problems faced by the Organization,

8.2 Legal Status of the Organization

8.3 Functions of Social Work.

SWSEC6825- EMPLOYABILITY SKILLS FOR SOCIAL WORKERS

CREDITS: 2

30 HOURS

OBJECTIVES

1. To equip students with the necessary knowledge, attitudes, ethics and employability skills for enhancing professional success and workplace integration.
2. To develop critical soft skills and competencies in communication, teamwork, leadership, interpersonal, technical skills relevant to social work organizational settings.
3. To prepare students for job applications, interviews, group discussions and other recruitment processes.
4. To build an understanding of self-presentation, networking and career advancement strategies and explore further education, training and specializations.

UNIT I

Career Development Skills: Definition, importance and components of Employability Skills: Personality Development Skills: Career Planning and Goal Setting; Personal Branding: Resume' Writing & Cover letter drafting; LinkedIn and Online presence optimization; Jobs search strategies, Interview Preparation and Mock sessions.

UNIT II

Communication & Interpersonal Skills: Active listening and feedback etiquette, presentation and public speaking, Persuasive communication, Cross-cultural communication, Self Awareness and Self Esteem; **Writing Skills:** Writing professional emails and reports; **Interpersonal skills and networking:** Building Rapport, Negotiating Skills, Dressing and Grooming for Professional Settings, Professional Meeting Etiquette and Relationships.

UNIT-III

Management & Leadership: Motivational & Influencing Skills, Emotional Intelligence Skills, **Team Work Skills:** Team building techniques & collaboration; Critical, analytical and strategic thinking skills, logical reasoning, creativity and innovation skills, Problem solving skills.

UNIT-IV

Organizational Skills: Time Management: Prioritization, Scheduling, Task management tools, Meeting deadlines, Organizing Skills, tools of productivity (calendars, planners, task managers); Management Research Skills; **Digital Literacy:** Basic IT Computer softwares & Mobile applications, Tools and platforms specific to Industry.

REFERENCES

- Barun K. Mitra, Personality Development and Soft Skills
- Dale Carnegie: How to Win Friends and Influence People
- Egan, Gerard, The Skilled Helper: A problem Management and Opportunity Development Approach to Helping.
- Gopalaswamy Ramesh & Mahadevan Ramesh, The Ace of Soft Skills
- Kiyosaki, R. T. (2022). Rich Dad, Poor Dad.
- TED Talks on Leadership and Adaptability
- Coursera: Digital Literacy and Career Advancement
- Online resources like LinkedIn Learning, Coursera, and government employment portals regarding career development, employability, communication skills
- Interactive activities: Group discussions, roles plays, simulations
- Guest lectures: industry professionals sharing insights
- Assessments: Group projects, presentations, and skill-based tests, attending job fairs.