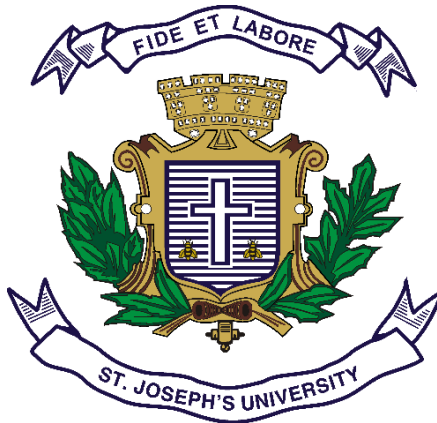


ST JOSEPH'S UNIVERSITY
BENGALURU-27



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

2024-2027

SYLLABUS - SOCIAL WORK (BSW)

St. Joseph's University, Bengaluru

Effective for the Academic Year 2026-2027

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.**

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.**

FIELD WORK PROGRAMME

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
SWFW1124	Social Work Skills	PRACTICALS	4	50	50	100
TOTAL			12	130	170	300

SEMESTER – II

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	PRACTICALS	4	50	50	100
TOTAL			12	130	170	300

SEMESTER – III

CODE	TITLE OF THE PAPER	THEORY/ FIELD WORK	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL
SW3125	Social Group Work	THEORY	4	40	60	100
SW3225	Community Organisation and Social Action	THEORY	4	40	60	100
SWMDE3125	Child Rights and Child Protection	THEORY	2	20	30	50
SWFW3425	Concurrent Field Work	PRACTICALS	4	50	50	100
TOTAL			14	150	200	350

SEMESTER – IV

CODE	TITLE OF THE PAPER	THEORY/ FIELD WORK	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL
SW4125	Social Welfare Administration	THEORY	4	40	60	100
SW4225	Social Work Research and Statistics	THEORY	4	40	60	100
SWMDE4125	Social Work and Palliative Care	THEORY	2	20	30	50
SWFW4325	Concurrent Field Work	PRACTICALS	4	50	50	100
SWRC4425	Rural Camp	PRACTICALS	4	30	70	100
SWSP4525	Summer Placement	PRACTICALS	2	20	30	50
TOTAL			20	200	300	500

SEMESTER – V

CODE	TITLE OF THE PAPER	THEORY/ FIELD WORK	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL
SW5126	Social Policy, Planning, and Sustainable Development	THEORY	4	40	60	100
SW5226	NGO Management and Project Formulation	THEORY	4	40	60	100
SWDE5326	Human Resource Management	THEORY	3	40	60	100
SWDE5426	Social Work in Correctional Setting	THEORY	3	40	60	100
SW5P126	Concurrent Field Work	PRACTICALS	4	50	50	100
SW5S26	Academic Writing	THEORY	2	20	30	50
TOTAL	(Student opts one of the Department Electives)		17	190	260	450

SEMESTER –VI

CODE	TITLE OF THE PAPER	THEORY/ FIELD WORK	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL
SW6126	Environmental Social Governance	THEORY	4	40	60	100
SW6226	Mental Health and Counselling	THEORY	4	40	60	100
SWDE6326	Disaster Management	THEORY	3	40	60	100
SWDE6426	Gender and Women Studies	THEORY	3	40	60	100
SW6P126	Concurrent Field Work	PRACTICALS	4	50	50	100
SW6P226	Tribal Visit	PRACTICALS	2	20	30	50
SW6P326	Block Placement	PRACTICALS	4	40	60	100
SW6S26	Employability Skills for Social Workers	THEORY	2	20	30	50
	Mini Research		2	25	25	50
TOTAL	(Student opts one of the Department Electives)		23	260	340	600

SEMESTER I

SW1124 SOCIAL WORK PROFESSION

CREDITS: 4

60 HOURS

UNIT I: An Introduction to Social Work

15 HOURS

Social Work: Concept, Meaning, Definitions, Objectives, Goals, Assumptions and Functions, Social Work: Philosophy, Nature, Scope. Introduction to the Methods of Social work, Historical development and emergence of Social Work in UK, USA, India, Karnataka and Global Perspective.

UNIT II: Principles and Values of Social Work

15 HOURS

Principles of Social Work, Guiding Principles of Social Work and their application in diverse socio-cultural, socio-economic and socio-political settings, Values and Ethics of Social Work, Social Work and its Relation to Human Rights and Social Justice.

UNIT III: Social Work Profession in India

15 HOURS

Profession: Meaning, Definitions, elements/ features and Attributes, Professionalization of Social Work in the Indian Scenario: Issues and Challenges, Perspectives of Social Work Profession in Indian context and Opportunities, Professional Organisations in India interlinked with international organisations.

UNIT IV: Models, Approaches, Ideologies and Fields of Social Work

15 HOURS

Professional v/s Voluntary Approaches, models and ideologies of Social Work, Ideologies of action groups and social movements, 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.

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- Perspectives in Social Work, College of Social Work, Nirmala Niketan, Mumbai (Maharashtra)
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- 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

CREDITS: 4

60 HOURS

UNIT I: SOCIOLOGY FOR SOCIAL WORKERS:

15 HOURS

Meaning, definition, nature, scope and importance of Sociology; Society (Meaning, Features, Types), Social Stratification (Meaning and Nature; Caste, Class, Gender, Power and Authority); Social Values, Norms, Customs, Mores and Culture; Social Institutions: Family, Marriage, Religion, Education, Social Process (Concept, Nature, Types and Importance); Social Change (Overview, Characteristics and Factors), Social Control (Meaning, Nature, Social Deviance and Social Control, formal and informal) ; Socialization (Basic Aspects, Factors, Process and Importance); Social Anthropology

UNIT II: ECONOMICS FOR SOCIAL WORKERS:

15 HOURS

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, Public Finance, Rural Banks, Cooperatives, SHG'S, Women entrepreneurship, Skill development, Problems of Indian Economy; Indian Agriculture; Farmer Suicides; Rapid Industrialization; PDS and Food Safety; Inflation, Economic Reforms: Privatization, Liberalization, Globalization.

UNIT III: POLITICAL SCIENCE FOR SOCIAL WORKERS:

15 HOURS

Meaning, definition, nature, scope and Importance of Political Science; Concept of State and Govt., Welfare State, Indian Constitution, Fundamental Rights, Challenges of Indian Democracy, election commission, electoral reforms, Analysis of Indian Political Parties, Panchayati Raj, Local Self Governance; E-governance, Good governance, Nationalism, Secularism, Reservation - debate.

UNIT IV: PSYCHOLOGY FOR SOCIAL WORKERS:

15 HOURS

Meaning, definition, nature, scope and importance of Psychology; Branches of Psychology, Fundamentals of Psychology, Concepts of : Perception, Attitude, Learning, Motivation, Emotion, Memory, Introduction to Social Psychology, 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.youtube.com/watch?v=W3ToErD5meI>
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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

SWFW1124: SOCIAL WORK SKILLS

CREDITS: 4

225 HOURS

UNIT I: Social Skills

15 HOURS

Communication: Introduction – Types – Uses – Styles, Interpersonal Relationship: Concept, meaning, types and rules, 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, Self Awareness: Definition – Need, methods to increase self-awareness

UNIT II: Thinking Skills

15 HOURS

Problem Solving: Concept – techniques – mind mapping – steps in problem solving, Decision Making: Concept – skills – process – rules for effective decision making, Creativity: Meaning – sources of creativity – myths of creativity – techniques – creativity styles, Critical Thinking: Concept – Critical thinking in different contexts – logic and reasoning - argumentation - convergent and divergent thinking

UNIT III: Emotional Skills

15 HOURS

Coping with Stress: Meaning of stress – Sources – impacts – coping mechanisms – stress reduction techniques, 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

15 HOURS

Self Esteem: Introduction – assessment – need – impact – symptoms of poor self-esteem – strategies to overcome poor self esteem, Time Management: Introduction – Time stealers – principles – planning & prioritization, Assertiveness: Concept – techniques – strategies to develop assertiveness – responding to behavioral styles – action planning and reflection, Financial Literacy: Introduction – need – financial management through reflection, Leadership & Team Building: Leadership types – traits – levels – styles. 21st Century Skills required for Social Workers

SEMESTER II

SW2124 SOCIAL CASE WORK

CREDITS: 4

60 HOURS

UNIT I: Introduction to Social Case Work

15 Hours

Social Casework: Concept, Definition, Nature, Scope, Objectives and Importance, philosophical assumptions, Principles of Social Case Work, Components of Social Case Work (Person, Problem, Place, and Process), Historical Development of Social Casework- in India and the West

UNIT II: Understanding Individuals and Problems

15 Hours

Individual: Nature and Needs, 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, Casework Practice in different settings: Health, School, Community, Geriatric, Correctional, and Rehabilitation Centres.

UNIT III: Approaches and Process of Social Casework

15 Hours

Process of Social Case work- Intake, study, diagnosis, treatment and rehabilitation, evaluation, termination and follow up, Task Centered Approach, Psycho- Social approach in social case work, Problem Solving Approach and Integrated approach, 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 Hours

Casework Relationship, Use of Authority and Advocacy, Communication: Observation, Listening, Interviewing and Home Visits, Collateral contacts, Rapport Building and Resource Mobilization, 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 BEHAVIOUR

CREDITS: 4

60 HOURS

UNIT I: Concepts in Psychology

15 Hours

Definition, Meaning and scope, Importance of psychology for social work practice, Concept of human behavior, Branches of psychology, Determinants of human behaviour: heredity and environment

UNIT II: Psychological Processes in Behaviour

15 Hours

Needs, motives and drives, Feelings and emotions, Perception, Intelligence, Learning and motivation

UNIT III: Developmental Psychology

15 Hours

Concept of growth and development, Factors influencing physical and emotional development, hazards in development, Theories of human development: Sigmund Freud's psychoanalytical theory, Erik Erikson's Psychosocial development theory, Abraham Maslow's hierarchical needs theory, 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

15 Hours

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

REFERENCES

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- 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=n5ERIf-4f_c
- Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of Social Work (BSW)(2019)
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SWFW2324 OBSERVATION VISITS (FIELD WORK)**CREDITS: 4****225 HOURS**

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

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.

REFERENCES

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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.

REFERENCES

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SW3225: 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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SWMDE 3125: 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

05 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

10 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

07 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

08 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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SWFW3425- CONCURRENT FIELD WORK

CREDITS: 04

225 HOURS

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.

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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.

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SWMDE4125- 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.

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SWFW 4325- CONCURRENT FIELD WORK

CREDITS: 04

225 HOURS

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.

SWRC4425- RURAL CAMP**CREDITS: 04****120 HOURS**

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
1. To provide exposure of realities of life in rural and semi-rural areas 2. To understand the rural social system, its culture, and livelihood patterns 3. To understand the geographical, economic and political features, needs and problems of rural Community 4. To observe living conditions, housing, water supply and other amenities in rural areas 5. To sharpen the Skills of rapport formation, situational analysis and awareness generation 6. To experience group-living and develop attitudes conducive for effective team work 7. Acquire Skills in planning,organizing, implementing the camp 8. To develop an understanding of group dynamics and power structures in a rural Community	1. Able to be acquainted with rural and tribal scenario and their socio-economic aspects 2. Able to be familiarized with group dynamics and power structures in a rural Community 3. Able to hone Skills of rapport formation, situational analysis and awareness generation through stimulating group living 4. Able to acquire and develop attitudes helpful for effective team work 5. Able to learning the Skillsand art of organizing and managing activities and events relating to camp	Total Marks: 100

***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.

SWSP 4525 - CONCURRENT FIELD WORK

CREDITS: 02

160 HOURS

In this semester the students would be working for 03 weeks (21 days) in an agency/ association/ trade union/ NGO. 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 21 Visits need to carryout
8. Students Required to Learn the 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.

SEMESTER V

SW5126- SOCIAL POLICY, PLANNING AND SUSTAINABLE DEVELOPMENT

CREDITS: 4

60 HOURS

OBJECTIVES

- To provide students with an insight on the meaning of social policy
- To help develop an understanding of the need for different social policies.
- To enlighten students on the purpose of social programmes.
- To highlight the existing social programmes for the welfare of citizens.
- To point out the role of social workers in enhancing social policies and programmes.
- To provide a critical perspective of the existing social and economic policies in the country.

UNIT: I

15 HOURS

SOCIAL POLICY: Meaning, Objectives, Features, History, Principles, Nature, Scope, Sources, Values, Pillars, Assumptions, Measurements, Components, Models, Approaches, Process, Determinants, Public and Economic policy; Welfare State: Arguments for and against welfare; Policies for the women & child welfare, elderly, Persons with Disabilities, Schedule Tribes/Castes, Unorganized Workers.

UNIT: II

15 HOURS

SOCIAL PLANNING: Concept, definitions, objectives, types; Social Planning Process, Functions, Types: State & National, Social Planning and Economic Planning; Similarities and dissimilarities, History of Planning Commission in Five Year Plans and NITI Aayog Structure and Functions. Critical Analysis of Social Policies in India: Education, Health, Social Security, Population, Family, Drinking Water, Nutrition, Housing.

UNIT: III

15 HOURS

SOCIAL DEVELOPMENT: Concept Social Development concept; Models of development; Theories of Development; Economic Growth, Economic Development; Sustainable Community Development; **HUMAN DEVELOPMENT:** concept, definition, objectives; approaches, Criteria and Indicators; Health, Education, Karnataka Human Development Report Highlights.

UNIT: IV

15 HOURS

SUSTAINABLE DEVELOPMENT: Concept, definition of Sustainable Development; Three pillars: society, environment, economy; Four dimensions, social, economic, economic, and political; History of Sustainable Development Goals; Millenium Development Goals; Sustainable Development: 17 Goals & Indicators; Case Studies of world countries; India towards Sustainable Development; National Solar Mission, National Mission for Enhanced Energy Sufficiency; National Mission on Sustainable Habitat; National Water Mission; National Mission for Sustaining Himalayan Eco System; National Mission for Sustainable Agriculture.()

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SW 5226- 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; Karnataka Co-operatives Societies Act-1959; Trust Act 1882; FCRA 2022 (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), Audit of NGOs.

UNIT III

15 HOURS

Project Management: Project Formulation, Proposal, Implementation, Monitoring and Evaluation of Projects in NGOs; Financial Management: 80G, 12A, Budgeting, Accounting Procedures; Resource Mobilization: Funding Agencies (Govt. & Private); Philanthropy; CSR funding of Companies, NGO's and Income Tax; Accountability & Transparency; Role of NGOs in the implementation of UN, & Govt. policies, programs and projects. Theory of change, logical framework

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 Bengaluru, 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.

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SWDE5326 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, evolution, principles, role and importance in management. Core functions of Human Resource management, Emerging trends in HRM. Talent Acquisition Policy; Process: Talent Acquisition Policy - Purpose, Scope, Core Principles & Responsibility, Talent Acquisition Process Steps Employee Exit Policy; Process, Exit Steps

UNIT II

10 HOURS

Human Resource Planning (HRP): Definition of Human Resource Planning, Nature of HRP, Objectives of Human Resource Planning, Need for HRP in Organizations, Importance of HRP, Factors, HRP Process. Job Analysis and Job Design: Objectives, Introduction, Job Analysis, Steps in Job Analysis Job Specification, Job Design, Methods of Job Design Performance appraisal: Performance management: Meaning, objectives, scope and purpose, appraisal process, key performance indicators (KPI), Response to feedback.

UNIT III

10 HOURS

Employee Welfare: Concept, definition, philosophy, objectives, Historical development, Statutory and non-statutory employee welfare benefits, Labour welfare in India: Concept and principles, Labour welfare officer roles and responsibility HR Policy: Definition, purpose, need and importance, types of HR policies Rewards and Recognition: Concept, incentive schemes - Individual Incentives, Group and Organisation Wide Incentives and Managerial and Executive Incentive Pay

UNIT IV

15 HOURS

Labour legislations: Introduction to Labor Codes – Code on Wage 2019, Industrial Relations Code 2020, Social Security Code 2020, and Occupational- Safety, Health and Working Conditions Code 2020.Objectives, applicability, salient features and major Provisions.

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SWDE5426 – SOCIAL WORK IN CORRECTIONAL SETTING

CREDITS: 3

45 HOURS

OBJECTIVES

1. To understand crimes and the correctional setting.
2. To understand the scope of Social Work methods in the Correctional Setting.
3. To impart knowledge of legal frameworks and penology in the Indian context.
4. To gain knowledge of the various correctional techniques and the role of social workers.

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: Undertrials and Impact on Families.

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 settings. 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. The Prisons Act, 1894: Introduction, amendments and features.

REFERENCES

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SW5P126- CONCURRENT FIELD WORK

In this semester the students would be working for 15 weeks, two days a week (26 days) in settings connected to social work with children. The students, through this fieldwork get introduced to different organisations working with children. Apart from that the students would work with the apex bodies in creating community programs that benefit the area they work with. A Learning Contract is to be established with the organisation. 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. At the end of the concurrent field work, the trainee shall use the Casework Effectiveness Scale (Krishnan et al., 2025) to measure the effectiveness of their casework intervention and report the score of their respective clients in their consolidated report. To avoid bias in the reporting, a peer would be assessing the trainee's client and vice versa (trainee A will assess trainee B's client, and trainee B will assess trainee A's client). Krishnan, S. R. G., Sharmila, H., Meena, B. P., Potter, A., & S.K., S. (2025). A Scale to Measure the Effectiveness of Casework (CES-10). *Research on Social Work Practice*, 10497315251351554. Link to the scale:

https://www.researchgate.net/publication/392798669_The_Casework_Effectiveness_Scale_CES-10.

Learning Objectives:

1. Understand how the government school system functions.
2. Gain insights into the problems and challenges faced by children from vulnerable communities.
3. Learn to develop intervention strategies to help resolve problems faced by children in different settings.
4. Learn about the governmental provisions for children.
5. Practice casework, groupwork, and conduct a community programme with children.

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:
 - 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.

SW5S26- ACADEMIC WRITING

CREDITS: 2

30 HOURS

OBJECTIVES

- To acquire academic writing skills.
- To learn about the softwares helpful in academic writing.
- To know about the various citation and referencing styles.
- To understand the ethics involved in publication.
- 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, Consent Form and Ethical Clearance.

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SEMESTER VI

SW6126: ESG: ENVIRONMENTAL SOCIAL GOVERNANCE

CREDITS: 4

60 HOURS

OBJECTIVES:

1. To gain knowledge of the key concepts surrounding green social work and its relevance within ESG.
2. To learn about the importance of education and capacity building in green social work.
3. To gain an understanding of the various renewable sources of energy.
4. To be aware of the existing environmental legislations.
5. To gain knowledge on CSR and ESG.

UNIT I

15 HOURS

Green social work and ESG: Meaning and evolution of sustainability, concepts; holistic, transdisciplinary practice, ESG: concept, components and importance. Relevance of Green approach in Social Work methods; ESG and SDGs, Green social work: Causes vs symptoms, socio-political and ecological problems, green approach in social work, emerging challenges, long term impact.

UNIT II

15 HOURS

Education and Capacity Building on Eco-Friendly Practices; Environmental issues: climate change, pollution, biodiversity loss, Waste management systems (solid, plastic, e-waste, biomedical waste), Circular economy and zero-waste concepts, Environmental Impact Assessment, Carbon credits, Environment Audit. Stakeholders Participation in Environment Conservation Role of social workers in environmental advocacy and its Impact on Women, Marginalized and Indigenous Populations.

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.

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. The Role of Pollution control Board in reducing Global Warming. The role of judiciary in environmental conservation. Role of national and international organizations in environment conservation. Recent Case Studies.

UNIT IV

15 HOURS

Meaning, evolution, and scope of CSR, legal framework in India (overview of Companies Act, 2013), CSR vs Philanthropy vs ESG, CSR planning, implementation, and monitoring, Role of NGOs and social workers in CSR projects, CSR project lifecycle: need assessment, implementation, evaluation, Case studies of CSR projects in education, health, environment, livelihoods.

REFERENCES:

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SW6226: MENTAL HEALTH AND COUNSELLING

CREDITS: 4

60 HOURS

OBJECTIVES

1. To understand the concept and significance of mental health
2. To develop skills for mental health assessment and interventions
3. To understand the nature, scope and significance of counselling
4. To develop knowledge and skills to become effective counsellors

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. The Mental Health Care Act 2017, National and District mental health programmes. National Allied Health Care Bill.

UNIT II

15 HOURS

Working with a 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 III

15 HOURS

Counselling: Meaning and definition, Nature and Scope, Evolution, Need and importance of counselling in social work practice, Values and ethics in counselling, Qualities of a professional counsellor: Rehabilitation Council of India (RCI regulations).-Empathy in counselling. Basic skills-listening, observation, responding, communication, probing, interpretation, analytical and evaluating skill. Advanced counselling skills – advanced accurate empathy, caring confrontation, immediacy, self-disclosure.

UNIT IV

15 HOURS

Stages of counselling: Attending, intake, self-exploration, analysis, diagnostic assessment, intervention, evaluation, termination and follow up.

Counselling in various settings: Group, trauma, educational (including drop outs), family, hospitals, industrial, correctional, deaddiction settings. Online Counselling (Tele-manas)

REFERENCES:

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SWDE6326 DISASTER MANAGEMENT

CREDITS: 3

45 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

13 HOURS

Disasters: Definition of concepts: Disaster, Hazard, Vulnerability, Resilience, and Risks Causes, types of disasters: Natural disaster: Meteorological: Storm, cyclone. Topological: Avalanche. Telluric: Earthquake. Manmade disasters: riots, blasts, industrial, militancy, displacement.

UNIT II

10 HOURS

Impact of Disaster and Approaches to Disaster: Approaches to Disaster Risk Reduction: Disaster Management and Phases. Pre-disaster: Prevention, Preparation, education vulnerability and preparedness. Actual disaster: search, relief, rescue, recovery and restoration. Post disaster: Rehabilitation and commemorations Roles and responsibilities of- Community.

UNIT III

10 HOURS

Disaster Risk Management in India: Hazard and Vulnerability profile of India; Components of Disaster Relief: Water, Food, Sanitation, Shelter, Health, Waste Management, Institutional arrangements (Mitigation, Response and Preparedness,) National and International agencies: NIDM, NCMC; UN, UNDRO, UNESCO, UNDP; Salient features of the Disaster Management ACT, 2005, Disaster Management structure in India and their roles, (NDMA, SDMA, DDMA).

UNIT IV

12 HOURS

Role of Social Worker in Disaster Management: Role of Social Worker in providing Psychosocial support in disaster. Role of Social Work professionals at different levels: Do's and Don'ts in different Disasters. Understanding basics of first Aid, Role of Social worker trainees in Disaster Management. SOP of TRIAGE.

REFERENCES :

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SWDE6426 GENDER AND WOMEN STUDIES

CREDITS: 3

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: Queer Theory (Judith Butler, Eve Sedgwick) - Postcolonial Gender Theories (Chandra Talpade Mohanty). Gender and Social Institutions: Family, marriage, Kinship, Religious and social institutions. Sexuality and Sexual Orientation. Gender Intersectionality (Kimberlé Crenshaw's framework) - Transgenders and Non-Binary Identities.

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- Diversity, equity and inclusion, Belonging). Gender and media: Portrayal of gender minorities, women and other genders in magazines, newspapers, advertisements, films. Gender in Conflict Zones (UNSC Resolution 1325 on Women, Peace, and Security)

UNIT III APPLIED GENDER STUDIES

10 HOURS

Feminist Pedagogies: Marxist Feminism, Eco-Feminism, Radical Feminism, Socialist Feminism. Cyberfeminism - Digital Gender Issues. Issues with regard to Masculinization of war and Feminization of Peace - Gender in Public Health (Period Poverty, Maternal Mortality) - Masculinity Studies (R.W. Connell's "Hegemonic Masculinity") - Unpaid Care Work – Engaging all genders in gender equity.

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.

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SW6P126- 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. A Learning Contract is to be established with the organisation. 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.

Learning Objectives:

1. Develop innovative strategies to address problems faced in the different areas of social work.
2. Help implement ongoing projects in each of the organizations.
3. Understand the key challenges faced in one particular area of social work.
4. Evaluate existing projects being carried out by the agencies.
5. Practice casework, groupwork, and conduct a community programme through the agency

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:
 - 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.

SW6P226- 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
To provide exposure of realities of life in Tribal societies To understand the Tribal social system, its culture, and livelihood patterns To understand the geographical, economic and political features, needs and problems of Tribal Community To observe living conditions, housing, water supply and other amenities in Tribal areas To sharpen the Skills of rapport formation, situational analysis and	Able to be acquainted with rural and tribal scenario and their socio-economic aspects Able to be familiarized with group dynamics and power structures in a Tribal Community Able to hone Skills of rapport formation, situational analysis and awareness generation through stimulating g Able to acquire and	Total Marks: 50

awareness generation To experience group-living and develop attitudes conducive for effective team work Acquire Skills in planning, organizing, implementing the camp To develop an understanding of group dynamics and power structures in a Tribal Community	develop attitudes helpful for effective team work Able to learning the Skill sand art of organizing and managing activities and events relating to camp	
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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.

SW6P326: 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. A Learning Contract is to be established with the organisation. 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.

Learning Objectives:

1. Gain practical knowledge on how agencies function.
2. Design and execute community programs with follow-up.
3. Implement models of social work through the agency.
4. Conduct programmes that benefit the community.
5. Help the agency in networking with other agencies.

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 carry out

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.

SW6S26- 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

5 HOURS

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, Upskilling.

UNIT II

10 HOURS

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

5 HOURS

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

UNIT-IV

10 HOURS

Organizational Skills: Time Management:); Digital Literacy: Basic IT Computer softwares, PPT, MS Word, Advanced Excel & Mobile applications, Tools and platforms specific to Industry.

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MINI RESEARCH

CREDITS: 2

30 HOURS

OBJECTIVES

1. To inculcate the spirit of research among undergraduate students.
2. To enable students to view social problems from an empirical lens.
3. To enable students to apply research-based knowledge into practice.

EXPECTED OUTCOME:

1. Familiarity with the practical process involved in research.
2. Ability to present findings in a coherent and logical fashion.
3. Ability to develop project proposals.

Introduction

Students are expected to conduct a mini-research in the final semester of their BSW degree. Students are expected to collect data through their field work agencies/open communities. In case of a quantitative or mixed study, students are expected to collect a minimum of 50 responses for their research. In case of a qualitative study, the student shall choose the sample or subjects in consultation with their supervisor.

Timeline: 12 Weeks

Marking Pattern: Total marks = 50 (25 internal and 25 external). Internal marks will be awarded by the faculty supervisor while a viva will be conducted for 25 marks.

Process: Students shall submit a research proposal to their respective faculty supervisor. Upon approval, the student is expected to meet their supervisor on a regular basis until the final submission of the report.

Chapterization: Chapter 1- Introduction; Chapter II: Review of Literature; Chapter III: Methodology; Chapter IV: Results and Discussion; Chapter V: Major Findings, Suggestions, and Conclusion.

The faculty supervisor will be responsible for training and guiding the student throughout the process.

Criteria for Internal Assessment

Sl. No.	Name	Reg. No.	Chapter 1 (4 marks)	Chapter 2 (4 marks)	Chapter 3 (5 marks)	Chapter 4 (7 marks)	Chapter 5 (5 marks)	Total (25 marks)

* For every chapter, 2 marks is allotted for timely submission and remaining marks for the quality of the chapter.

Criteria for External Assessment

Sl. No.	Name	Reg. No.	Need/Relevance for the Study (5 marks)	Methodology (5 marks)	Usage of Scientific Tools (5 marks)	Findings (5 marks)	Presentation (5 marks)	Total (25 marks)

