



**DEPARTMENT OF STUDIES AND RESEARCH  
IN SOCIAL WORK**

**REGULATIONS, COURSE STRUCTURE  
AND SYLLABUS**

**FOR**

**Master of Social Work (MSW)**

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

## **TUMKUR UNIVERSITY**

### **DEPARTMENT OF STUDIES AND RESEARCH IN SOCIAL WORK**

#### **Proceedings (Minutes) of the DOS Meeting**

Department of Studies and Research in Social work BOS online meeting has held on 11<sup>th</sup> September, regarding the revision of MSW syllabus from the academic year 2025-26. Following Discussions were held and Decision taken.

#### **Members Present:**

1. Prof. Parashurama K .G	- Chairman
2. Dr. Shivappa R	- External Member
3. Dr. Ashok Antony D'Souza	- External Member
4. Dr. Sojan Antony	- External Member
5. Dr. Sangeetha R Mane	- External Member
6. Dr. Shivalingappa B P	- External Member
7. Sri. Govindaraju N S	- Industry Representative

#### **Proceedings**

At the outset, Prof. Parashurama K .G Chairman of the BOS in Social work welcomed all the members present, explained the purpose of the meeting and the agenda in brief, then the agenda was taken up for discussion.

#### **Agenda 1- Revision of MSW CBCS Course Curriculum**

The Chairman briefly explained the University commitment to modify the Syllabus of PG Social work under Credit based Choice System. He also explained the features of CBCS and requested all the members to co-operate in modifying the curriculum for Master of Social work' program as per the Tumkur University Regulations of CBCS from the academic year 2025-26.

The BOS members discussed the agenda in detail and drafted the course curriculum including the scheme of instruction, eligibility criterion, etc. The Board also modified and drafted detailed syllabus where ever necessary.

**Resolution:**

The Board unanimously resolved to modify and adopt the Syllabus for 'Master of Social work' PG program of Tumkur University with effect from the Academic Year 2025-26 and recommended the University to adopt detailed curriculum drafted, which is provided in Annexure-1.

Final draft syllabus was circulated through the E-mail and got approval for the final syllabus.

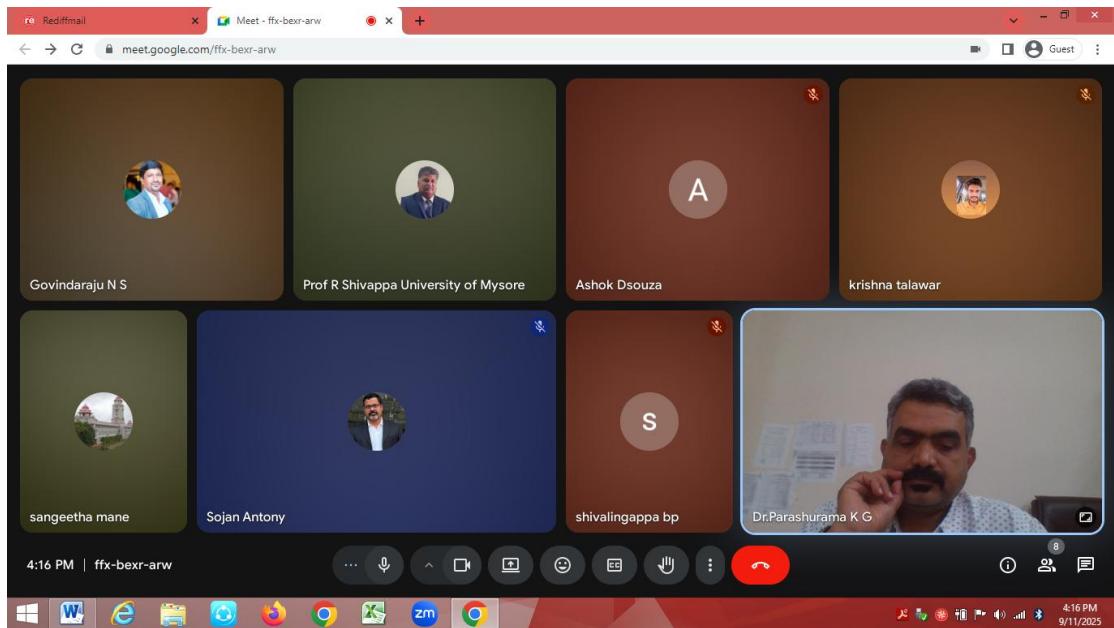
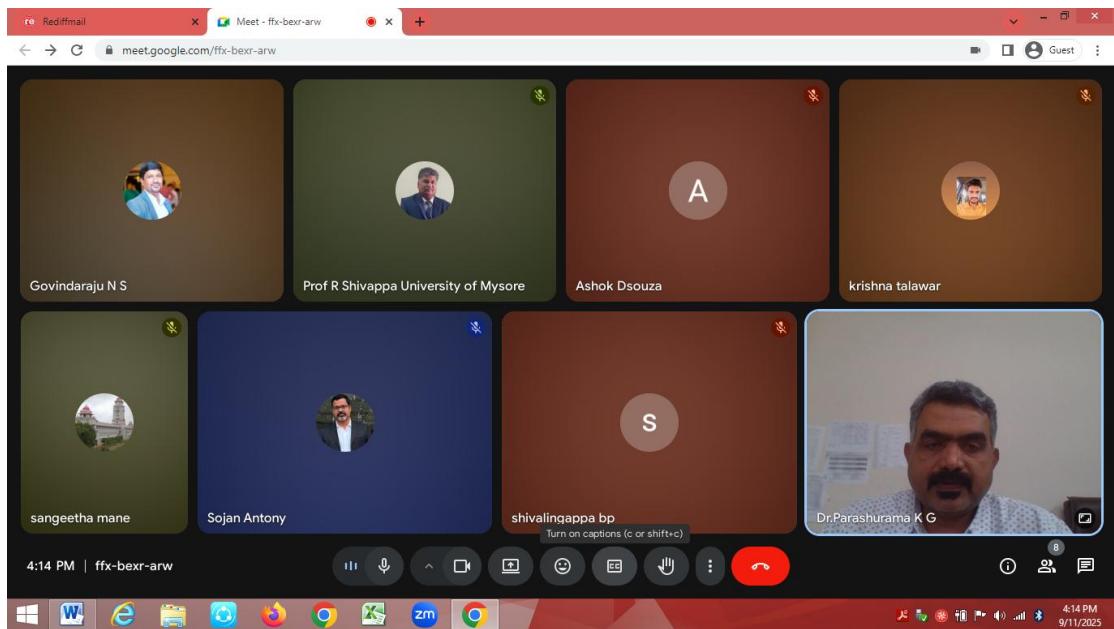
**Members Present:**

1. Prof. Parashurama K . G	- Chairman
2. Dr. Shivappa R	- External Member
3. Dr. Ashok Antony D'Souza	- External Member
4. Dr. Sojan Antony	- External Member
5. Dr. Sangeetha Mane	- External Member
6. Dr. Shivalingappa B P	- External Member
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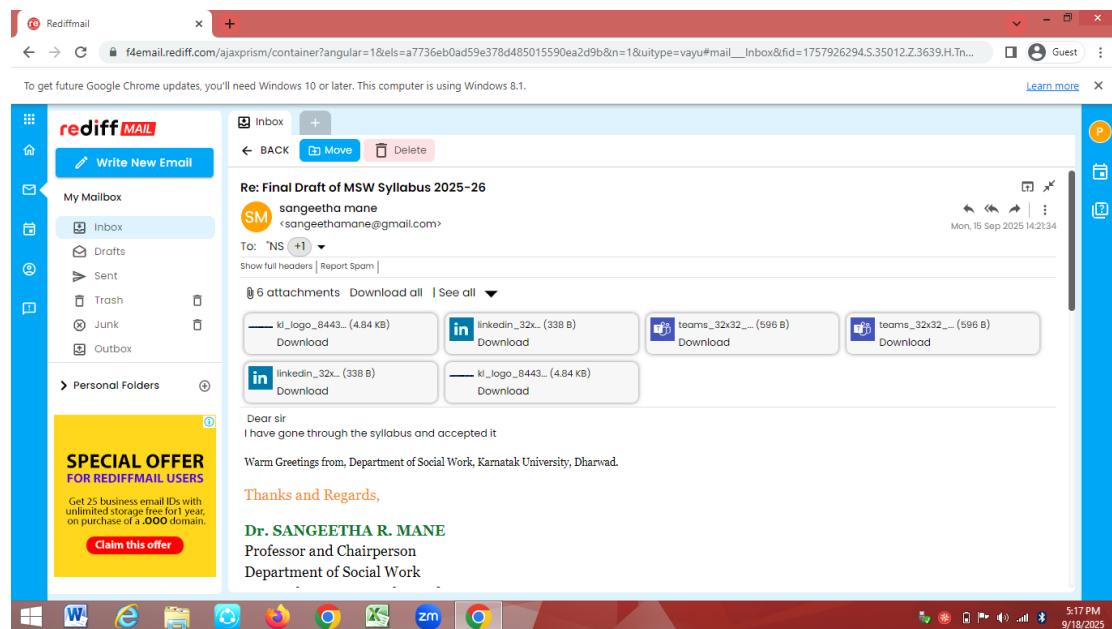


**CHAIRMAN**  
Board of Studies in Social Work  
Tumkur University  
Tumakuru-572103

## Online Meeting Held on 11-09-2025



## Approvals Sent by E-Mail



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Re: Final Draft of MSW Syllabus 2025-26

SM sangeethamane@gmail.com

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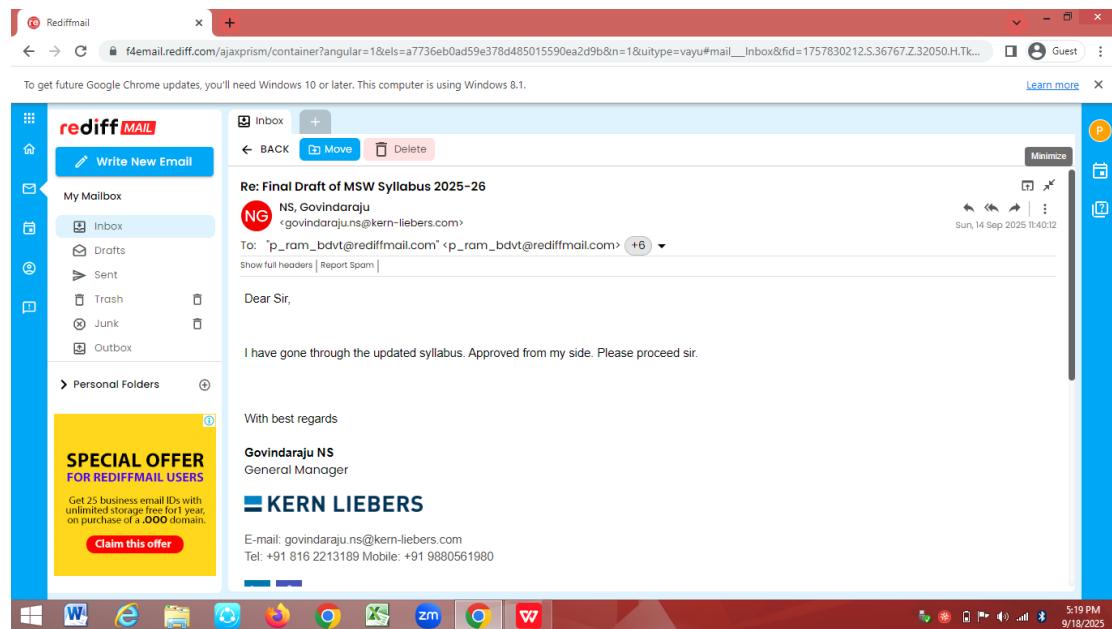
Dear sir  
I have gone through the syllabus and accepted it.

Warm Greetings from, Department of Social Work, Karnataka University, Dharwad.

Thanks and Regards,

**Dr. SANGEETHA R. MANE**  
Professor and Chairperson  
Department of Social Work

5:17 PM 9/18/2025



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Re: Final Draft of MSW Syllabus 2025-26

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I have gone through the updated syllabus. Approved from my side. Please proceed sir.

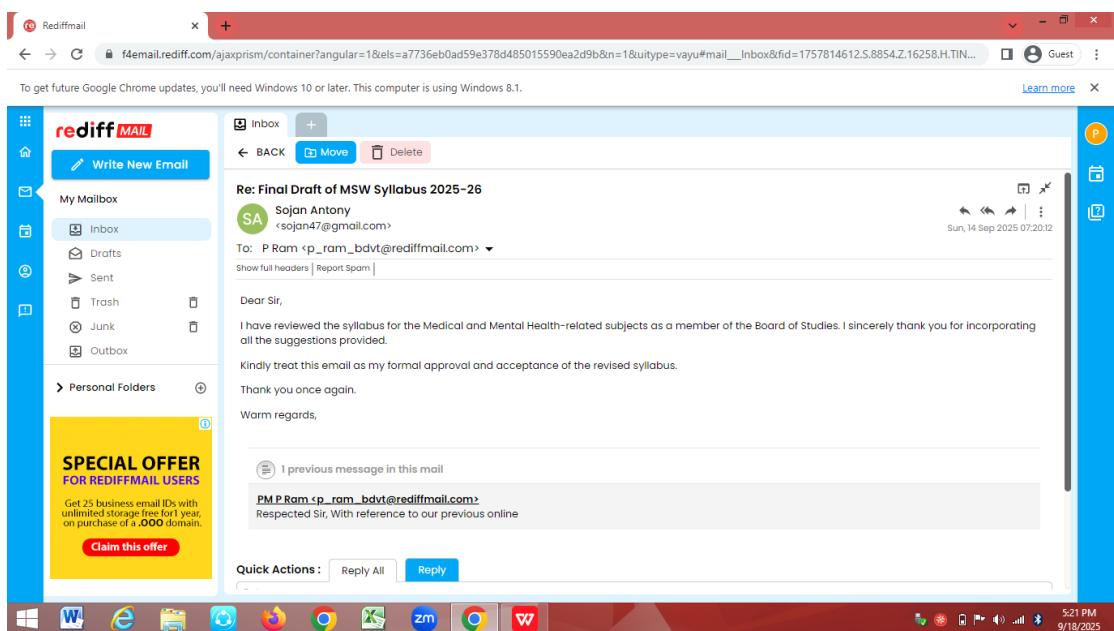
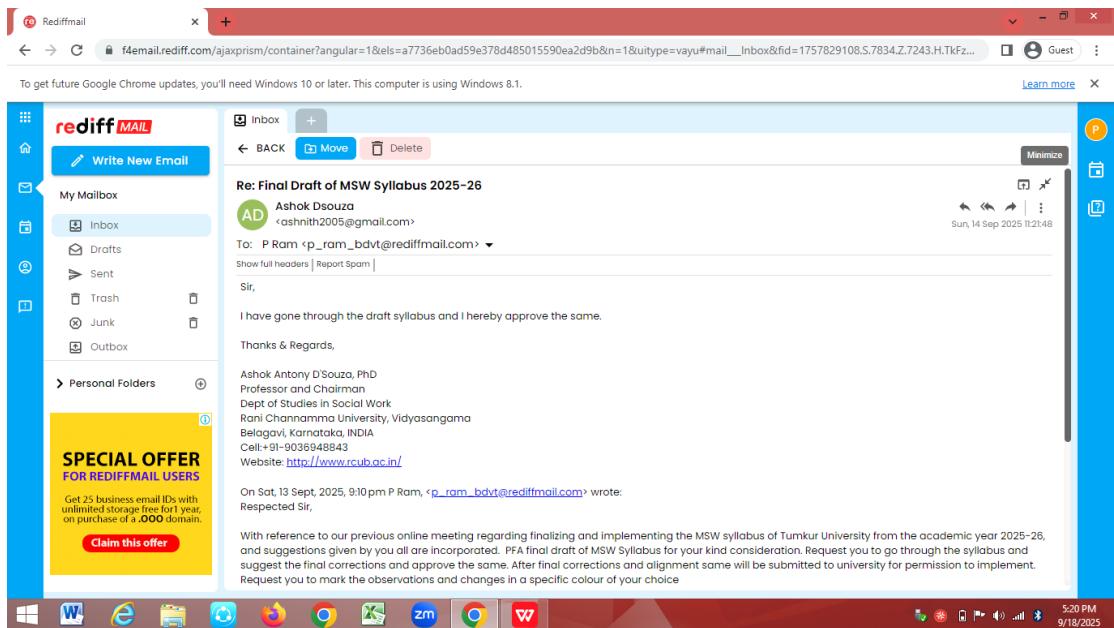
With best regards

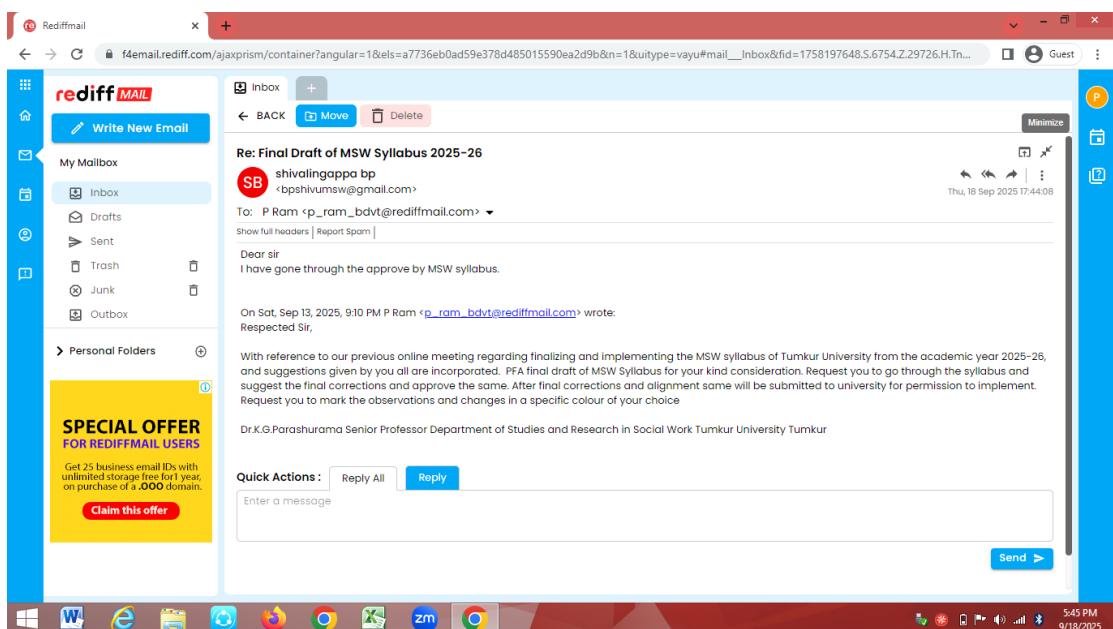
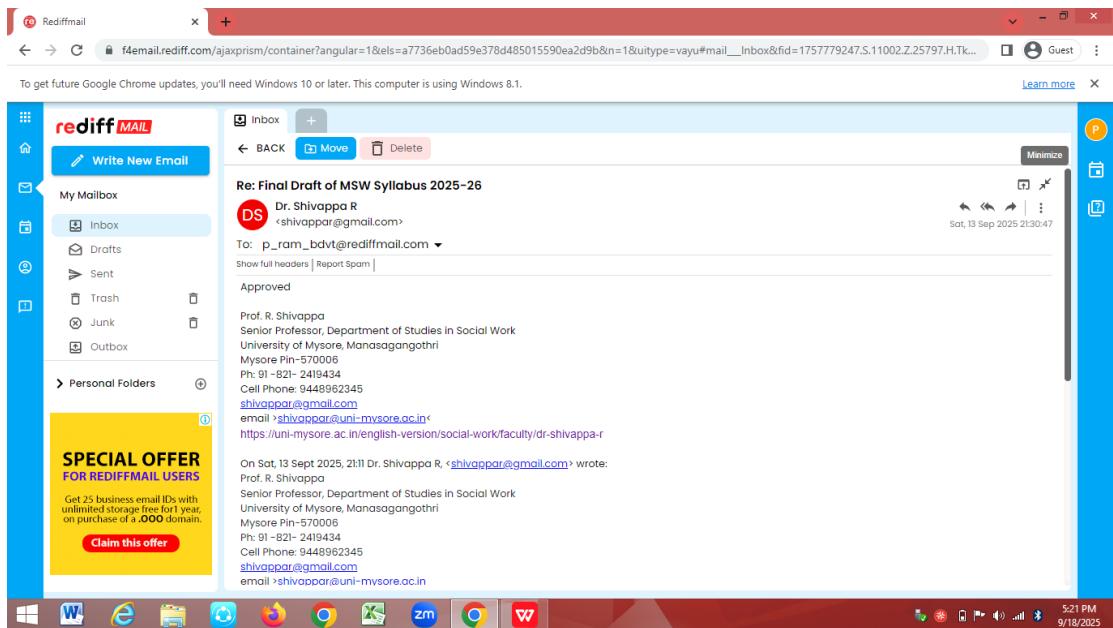
**Govindaraju NS**  
General Manager

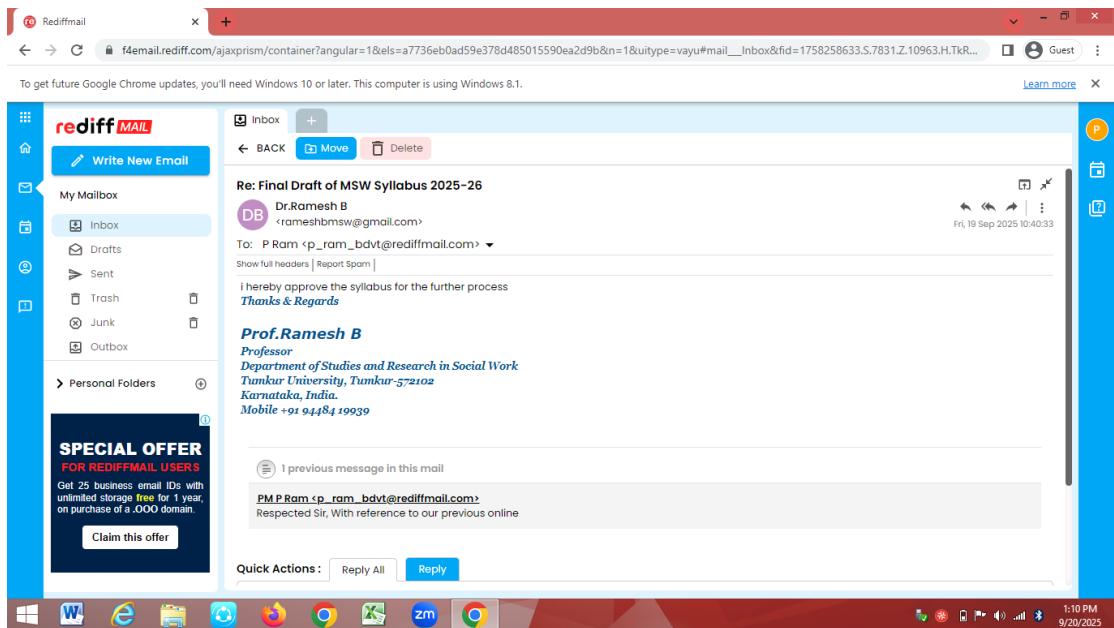
**KERN LIEBERS**

E-mail: govindaraju.ns@kern-liebers.com  
Tel: +91 816 2213189 Mobile: +91 9880561980

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**REGULATIONS, COURSE STRUCTURE AND SYLLABUS  
FOR MASTER OF SOCIAL WORK (MSW)**

**Prepared in accordance with the  
'Choice-Based Credit System'**

**(With effect from the Academic year 2025-26)**

**Objectives of the Course:**

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

**Title of the Course:**

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

**Duration of the Course:**

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

**Eligibility for Admission:**

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

## **Selection Procedure:**

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

## **Seats:**

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

## **Attendance Requirements in Each Semester:**

- **Theory:** As per the prevailing regulations of the University.
- **Field Work Practicum:** Students must complete sixteen hours of field work per week, with a minimum of 75% attendance. A student failing to meet the required attendance percentage in field work practicum in any semester must repeat the practicum after completing the course.

## **Field Work Practicum**

### **Outline for Field Work Practicum:**

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

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

Students must complete their fieldwork concurrently, two days per week, in agencies allotted by the department/college. Each student must complete no less than 16 hours of field work per week, amounting to a minimum of 24 visits during the first semester.

In the second semester, the field work practicum shall consist of a minimum of 20 -18 days of concurrent field work and 5–7 days Social Work Camp. Both components are mandatory.

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

Students must be placed for concurrent field work in Third and Fourth semesters as per the specialisation options.

Block placement in the fourth semester must be of a minimum 25 days as per the specialisation.

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

#### **Social Work Camp in the Second Semester:**

A Social Work Camp of 5 to 7 days shall be conducted for second-semester students under the supervision of at least two faculty members.

The camp's objective is to provide students with practical experience in planning, organizing, coordinating, collaborating, decision-making, and working collectively for a cause.

Camps are generally held in rural areas; however, if the Department Council so desires, camps may be organized in relief or tribal areas.

### **Responsibilities of Staff Involved in Field Work Practicum**

#### **Field Work Coordinator:**

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

**The Field Work Coordinator is responsible for:**

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

**Faculty Supervisors:**

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

**Chairman/Head of the Department/Principals:**

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

**Assessment of Practicum in All Semesters:**

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

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

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

The Department Council of Social Work shall take appropriate decisions, evolve detailed guidelines if required, and resolve any issues concerning field work practicum.

### **Criteria for Allocation of Internal Assessment Marks:**

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

### **Field work Practicum workload:**

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

### **Specialisations:**

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

A minimum of ten students is required to run any specialization. In case the number of students opting for a particular specialization exceeds the available capacity, allocation will be made based on the student's average percentage marks obtained in the first and second semesters. Teachers are expected to guide and counsel students in selecting specializations that best match their academic abilities, interests, and career aspirations.

## MSW Course Structure (CBCS)

### I Semester

Sl. No.	Paper	Title of the paper	Instruction Hrs. per Week	No. of Credits	Duration of the Exam	Marks		
						Internal Assessment	Semester end exam	Total Marks
1.	CPT-1.1	Introduction to Professional Social Work	4	4	3 Hrs	30	70	100
2.	CPT-1.2	Human Growth and Development	4	4	3 Hrs	30	70	100
3.	CPT-1.3	Social Case Work	4	4	3 Hrs	30	70	100
4.	CPT-1.4	Social Group Work	4	4	3 Hrs	30	70	100
5.	CPT-1.5	Personal and Professional Growth	4	4	3 Hrs	30	70	100
6.	CP- FWP-1.6	Fieldwork Practicum-I (Orientation Visits & Concurrent Fieldwork)	16 (4)*	4	(Viva- voce)	30	70 (Viva- voce)	100
		<b>Total</b>	<b>40</b>	<b>24</b>				<b>600</b>

#### Note:

CPT: Core paper theory CP-FWP: Core Paper Field Work Practicum \*IC/GC

## II Semester

Sl. No.	Paper	Title of the paper	Instruction Hrs. per Week	No. of Credits	Duration of the Exam	Marks		
						Internal Assessment	Semester end exam	Total Marks
1.	<b>CPT-2.1</b>	Community Organization	4	4	3 Hrs	30	70	100
2.	<b>CPT-2.2</b>	Social Work Research and Statistics	4	4	3 Hrs	30	70	100
3.	<b>CPT-2.3</b>	Counseling: Theory and Practice	4	4	3 Hrs	30	70	100
4.	<b>CPT-2.4</b>	Social Action, Ideology and Networking	4	4	3 Hrs	30	70	100
5.	<b>CP-FWP-II-2.5</b>	Field Work Practicum – II (Concurrent Field Work and Social Work Camp)	16 (4)*	4	(Viva- voce)	30	70	100
6.	<b>OEP-2.6</b>	To be offered by the Other Departments which students have to choose.	4	4	3 Hrs	30	70 (Viva- voce)	100
		<b>Total</b>	<b>40</b>	<b>24</b>				<b>600</b>

### Open elective to be offered to the other departments

Sl. No.	Paper	Title of the paper	Instruction Hrs. per Week	No. of Credits	Duration of the Exam.	Marks		
						Internal Assessment	Semester End exam	Total Marks
7.	<b>OEP-2.6</b>	Life Skills for Quality Living	4	4	3 Hrs	30	70	100

Note: CPT: Core paper Theory

OEP: Open Elective Paper

CP-FWP: Core Paper Field Work Practicum. \*IC/GC

### III Semester

Sl. No.	Paper	Title of the paper	Instruction Hrs. per Week	No. of Credits	Duration of the Exam	Marks		
						Internal Assessment	Semester End Exam	Total Marks
1.	<b>CPT- 3.1</b>	Social Policy, Law, Governance and Social Work	4	4	3 Hrs	30	70	100
2.	<b>CPT- 3.2</b>	Communication Skills for Social Workers	4	4	3 Hrs	30	70	100
<b>Specialization-A Community Development</b>								
3.	<b>SPT- 3.3A</b>	Rural, and Tribal Community Development	4	4	3 Hrs	30	70	100
4.	<b>SPT- 3.4A</b>	Women, Child and Correctional Social Work	4	4	3 Hrs	30	70	100
<b>Specialization-B Medical and Psychiatric Social Work</b>								
5.	<b>SPT- 3.3B</b>	Public Health and Social Work	4	4	3 Hrs	30	70	100
6.	<b>SPT- 3.4B</b>	Psychiatric Social Work	4	4	3 Hrs	30	70	100
<b>Specialization-C Human Resource Management</b>								
7.	<b>SPT- 3.3C</b>	Human Resource Management and Development	4	4	3 Hrs	30	70	100
8.	<b>SPT- 3.4C</b>	Labour Legislations	4	4	3 Hrs	30	70	100
9.	<b>CP- FWP - 3.5</b>	Field Work Practicum –III (Concurrent Field Work)	16 (4)*	4	(Viva- voce)	30	70 (Viva- voce)	100
10.	<b>OEP- 3.6</b>	To be offered by the Other Departments	4	4	3 Hrs	30	70	100

		<b>Total</b>	<b>40</b>	<b>24</b>					<b>600</b>
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**Open elective to be offered to the other departments**

Sl. No.	Paper	Title of the paper	Instruction Hrs per Week	No. of Credits	Duration of the Exam	Marks		
						Internal Assessment	Semester End Exam.	Total Marks
11.	<b>OEP-3.6</b>	Mental Health and Counselling	4	4	3 Hrs	30	70	100

**Note: CPT: Core paper Theory**

**CP-FWP: Core paper Field work Practicum**

**SPT: Specialization paper theory**

**OEP: Open Elective Paper**

**\*IC/GC**

**IV Semester**

S. No.	Paper	Title of the paper	Instruction Hrs. per Week	No. of Credits	Duration of the Exam	Marks		
						Internal Assessment	Semester End Exam	Total Marks
1.	<b>CPT-4.1</b>	Management of Welfare And Development Organizations	4	4	3 Hrs	30	70	100
2.	<b>CPT- 4.2</b>	Project Management for Participatory Development	4	4	3 Hrs	30	70	100

**Specialization-A Community Development**

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

**Specialization-B Medical and Psychiatric Social Work**

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

<b>Specialization-C Human Resource Management</b>								
7.	<b>SPT 4.3C</b>	Labour Welfare and Industrial Relations	4	4	3 Hrs	30	70	100
8.	<b>SPT4.4C</b>	Organisational Behaviour and Organisational Development	4	4	3 Hrs	30	70	100
9.	<b>CPD-4.5</b>	Dissertation / Research Project	4	4	- (Viva-voce)	30 (Viva-voce)	70 (Report+ Evaluation)	100
10.	<b>CP-FWP-4.6</b>	Field Work Practicum – IV (Concurrent Field Work and Block Placement)	16 (4)*	4	(Viva-voce)	30	70 (Viva-voce)	100
		<b>Total</b>	<b>40</b>	<b>24</b>				<b>600</b>

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

**SPT: Specialization paper theory      CPD: Dissertation / Research Project**

**\*IC/GC**

## **FIRST SEMESTER**

### **CPT-1.1: INTRODUCTION TO PROFESSIONAL SOCIAL WORK**

**(Total 64 hours)**

#### **OBJECTIVES:**

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

#### **UNIT- I: Meaning and Definitions of Social Work** **12 hours**

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

#### **UNIT- II: Social Work Profession in India** **10 hours**

- Values of Social work, Indian Code of ethics for social workers.
- Assumptions of Social work.
- Attributes of a Profession, Social Work as a Profession, and Social Workers as a professional.
- Voluntary and Professional approach in social work

#### **UNIT- III: Evolution of Social Work** **10 hours**

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

## **UNIT-IV: Contemporary Ideologies of Social work profession 12 hours**

- Concept of Ideology
- Indian history of ideologies of Social Work profession, Professionalization of Social Work.
- Contemporary ideologies for social change and professional social work
- Contemporary process of Systematic Marginalization of Vulnerable groups.
- Emerging ideologies of professional social work and challenges ahead.

## **UNIT- V: Fields of social work 20 Hours**

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

## **REFERENCE:**

- Encyclopedia of socialwork in India'. Vol. 1, 2,3. Director, publications division, ministry of information and broadcasting. New Delhi.
- Fink.A.E. (1945) The Field of Social work. New York: Henry Holt & Co.
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- Kinduka, S.K. (1965) Social work in India, SarvodayaSahityaSamaj, Rajasthan

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- UGC: Review of Social work Education in India: Retrospect and Prospect: Report of the Second Review committee, New Delhi

## **JOURNALS:**

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

## **DIGITAL REFERENCES:**

USC Suzanne Dworak-Peck School of Social Work (2014), Introduction to Social Work (Extended Version):

<https://www.youtube.com/watch?v=jJXRBlV5eVw&t=5s>

UH Class OET (2016) Introduction To Social Work, University of Houston:

<https://www.youtube.com/watch?v=LtaCmORiP9A>

The Audiopedia (2017), What is SOCIAL WORK? What does SOCIAL WORK mean? SOCIAL WORK meaning, definition & explanation

<https://www.youtube.com/watch?v=xj5-Vdh1B3E>

USC Suzanne Dworak-Peck School of Social Work (2017), Legacies of Social Change: 100 Years of Professional Social Work in the United States

<https://www.youtube.com/watch?v=a4VzRSnksmA>

## **CPT-1.2: HUMAN GROWTH AND DEVELOPMENT**

**(Total 64 hours)**

### **OBJECTIVES:**

- To develop an overall understanding of the principles of human growth, their relevance and application to behaviour at various phases in the life span.
- To understand the twin roles of individual's hereditary and environmental influences in growth and development.
- To understand the interactional nature of growth and behaviour development.

### **UNIT- I: Introduction to Periods in Lifespan Development 12 hours**

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

### **UNIT- II: Early Childhood and Middle Childhood 12 hours**

#### ***Early Childhood Period (2 to 6 years)***

- Definition, overview of early childhood years, highlights, developmental tasks.
- Importance of play for all round development.

#### ***Middle Childhood (6 to 9 years)***

- Definition and Developmental tasks
- School – its significance & importance, effects of success & failure
- Peer group - importance & significance, functions
- Parenting- importance & significance

**UNIT- III: Adolescence and Young Adulthood** **12 hours**

*Adolescence (9 to 20 years)*

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

*Young Adulthood (21 to 40 years)*

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

**UNIT- IV: Middle Adulthood and Late Adulthood** **12 hours**

*Middle Adulthood (41 to 60 years)*

- Definition, Physical changes (senses, diseases) Menopause, Psycho-Social changes, Health issues.

*Late Adulthood and Aging (61 years and above)*

- Definition, Physiological changes, Psycho-Social changes and Health issues, Cognitive ageing
- Death: Preparation & Coping strategies

**UNIT- V: Social and Psychological Dimensions across the different stages of Development** **16 hours**

*Psychological Dimension for Assessing Social Functioning across the different stages*

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

### ***Social Dimension for Assessing Social Functioning across the different stages***

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

### **REFERENCES:**

- Baltes, P. B. (Ed.) (1978) Life span Development and Behavior. New York: Academic Press, Inc.
- Bronfenbrenner, U. (1979) The Ecology of Human Development, Cambridge: Harvard University Press.
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## **CPT-1.3: SOCIAL CASE WORK**

**(Total 64 hours)**

## OBJECTIVES:

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

## **UNIT-1: Meaning and Definitions of Case work 12 hours**

- Definitions, Meaning, Nature, and Purpose of Case Work
- Importance of Social Case work and its relationship with other methods of Social Work
- Historical development of Social Case work

## **UNIT- II: Principles and skills in Case work practice 12 hours**

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

**UNIT- III: Case work process:** **16 hours**

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

**UNIT- IV: Theories and Approaches in Social Case Work** **12 hours**

- Psycho-Social approach, Functional approach, Problem-solving approach,
- Crisis intervention, Behavioral Modification, Transactional Analysis and Holistic approach. Development of an eclectic model for practice
- Social casework recording: Need, Importance & Types of recording.

**UNIT- V: Application of Social Case Work in different settings** **12 hours**

- Medical and Psychiatric settings
- Family and Child Welfare settings
- Community Settings
- Industries and Correctional Institutions
- Recent Trends in Social Case Work Practice

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## **CPT-1.4: SOCIAL GROUP WORK**

**(Total 64 hours)**

### **OBJECTIVES:**

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

### **UNIT- I: Introduction to Social Group work: 12 hours**

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

### **UNIT- II: Principles and skills in Group work practice 12 hours**

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

**UNIT- III: Social Group Work Process** **12 hours**

- Pre-group, group formation, beginning phase, middle phase, advanced phase, use of programs, evaluation in groups and termination phase.
- **The Program development Process:** The nature and purpose of program in Social group work, Understanding interests and needs as a basis for program, group organization as a part of program development, guided interaction- the heart of the program process.
- **Assessment tools for group interaction:** Sociometry and Sociography

**UNIT- IV: Application of group work method in different settings**

**16 hours**

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

**UNIT- V: Recording in group work:** **12 hours**

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

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## CPT-1.5: PERSONAL AND PROFESSIONAL GROWTH

**(Total 64 hours)**

## OBJECTIVES:

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

## **UNIT- I: Concept of Self for Social workers** **12 hours**

- Concept of Self and Self Awareness; Significance of understanding self; self-esteem, self-image and self-acceptance.
- Understanding one's own emotions and self-defeating behavior
- Concept of Assertive Behaviour and Techniques for developing Assertive Behaviour.
- Concept of Emotions, Emotional Intelligence, Techniques to enhance Emotional Intelligence.
- Reaction of self to various life situations-achievement, Crisis and failures.

## **UNIT- II: Social Work and Social Worker** **12 hours**

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

**UNIT- III: Merging person with profession** **12 hours**

- Selecting Social work as a career and Social work as a life companion, The School to Job transition
- Earning a living as a social worker and acquiring a reputation
- The interplay of one's personal and professional lives
- Self-worth and self-image physical and Emotional wellbeing and intellectual growth as Professional Practitioner.

**UNIT- IV: Merging the person's art with profession's science 16 hours*****Social workers as Artist***

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

***Social workers as scientist***

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

**UNIT- V: Personal and Professional Development of Social worker****12 hours**

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

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Journal of Social Work Values and Ethics	<a href="http://bit.ly/2EEJMX1">http://bit.ly/2EEJMX1</a>
Social Work & Social Sciences Review	<a href="http://bit.ly/2GLZrVa">http://bit.ly/2GLZrVa</a>
European Scientific Journal	<a href="http://bit.ly/2E3c14s">http://bit.ly/2E3c14s</a>
Paul Wright (2012), Personal & Professional Development,	
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## **CP-FWP 1.6: Field Work Practicum - I**

### **(Orientation Visits and Concurrent Fieldwork)**

Field work practicum of First Semester comprises two components:

- ❖ Orientation visits
- ❖ Concurrent field work.

#### **Orientation Visits**

##### **Purpose and Scope**

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

##### **Field Exposure Areas**

Students will explore agencies and organizations across multiple sectors:

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

## **Learning Outcomes**

Through these visits, students will:

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

## **Documentation and Reflection**

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

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

## **Orientation Workshop**

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

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

## **Assessment Integration**

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

### ❖ **Concurrent Field Work Practicum**

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

### **Structure and Requirements**

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

**Minimum Engagement:** 24 field days per semester

**Practice Integration:** Seamless connection between academic learning and field application

### **Core Practice Components**

#### ***Working with Individual (Social Case Work)***

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

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

#### ***Working with Groups (Social Group Work)***

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

- Minimum 10 structured sessions
- Group formation and development processes
- Program planning and implementation
- Group dynamics management
- Outcome evaluation and documentation

## **Supervision and Support Framework**

### ***Faculty Supervision***

**Individual Conferences:** Personalized guidance sessions focusing on:

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

**Group Conferences:** Collaborative learning sessions enabling:

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

### ***Agency Partnership***

Field supervisors provide on-site mentorship, ensuring:

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

### ***Learning Objectives***

Through concurrent field work, students will:

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

### ***Quality Assurance***

The program maintains high standards through:

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

### ***Professional Development Focus***

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

**SECOND SEMESTER**  
**CPT- 2.1: COMMUNITY ORGANIZATION**

**(Total 64 hours)**

**OBJECTIVES:**

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

**UNIT- I: Meaning and Types of Community and Community Organization** **16 hours**

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

**UNIT- II: Principles and models of community organization** **12 hours**

- Principles of community organization.
- Skills in Community Organization.
- Western and Indigenous Models of community organization practice

**UNIT- III: Community organization process and phases** **12 hours**

- Process in the phases of Community Organization.
- Withdrawal from Community: Skills and Strategies.
- Resource Mobilization and Fund rising-Techniques and Strategies

## **UNIT- IV: Intervention strategies in community settings**

**12 hours**

- Awareness building, organizing, activating peoples participation, negotiating, lobbying and, resolving group conflicts
- Role of community organizer
- Disaster Management: Meaning, and types of disaster,
- Impact of disaster; Social, psychological, economic and physical.
- Understanding traumatic stress reactions. Disaster cycle.
- Meaning and definitions of Disaster management. Stages of Disaster management.
- Working with special groups; Women, Children.

## **UNIT- V: Community Welfare Organization & Approaches 12 hours**

- Community Welfare Organization: Nature, Types – 1) Community Council 2) Community Welfare Chest
- Need-based approach, Rights-based approach; concepts of social stratification, social exclusion
- Best Practices of community participation and empowerment

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## **CPT-2.2: SOCIALWORK RESEARCH AND STATISTICS**

**(Total 64 hours)**

### **OBJECTIVES:**

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

### **UNIT- I: Meaning of Research, Social Research, and Social work Research** **12 hours**

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

### **UNIT- II: Formulation of Research Problem** **12 hours**

- Sources of research problem, criteria of good research problem, defining the research problem.
- Developing the statement of the problem, and research questions, Review of literature, formulation of objectives.

### **UNIT- III: Research Design** **12 hours**

- Research designs by purpose of study: Exploratory, Descriptive, and Explanatory.
- Research designs by intended to use:
- 1. Intervention research designs or Social work research designs: Single subject research design, Withdrawal/ reversal design, multiple component design.
- 2. Action research design3. Evaluative research design
- Research designs to asses cause and effect relationship: Experimental and Non experimental.

**UNIT- IV: Sampling & Data Collection: 12 hours**

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

**UNIT- V: Statistics and Computer Applications in Social work Research 16 hours**

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

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David Taylor (2017), How to Write a Literature Review in 30 Minutes or Less,

<https://www.youtube.com/watch?v=TdJxY4w9XKY&t=200s>

Statistics Learning Centre (2012), Choosing which statistical test to use - statistics help,

<https://www.youtube.com/watch?v=rUIUAN0U3w>

## **CPT-2.3: COUNSELING: THEORY AND PRACTICE**

**(Total 64 hours)**

### **OBJECTIVES:**

- Demonstrate knowledge of major counselling theories and their relevance to social work practice.
- Apply appropriate counselling techniques within different theoretical frameworks to diverse populations.
- Analyze the cultural, ethical, and social justice implications of various counseling practices.
- Integrate theoretical approaches into client assessment, intervention, and evaluation.
- Reflect on personal values and develop a professional counselling style grounded in social work ethics and theory.

### **UNIT- I: Introduction to Counselling and Theoretical Foundations 12hours**

- Overview of counselling in social work
- Role of the social worker as counsellor
- Introduction to major counselling theories
- The helping relationship and therapeutic alliance
- Historical evolution of counselling theories

### **UNIT- II: Psychodynamic and Humanistic Approaches 12 hours**

- Psychoanalytic and psychodynamic theory
- Person-centered therapy
- Gestalt therapy
- Existential therapy
- Application to individual and family contexts

### **UNIT- III: Cognitive-Behavioural and Solution-Focused Approaches**

**12 hours**

- Cognitive Behavioural Therapy (CBT)
- Rational Emotive Behaviour Therapy (REBT)

- Solution-Focused Brief Therapy (SFBT)
- Behaviour modification techniques
- Strengths-based practice in social work

**UNIT- IV: Multicultural, Ethical, and Feminist Perspectives** **12 hours**

- Culturally competent counselling
- Anti-oppressive practice
- Feminist and narrative therapy
- Ethical dilemmas in counselling
- Use of self in practice

**UNIT- V: Integrative Approaches and Practice Applications** **16 hours**

- Eclectic and integrative counselling
- Crisis intervention and trauma-informed care
- Group counselling techniques
- Case conceptualization and treatment planning
- Supervision and reflective practice

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## **CPT-2.4: SOCIAL ACTION, IDEOLOGY AND NETWORKING**

**(Total 64 hours)**

### **OBJECTIVES:**

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

### **UNIT- I: Meaning, definitions and Models of Social Action 12 hours**

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

### **UNIT- II: Theories and Types of Social Movement 12 hours**

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

### **UNIT- III: Paradigms of Action and Movement Analysis 12 hours**

- Paradigms of Action and Movement: Peasants, Tribal, Farmers, Zapatistas.
- Movement analysis-Ideology, Structure, leadership, process and outcome.

- No-Party Political Processes; Movement Analysis-ideology, Structure, leadership, processes and outcomes

**UNIT- IV: Ideology and Methodology of Social Action                    12 hours**

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

**UNIT- V: Networking and Campaign Planning in Social Work Practice                    16 hours**

- Campaign Planning, Coalition and Network Building
- Instrument and Strategies: Public Interest Litigations
- Media Advocacy, Communication for mobilization, leadership building process
- Networking: Meaning, need, and importance for effective professional practice
- 10 tools for successful networking in social work practice

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## **CP- FWP 2.5: Field Work Practicum - II**

### **(Concurrent Field Work and Social Work Camp)**

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

#### **Structure and Requirements**

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

**Minimum Engagement:** 18/20 field days per semester

#### **Field work Placement Settings**

Students are strategically placed in diverse settings including:

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

#### **Learning Objectives**

The practicum is designed to help students:

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

## **Supervision and Support**

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

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

## **Required Activities**

Each student must complete:

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

## ***Working with Individual (Social Case Work)***

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

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

## **Social Work Camp**

### **Purpose and Vision**

The Social Work Camp is an intensive, immersive field experience lasting 5-7 days, designed to provide students with deep exposure to rural, tribal, or specialized community settings. This experience cultivates understanding of community dynamics, governance structures, and grassroots development processes.

## **Learning Environment**

Camps are primarily conducted in:

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

## **Core Objectives**

The camp experience aims to:

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

## **Key Activities and Methodologies**

### ***Micro-Planning Exercise***

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

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

### ***Participatory Rural Appraisal (PRA)***

This methodology enables students to:

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

### ***Community Organization Practice***

The camp provides practical experience in:

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

### **Professional Development Outcomes**

Students develop competencies in:

- **Planning and Organization** - Systematic approach to community work
- **Regulatory Navigation** - Understanding legal and administrative frameworks
- **Collaborative Decision-Making** - Working effectively in diverse teams
- **Project Management** - From conception to implementation and evaluation
- **Cultural Competency** - Respectful engagement across diverse communities
- **Leadership Skills** - Guiding groups and initiatives

### **Faculty Support and Supervision**

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

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

*Note: Faculty participation in camp supervision is recognized as official institutional work, reflecting the importance of this educational component.*

## **Evaluation and Documentation**

Students are required to:

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

## **Impact and Sustainability**

The Social Work Camp experience contributes to:

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

### **(Open Electives to be offered to the Other Department)**

## **OEP- 2.6: LIFE SKILLS FOR QUALITY LIVING**

**(Total 64 Hours)**

## OBJECTIVES:

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

## **UNIT- I: Social Skills and Negotiation Skills** **12 hours**

- *Introduction of Life Skills*: Generic, Problem Specific and Area Specific Skills
- Self-Awareness: Definition, Types of Self - Self Concept, Body Image, Self Esteem - Techniques used for Self-Awareness: Johari Window, SWOT Analysis
- Empathy - Sympathy, Empathy & Altruism
- Effective Communication - Definition, Functions, Models, Barriers
- Interpersonal Relationship - Definition, Factors affecting Relationships

## **UNIT- II: Thinking Skills** **12 hours**

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

## **UNIT- III: Coping Skills 12 hours**

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

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

**UNIT- IV: Positive Youth Development 12 hours**

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

**UNIT- V: Life Skills to Deal with Suicide and Abuse**

**16 hours**

- Physical and Sexual Abuse of children - Issues and concerns - Life Skills for preventing and coping with abuse
- Depression - Common Symptoms of depression - Life Skills to prevent depression
- Suicide - Concept, suicidal ideation - Myths and warning signs about suicide - Life Skills to avoid suicidal ideation

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**THIRD SEMESTER**  
**CPT- 3.1: SOCIAL POLICY, LAW, GOVERNANCE AND**  
**SOCIAL WORK**

**(Total 64 Hours)**

**OBJECTIVES:**

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

**UNIT- I: Indian Social Policy: Nature, Emergence and Approaches**

**12 hours**

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

**UNIT- II: Values underlying social policy based on the Constitutional provisions** **12hours**

- Preamble of Indian constitution, Fundamental Rights (12-35),
- Directive Principles of State Policy (36-51).
- Ideals of Indian Constitution

**UNIT- III: Salient features of Social Legislations** **16 hours**

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

- The Dowry Prohibition Act1961
- Right to Information Act 2005
- Domestic Violence Act 2005

#### **UNIT- IV: Salient features of legislations related to Children 12 hours**

- The prohibition of Child Marriage Act 2006
- The Juvenile Justice (Care and Protection) Act 2000
- The protection of children from sexual offences act, 2012

#### **UNIT- V: Human Rights 12 hours**

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

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## **CPT- 3.2: COMMUNICATION SKILLS FOR SOCIAL WORKERS**

**(Total 64 Hours)**

### **OBJECTIVES:**

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

### **UNIT- I: Basic Communication and helping Skills for social workers**

**12 hours**

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

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

**12 hours**

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

### **UNIT- III: Communication skills in Social work process**

**12 hours**

- preparation of genograms and eco-mapping as a part of social assessment
- preparation of social networking map and life history grid
- preparation of life cycle matrix and identifying client's strength
- Preparation of person-in-environment system(PIE)
- The 4 Ps, 4 Rs and 4 Ms in assessing the client's behavior and functioning with in a social context.

## **UNIT- IV: Effective Communication in Social work intervention 16 hours**

- Interview planning with the client, information and advice giving to the client
- Managing self-talk and building self-esteem
- Helping clients to make decision and resolving interpersonal conflicts
- Client advocacy, empowerment and helping client in crisis handling
- Feedback a two-way process, Characteristic of feedback, kinds of feedback written and oral communication, improving in feedback and developing effective feedback skill, feedback loops.
- Street theatre: Elements of street theatre scripting and choreography for development. Use of puppets, songs, and folklore. Role of Information, education, and communication (IEC) in making effective people's participation.

## **UNIT- V: Communication skills for social work practice 12 hours**

- Effective speaking, principles of effective oral communication, speech preparation, technique of effective speech,
- Effective listening, meaning, nature and importance of listening, principles of group listening, types of listening. Listening process, barriers in listening,
- Effective writing, what is draft, meaning and objectives of written communication, essential of written communication,
- Skills required for Professional Social workers to Practice all settings Assessment skills, Communication Skills, Advocacy and Leadership, Problem solving skills, Critical thinking skills, Respect for diversity, Intervention skills Documentation skills, Organizational skills, Understanding of Human relations

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Johanna Woodcock Ross | Think Kent,

<https://www.youtube.com/watch?v=UVER1tforao>

## **SPT- 3.3.A: RURAL AND TRIBAL COMMUNITY DEVELOPMENT**

**(Total-64 hours)**

### **OBJECTIVES:**

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

### **UNIT- I: Rural Community 12 hours**

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

### **UNIT- II: Meaning and Concept Community Development 12 hours**

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

**UNIT- III: Rural community Administration** **16 hours**

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

**UNIT- IV: Tribal development** **12 hours**

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

**UNIT- V: TRIBAL RESETTLEMENT AND REHABILITATION****12 hours**

- Introduction, Meaning, Objectives of Tribal Rehabilitation and Tribal Resettlement
- Social Movement on Tribal Rehabilitation and resettlement
- Constitutional Provisions for the protections of tribes
- Evolution of Tribal Policies in India
- National Policy on Tribal Development

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## **SPT- 3.4 A: WOMEN, CHILD AND CORRECTIONAL SOCIAL WORK**

**(Total 64 Hours)**

### **OBJECTIVES:**

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

### **UNIT – I: Social Construction of Gender 12 hours**

- Status of Women in India, Factors affecting status of women.
- Sex and Gender, Gender Discrimination, Gender Stereotyping, Gender Roles Gender Perspective, Gender Analysis
- Gender Inequality Index (GII) and Application of indicators in identifying systemic inequalities faced by Women, Gender Responsive Intervention.
- Issues Related to Female Children and Women: Female Foeticide, Female Infanticide, Sex Ratio, Child Marriage, Child Labours, Dowry, Divorce, Widowhood, Commercial Sex, Domestic Violence, Problem of Elderly Women, Problems of Single Women/Single Parent. Feminization of Poverty, Manifestations of Gender based Violence.
- Theories of Women Development: Gender and Development (GAD), Women in Development (WID), Women and Development (WAD).

### **UNIT- II: Social Work and Women Empowerment 12 hours**

- Women empowerment and development programmes of Government of India and Government of Karnataka
- Gender and Development: Expressions of Gender Disparity in Education, Health, Property, Employment and Livelihood and Decision Making.
- National Policies on Women
- Constitutional & Legislative Safeguards.

- Social work strategies for women empowerment: Enhancing women's voice in decision making, Leadership and peace building, Promoting women economic empowerment. Ending violence against women and girl child.

**UNIT-III: Social Work with Children 12 hours**

- Child: Definitions and Concept. Child Welfare and Policy: Definitions and Concept
- Early Childhood Care and Education (ECCE): Historical Development and Importance
- 
- Early Childhood Education - Importance and Significance of Early Childhood. Need for Preschool Education, Problems of Early Childhood Education
- Child Nutrition and Malnutrition: Meaning and Importance of Nutrition.

**UNIT-IV: Child Protection Mechanisms and Policies/ Programmes**

**16 hours**

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

**UNIT- V: Correctional Social Work 12 hours**

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

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

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## **SPT- 3.3 B: PUBLIC HEALTH AND SOCIAL WORK**

**(Total 64 Hours)**

### **OBJECTIVES:**

- Understand the core concepts, determinants, and indicators of public health.
- Analyze the structure and functioning of the public health system in India.
- Examine the interrelation between health, nutrition, and social factors.
- Critically assess public health policies and national health programs.
- Apply social work principles and methods in public health settings.

### **UNIT- I: Introduction to Public Health and Social Work 12 hours**

- Concept of health and illness
- Definitions: Public health, community health, preventive and social medicine
- Determinants of health and disease
- Historical evolution of public health globally and in India
- Key public health indicators

### **UNIT- II: Health Systems and Services in India 12 hours**

- Structure of healthcare delivery: Primary, Secondary, and Tertiary levels
- Roles and responsibilities of healthcare personnel
- Voluntary and private sector involvement in public health
- Accessibility, availability, and affordability of healthcare
- Introduction to health management and planning

### **UNIT- III: Nutrition and Health 12 hours**

- Relationship between nutrition, health, and development
- Common nutritional deficiencies and related diseases
- Communicable and non-communicable diseases
- Health promotion and disease prevention strategies
- Public health education and awareness campaigns

## **UNIT- IV: Health Policies and National Health Programs 16 hours**

- National Health Policy
- National Rural/Urban Health Missions (NHM)
- Key national health programs: TB, HIV/AIDS, Immunization, NCDs, Mental Health, Maternal and Child Health
- Policy implementation and monitoring
- Advocacy and community participation

## **UNIT- V: Social Work Practice in Public Health 12 hours**

- Role of social workers in public health
- Social work methods in health settings: casework, group work, community organization
- Behaviour change communication, counselling, and referral services
- Health-based community needs assessment
- Coordination with local, national, and international health agencies

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## **SPT- 3.4 B: PSYCHIATRIC SOCIAL WORK**

**(Total 64 Hours)**

### **OBJECTIVES:**

- Understand the fundamental concepts, history, and scope of psychiatric social work.
- Analyse major mental health disorders and their classifications.
- Apply therapeutic and counselling approaches specific to psychiatric social work.
- Recognize ethical, cultural, and personal challenges in psychiatric social work practice.
- Develop skills in psychosocial rehabilitation and community-based mental health interventions.

### **UNIT- I: Foundations of Psychiatric Social Work** **16 hours**

- Definition, scope, and evolution of psychiatric social work
- Overview of mental health problems and prevalence
- Classification of mental disorders: DSM-5 and ICD-11
- Mental health policies, legislations, and rights of mentally ill persons

### **UNIT- II: Mental Health Disorders and Assessment** **12 hours**

- Common psychiatric disorders: mood disorders, psychoses, anxiety disorders, substance use disorders
- Psychiatric assessment and interviewing techniques
- Role of social workers in multidisciplinary mental health teams

### **UNIT- III: Therapeutic and Counselling Approaches** **12 hours**

- Overview of counselling: principles, processes, and skills
- Major therapeutic models: Psychoanalytic, Cognitive-Behavioural Therapy (CBT), Supportive Therapy, Family Therapy, and Group Therapy
- Specialized counselling: crisis intervention, grief counselling, and child/adolescent counselling

**UNIT- IV: Professional Challenges and Self-Awareness** **12 hours**

- Ethical issues and professional boundaries
- Managing counsellor burnout and stress
- Importance of supervision and personal therapy
- Cultural competence and stigma related to mental illness

**UNIT- V: Psychosocial Rehabilitation and Community Interventions****12 hours**

- Concepts and components of psychosocial rehabilitation
- Role of social workers in rehabilitation settings (halfway homes, day care centres, etc.)
- Community mental health programs and outreach
- Research and evaluation in psychiatric social work practice

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# **SPT- 3.3C: HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT**

**(Total 64 Hours)**

## OBJECTIVES:

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

## **UNIT- I: Human Resource Management 12 hours**

- Concept, meaning, nature, scope and importance Human Resource Management,
- Functions of HRM
- Distinction between Personnel Management and Human Resource Management.
- Evolution of HRM. Qualities of HR manager.
- HR as a business partner
- Corporate Sustainability

## **UNIT- II: Strategies for Hiring Talent** **16 hours**

- Human resource planning: Meaning and definition, importance of HRP, factors affecting HRP. The Human resource planning process.
- Human resource information system (HRIS). Job analysis .Job description and Job specification .job evaluation.
- Recruitment of Human Resources: sources, methods and techniques. Selection process and techniques: Selection, induction, placement, probation and confirmation.
- HRM action areas: Total Quality Management. Knowledge Management. Retention strategies.

## **UNIT- III: Wage and Salary administration 12 hours**

- Meaning and definitions,
- Salient features of wage theories

- Factors influencing on employee remuneration,
- Incentive systems: Financial and Non-financial.
- Compensation benchmarking.

**UNIT- IV: Human Resource Development 12 hours**

- Concept, meaning, definition, objectives, Origin and scope of HRD.
- Training; meaning and concept, types
- Training needs assessment: methods and techniques
- Modern management training methods and techniques.
- Designing Training program
- Delivering training, Essentials of facilitator
- Training Effectiveness Measurement (Kirkpatrick Model)

**UNIT- V: Functions of HRD 12 hours**

- Performance appraisal. Performance management system, Bell curve, Feedback System, Immediate feedback system.
- Understanding competencies: Types of competencies, competency mapping, observing, recording, classifying and evaluating competencies.
- Recent trends in HRD namely key results areas: Management by objectives (MBO), HR outsourcing. Competency mapping.
- Balance Score Card, H R Score card

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## **SPT- 3.4C: LABOUR LEGISLATIONS**

**(Total 64 hours)**

### **OBJECTIVES:**

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

### **UNIT- I: Historical perspectives of Labour Legislations 12 hours**

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

### **Salient features of legislations related to welfare and working conditions**

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

### **UNIT- II: Salient feature of wage Legislations 12 hours**

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

### **UNIT- III: Salient features of Industrial Relations Legislations 12 hours**

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

<b>UNIT- IV: Salient features of social security legislations</b>	<b>16 hours</b>
<ul style="list-style-type: none"><li>• The Employees State Insurance Act, 1948</li><li>• The Workmen's Compensation Act, 1923</li><li>• The Payment of Gratuity Act, 1972</li><li>• The Provident Fund Act, 1952</li><li>• The Maternity Benefit Act, 1961</li></ul>	
<b>UNIT- V: Salient features of related acts</b>	<b>12 hours</b>

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## Important Website

✓ Ministry of Labour Employment	<a href="https://labour.gov.in">https://labour.gov.in</a>
✓ Labour Law News	<a href="https://biblehr.com">https://biblehr.com</a>
✓ Practical Journal of Labour Law	<a href="https://www.labourlawreporter.com/">https://www.labourlawreporter.com/</a>
✓ Chief Labour Commissioner	<a href="http://clc.gov.in">http://clc.gov.in</a>
✓ Department of Labour (Govt. of Kar)	<a href="http://labour.kar.nic.in/">http://labour.kar.nic.in/</a>

## **CP- FWP 3.5: FIELD WORK PRACTICUM-III**

### **(CONCURRENT FIELD WORK)**

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

### **Structure and Implementation Framework**

#### **Duration and Scheduling:**

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

### **Specialization-Aligned Placement Strategy**

#### **Clinical Social Work Track:**

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

#### **Community Organization and Development:**

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

- International development agencies and programs

### **Child and Family Welfare:**

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

### **Medical and Healthcare Social Work:**

- Hospitals and integrated healthcare systems
- Rehabilitation centers and long-term care facilities
- Public health departments and community health programs
- Palliative care and hospice services
- Occupational health and employee wellness programs

### **Human Resource Management**

- National and Multinational Industries with HRM and HRD practices
- National and Multinational Organizations which have opportunities for the learning HRM and HRD/Industrial Social Work Practices.

### **Learning Objectives and Competency Development**

#### **Core Practice Skills:**

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

#### **Professional Development Areas:**

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

- Research integration and practice evaluation

### **Critical Thinking Capabilities:**

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

### **Collaborative Supervision Model**

#### **Integrated Support System:**

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

#### **Action Planning Process:**

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

#### **Quality Assurance Mechanisms:**

- **Regular Consultation:** Weekly supervision sessions with both faculty and agency supervisors
- **Documentation Requirements:** Systematic recording of experiences and learning outcomes
- **Peer Learning:** Opportunities for cohort reflection and shared learning experiences
- **Feedback Integration:** Continuous improvement based on student, agency, and faculty input

## **Case Study Research and Analysis Framework**

### **Comprehensive Case Study Requirements**

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

### **Case Study Components and Structure**

**Comprehensive Analysis Requirements:** Each case study must include:

#### **Background and Context:**

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

#### **Theoretical Framework Application:**

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

#### **Assessment and Analysis:**

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

#### **Intervention Planning and Implementation:**

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

## **Outcomes and Evaluation:**

- Measurement methods and evaluation criteria
- Short-term and long-term outcome assessment
- Effectiveness analysis and lessons learned
- Recommendations for future practice and policy

## **Professional Reflection:**

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

## **Faculty Guidance and Mentorship**

### **Supervisory Support Structure:**

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

### **Written Report Assessment:**

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

**(Open Electives to be offered to the Other Department)**

**OEP- 3.6: MENTAL HEALTH AND COUNSELLING**

**(Total 64 Hours)**

**OBJECTIVES:**

- Understand the concepts, classifications, and determinants of mental health and mental illness.
- Analyse the causes, symptoms, and interventions related to major mental disorders.
- Examine the structure and functioning of mental health services and policies in India.
- Apply counselling theories and techniques in various settings and populations.
- Develop basic counselling and psychosocial intervention skills relevant to social work practice.

**UNIT- I: Introduction to Mental Health and Mental Illness 12 hours**

- Definition and concept of mental health, mental illness, and well-being
- Historical development of mental health services
- Myths, misconceptions, and stigma related to mental illness
- Determinants and indicators of mental health

**UNIT- II: Classification of Mental Disorders 12 hours**

- Common mental disorders: Depression, Anxiety, Schizophrenia, Bipolar disorder, OCD
- Neurodevelopmental and childhood disorders
- Substance use and addiction disorders
- Assessment methods: Interviews, mental status examination, psychological testing

**UNIT- III: Mental Health Services and Policy in India** **16 hours**

- Structure of mental health services: Institutional and community-based models
- National Mental Health Policy and Mental Healthcare Act, 2017
- Role of government and non-government organizations
- Rights of persons with mental illness
- Mental health promotion and preventive strategies

**UNIT- IV: Counselling: Theories and Approaches** **12 hours**

- Basic concepts and goals of counselling
- Counselling process and stages
- Principles, Skills and Techniques of counselling
- Individual, group counselling and family counselling
- Ethical issues in counselling practice

**UNIT- V: Social Work Practice in Mental Health and Counselling****12 hours**

- Role of social workers in mental health care
- Casework, group work, and community organization in mental health
- Crisis intervention and suicide prevention
- Psychosocial rehabilitation and aftercare
- Working with families, caregivers, and special populations (e.g., children, elderly, women, LGBTQ+)

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**FOURTH SEMESTER**  
**CPT- 4.1: MANAGEMENT OF WELFARE AND DEVELOPMENT**  
**ORGANISATION**  
**(Total 64 hours)**

**OBJECTIVES:**

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

**UNIT-I: Introduction to Social Welfare and Development Management** **12 hours**

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

**UNIT- II: Establishment of Service Organizations** **16 hours**

- Registration procedures under: Indian Societies Registration Act (1860),
- Karnataka Societies Registration Act (1960),
- Indian Trust Act (1882),
- Foreign Contribution (Regulation) Act (FCRA), 1986,
- Income tax exemptions for non-profit organizations
- CSR: Concept, definition, Scope for CSR Activities under Schedule VII
- CSR-Legislation in India, Implementing CSR programs, monitoring and measuring the impact of CSR programs.

## **UNIT- III: Management in Non-Profit Organizations 12 hours**

- Introduction and concept of Results-Based Management
- Results-Based Management in programme and project planning
- Strategic management of Non- Profit Organisations; Skills and Strategies
- Performance management of personnel in Nonprofit Organizations

## **UNIT- IV: Administration of welfare organizations in Public sector**

12 hours

- Administrative structure and functions of Social Welfare Department, Govt. of Karnataka.
- Administrative structure and functions of Department of Women and Child development, Govt. of Karnataka.
- Administrative structure and functions of Department of Disablement welfare, Govt. of Karnataka

## **UNIT- V: Programme Management, Documentation and Public relation 12 hours**

12 hours

- Programme Planning and Management: Meaning, nature, phases and principles of program management. Skills and strategies required for program management in welfare and development organisations.
- Documentation: Meaning, Nature, Types of documentation for Public/NPO Organisations, Skills and tips on documentation, Using technology for documentation. Need and importance of documentation.
- Public relations: Meaning, Objectives, need and importance of public relations for welfare and development organizations. Strategies/tools for public relation for welfare and development organisations.

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KUSHCONSULTANCY SERVICES (2015), NGO & REGISTRATION IN INDIA BY CA SANJAY GUPTA, <https://www.youtube.com/watch?v=AShgS7EzfQA>

KUSHCONSULTANCY SERVICES (2015), NGO SEMINAR ON FCRA REGISTRATION & FUNDING BY CA SANJAY GUPTA,

<https://www.youtube.com/watch?v=c2znvSN2ysE>

NGO guru (2017), NGOs in India - Types of NGOs –NGOguru,

<https://www.youtube.com/watch?v=Gku2-mTXomQ>

YagyaChhabra (2015), Resource mobilizationForcsexcutive as per module,

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NikilHarinarthini (2015), How to Register A Society in Your State,

<https://www.youtube.com/watch?v=AWLp-UsU4kI>

## **CPT- 4.2: PROJECT MANAGEMENT FOR PARTICIPATORY DEVELOPMENT**

**(Total 64 Hours)**

### **OBJECTIVES:**

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

### **UNIT- I: Project Formulation and Participatory Study and Problem Statement**

**12 hours**

- Concept of project: characteristic features of development project
- Concept of project planning and management
- Overview Project Cycle management
- Planning process: strategic and perspective planning and its process
- Participatory study and assessment of the situation.
- Use of different methods of generating ideas-PRA techniques its use principles, tools/methods
- Interviews, observation, problem identification, cause/effect analysis and problem statement.

### **UNIT- II: Project Design, project appraisal and operational plan**

**16 hours**

#### ***Project Design***

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

### ***Project Appraisal***

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

### **UNIT- III: Resource Mobilization, Finance Management and Personnel Management**

**12 hours**

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

### **UNIT- IV: Project Implementation, Monitoring and Evaluation**

**12 hours**

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

### **UNIT- V: Project Format for proposal writing**

**12 hours**

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

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## **SPT- 4.3.A: SOCIAL ENTREPRENEURSHIP AND SUSTAINABLE DEVELOPMENT**

**(Total 64 Hours)**

### **OBJECTIVES:**

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

#### **UNIT- I: Social Entrepreneurship** **12 hours**

- Introduction to Social Entrepreneurship: Concept, Nature and scope.
- Innovation, incubation, and start-ups.
- Management of Social Entrepreneurial Organizations.
- Key issues in Social Entrepreneurship.
- Entrepreneurial Characteristics.
- Entrepreneurial outcome, Current theories of Entrepreneurship.

#### **UNIT- II: Business and Social Entrepreneurship** **12 hours**

- Difference between a Business and Social Entrepreneurship.
- Funding social ventures: Strategies for success
- Sustainable funding sources: Earned income
- Traditional funding sources, social investment funding sources, Investing in a social venture
- Social entrepreneurship in practice

#### **UNIT- III: Sustainable Development** **12 hours**

- Sustainable Development: Concept, Nature, Goals and Characteristics.
- History and Significance of Sustainable Development.
- Issues of Sustainable Development.
- Sustainable Development in a Globalizing world.
- Significance of sustainable technologies in social development

## **UNIT- IV: Different perspectives of Sustainable Development 16 hours**

- Dimensions of Sustainable Development – Environment, Agriculture, Energy, Industries.
- Protecting and managing the Natural Resource base of Sustainable Development.
- Roles and Responsibilities of Civil Society Organization, Media,
- N.G.O's, Educational Institutions and people based Organizations in Sustainable Development.
- Challenges and strategies for the better Sustainable Development.

## **UNIT- V: Sustainable Developmental goals 12 hours**

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

## **REFERENCES:**

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TEDx Talks (2015), Building sustainable communities and their worldwide network | Hiroyuki Sato | TEDxKyoto, <https://www.youtube.com/watch?v=vbKKoniUxMk>

## **SPT- 4.4A: URBAN COMMUNITY DEVELOPMENT**

**(Total 64 Hours)**

### **OBJECTIVES:**

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

### **UNIT- I: Urban Community: 12 hours**

- Urban Community: Concept, Meaning, Characteristics,
- Urbanization: Concept - Urban, Urbanism –Characteristics.
- Types of Urban Centers: Town, Large City, Metropolitan city, Megacity, Satellite towns, and Parallel city.
- Urban Community Development; Definition, Objectives and Historical Development, Principles, Process and methods.

### **UNIT- II: Theories and approaches of Urban Development 12 hours**

- Classical Theories: Concentric Zone Theory, Central Place Theory, Weber's Theory of Location and Public Choice Theory.
- New Urban Area Development Theories: Garden City Theory, Satellite City Theory, Organic Decentralization Theory, Urban - Rural Integration Theory.
- Approaches of urban community development: Macro Approach, Micro approach, Welfare approach.

### **UNIT- III: Urban Community: Issues and Concerns 16 hours**

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

**UNIT- IV: Urban Community Development: 12 hours**

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

**UNIT- V: Urban Development Programs 12 hours**

- Salient Features of various contemporary Urban Development Programs of Government of India: PM SVANidhi, Atma Nirbhar Bharat, Pradhan Mantri Awas Yojana (PMAY-U), Atal Mission for Rejuvenation and Urban Transformation (AMRUT), Deen dayal anthodaya Yojana-National Urban Livelihood mission (DAY-NULM), NMSH
- Salient Features of various contemporary Urban Development Programs of Government of Karnataka: JnNURM, SJSRY, Rajiv Awas Yojana, KUDCEMP, KWASIP, NKUSIP, AMRUT Cities, SMART City etc
- Role of social workers in effective implementation of various Urban Development Programmes.

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## **JOURNALS:**

- International Journal of Urban Sustainable Development, Taylor & Francis
- Journal of Urban Planning and Development, ASCE
- Community Development, Taylor & Francis.

## **SPT- 4.3B: MEDICAL SOCIAL WORK**

**(Total 64 Hours)**

### **OBJECTIVES:**

- Understand the concepts, scope, and evolution of medical social work.
- Analyse the psychosocial dimensions of health, illness, and disability.
- Apply social work methods in healthcare settings for patient and family support.
- Examine the structure and functions of health institutions and their relevance to social work.
- Develop intervention skills to work with individuals, families, and communities in medical settings.

### **UNIT- I: Introduction to Medical Social Work 12 hours**

- Definition, scope, and objectives of medical social work
- Historical development of medical social work in India and globally
- Role of medical social workers in healthcare teams
- Principles and values guiding medical social work practice
- Ethical and legal considerations in healthcare

### **UNIT- II: Health and Illness – Psychosocial Perspectives 12 hours**

- Concepts of health, illness, disease, and disability
- Psychosocial impact of illness on patients and families
- Coping with chronic and terminal illness
- Cultural beliefs and practices around health and illness
- Health-seeking behaviour and barriers to care

### **UNIT- III: Social Work Practice in Healthcare Settings 12 hours**

- Application of social work methods: Casework, group work, and community organization in hospitals
- Patient and family assessment, counselling, and care planning
- Discharge planning, referrals, and follow-up care
- Crisis intervention and support in critical care situations
- Documentation and report writing in medical settings

## **UNIT- IV: Medical Conditions and Social Work Interventions 12 hours**

- Overview of common medical conditions: Cancer, HIV/AIDS, Diabetes, TB, Cardiac illness, Renal failure
- Role of social workers in prevention, treatment adherence, and rehabilitation
- Working with vulnerable populations: Women, children, elderly, persons with disabilities
- Palliative care and end-of-life support
- Multidisciplinary teamwork and interprofessional collaboration

## **UNIT- V: Health Systems and Policies in India 16 hours**

- Structure and functions of public and private health systems
- Role of NGOs and community health programs
- National health policies and missions (NHM, Ayushman Bharat, etc.)
- Legal frameworks: Patients' rights, Mental Healthcare Act, Disability Act
- Role of medical social workers in public health emergencies and disaster response

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## **SPT- 4.4 B: THERAPEUTIC INTERVENTIONS IN SOCIAL WORK**

**(Total 64 Hours)**

### **OBJECTIVES:**

- Understand the theoretical foundations and principles of therapeutic interventions in social work.
- Analyze various individual, group, and family therapy models relevant to social work practice.
- Develop skills to apply evidence-based therapeutic techniques in diverse clinical and community settings.
- Evaluate ethical issues and cultural considerations in therapeutic practice.
- Design and implement intervention plans tailored to client needs and contexts.

### **UNIT- I: Foundations of Therapeutic Interventions 12 hours**

- Definition, goals, and scope of therapeutic interventions in social work
- Historical development and theoretical bases: Psychodynamic, Humanistic, Cognitive-Behavioural, and Systems theories
- Therapeutic alliance and client engagement
- Assessment and formulation in therapy
- Role of the social worker as a therapist

### **UNIT- II: Individual Therapeutic Approaches 16 hours**

- Psychoanalytic and psychodynamic therapies
- Cognitive-Behavioural Therapy (CBT), Person-Centred Therapy
- Solution-Focused Brief Therapy (SFBT)
- Crisis intervention and trauma-informed approaches

### **UNIT- III: Group Therapy and Supportive Interventions 12 hours**

- Principles and dynamics of group therapy
- Types of therapeutic groups: Support groups, psychoeducational groups, task groups.
- Techniques for facilitating groups
- Evaluation of group process and outcomes
- Role of social worker as group facilitator

## **UNIT- IV: Family and Couple Therapy 12 hours**

- Family systems theory and approaches
- Structural, Strategic, and Narrative family therapies
- Couple therapy techniques and applications
- Working with diverse family forms and cultural contexts
- Managing conflict and enhancing communication

## **UNIT- V: Ethical, Cultural, and Practical Considerations 12 hours**

- Ethical principles in therapeutic social work practice
- Confidentiality, boundaries, and dual relationships
- Cultural competence and sensitivity in therapy
- Challenges in therapy: Resistance, dropout, transference
- Documentation, supervision, and self-care for therapists

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## **SPT- 4.3.C: LABOUR WELFARE AND INDUSTRIAL RELATIONS**

**(Total 64 Hours)**

### **OBJECTIVES:**

- Develop a comprehensive understanding of industrial relations and labour welfare
- Enhance awareness of occupational health, safety, and well-being at the workplace
- Critically analyse the role of trade unions, collective bargaining, and workers' participation in management
- Examine international labour standards and emerging trends in the world of work

### **UNIT- I: Foundations of Industrial Relations and Labour Welfare**

**12 hours**

#### **➤ Conceptual Framework of Industrial Relations**

- Definitions and significance
- Key stakeholders: employers, employees, trade unions, and government
- Approaches: Unitary, Pluralist, and Radical perspectives

#### **➤ Evolution of Labour Welfare**

- Historical and philosophical development.
- Types: Statutory and Non-Statutory welfare measures
- Role of labour welfare in enhancing industrial relations

### **UNIT- II: Occupational Health, Safety, and Workplace Wellbeing**

**12 hours**

#### **➤ Occupational Hazards and Industrial Safety**

- Types of hazards: physical, chemical, biological, and ergonomic
- Industrial accidents: causes, prevention, and safety management

#### **➤ Workplace Wellbeing**

- Mental health issues: Stress, Burnout, and coping mechanisms, Mental Wellbeing
- Work-life balance and its impact on productivity

**UNIT- III: Trade Unions** **12 hours**

- Trade unionism: Meaning, Scope, Significance and Objectives.
- Theories of trade unionism: Mahatma Gandhi, Robert F. Hoxie, Sidney Webb's, Karl Marx,,
- History of trade unions in India. Structure of trade unions in India.
- Functions of trade unions. Impact of recession and globalization on trade unions in India.
- Contemporary Challenges of Trade Unions.
- Collective bargaining: concept, principles and importance. Collective bargaining in India.

**UNIT- IV: International Labour Standards and Global Perspectives****12 hours**

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

**UNIT- V: Emerging Trends in Labour Welfare 16 Hours**

- Job enrichment, participative management
- Worker's participation in management: Meaning, Types with reference to India.
- Technological advancements:
- Automation, AI, Machine Learning, and their impact on employment
- Gig economy and non-traditional work arrangements
- Diversity, equity, and inclusion initiatives in the workplace
- Employee Counselling

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# **SPT- 4.4C: ORGANISATIONAL BEHAVIOUR AND ORGANISATIONAL DEVELOPMENT**

**(Total 64 hours)**

## OBJECTIVES:

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

## **UNIT- I: Management and Organizational Behavior 12 hours**

- Nature of Management, Functions of Managers, Levels of Management (Top level, Upper Middle level, Middle level and Lower level). Managerial skills, Roles and Responsibilities of Managers.
- Organizational Behavior: Meaning, Features, Need and importance of OB, Scope of OB. Determinants of OB.
- Models and organizational Behavior.

## **UNIT- II: Foundations of Individual Behavior** **12 hours**

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

## **UNIT- III: Quality of Work life and Morale** **12 hours**

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

**UNIT- IV: Organizational Development** **12 hours**

- Organizational Development: Meaning and Characteristics. Need and significance of OD. Steps in Organizational Development.
- Organizational development Intervention Techniques. Requirements of successful Implementation of OD Interventions

**UNIT- V: Organizational Climate and Organizational Culture****16 hours**

- Organizational Climate: Concept, Characteristics, Dimensions and Significance.
- Organizational Culture: Meaning, Characteristics, functions. Impact of Culture on modern organization
- Organizational Change: Meaning and Nature, Forces of change, Human and organizational resistance to change. Techniques of overcoming resistance to change.

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## **CPD-4.5: DISSERTATION / RESEARCH PROJECT**

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

The student shall follow the following steps:

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

## **CP- FWP- 4.6 FIELD WORK PRACTICUM - IV**

### **(CONCURRENT FIELD WORK AND**

### **BLOCK PLACEMENT)**

#### **Concurrent Field Work Placement**

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

#### **Structure and Implementation**

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

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

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

#### **Placement Settings and Specialization Alignment**

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

##### **Clinical Social Work:**

- Mental health centers and psychiatric facilities
- Healthcare systems and medical social work units

- Private practice and counseling centers
- Substance abuse treatment programs

### **Community Organization and Development:**

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

### **Child and Family Welfare:**

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

### **Human Resource Management**

- Human resource departments
- Employee assistance programs
- Corporate initiatives
- Occupational health and safety programs
- Corporate Social Responsibility and Industrial Social Work
- Labour Welfare and Industrial Relations
- Organisational Behavior and Organisational Development

## **Learning Objectives and Competency Development**

The concurrent model is designed to facilitate:

### **Professional Skill Mastery:**

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

### **Critical Thinking and Analysis:**

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

### **Professional Identity Formation:**

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

## **Supervision and Mentorship Framework**

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

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

## **Block Placement**

Block placement represents the culmination of social work education, providing students with an intensive 25 (Four weeks) days continuous field experience that simulates full-time professional practice. This immersive model enables deep integration of learning while generating new insights through sustained engagement with complex intervention processes.

## **Timing and Strategic Placement**

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

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

## **Organizational Selection and Quality Assurance**

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

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

## **Priority Placement Settings**

### **Industrial and Corporate Environments:**

- Manufacturing industries with HRM/Employee welfare initiatives
- Multinational corporations with robust CSR programs
- Technology companies with mental health and wellness programs
- National and Multinational Organisations with opportunities for Industrial Relations and Trade Unions.

### **Healthcare Systems:**

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

### **Social Service Agencies:**

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

### **Social Movement and Advocacy Organizations:**

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

## **Professional Preparedness and Career Development**

**Employment Readiness:** Block placement specifically targets job preparation through:

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

## **Professional Behavior Development:**

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

## **Supervision and Support Structure**

**Qualified Professional Mentorship:** Each placement site must provide:

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

## **Quality Assurance Mechanisms:**

- **Pre-placement Assessment** - Evaluation of organizational capacity and supervisor qualifications
- **Learning Agreements** - Formal contracts outlining expectations and objectives
- **Regular Monitoring** - Faculty liaison visits and progress evaluations
- **Outcome Assessment** - Comprehensive evaluation of learning achievements and professional growth

## **Learning Outcomes and Assessment**

### **Advanced Competency Demonstration:**

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

### **Integration and Synthesis:**

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

## **Transition to Professional Practice**

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

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

### **Impact and Outcome:**

The block placement model contributes to:

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