SEMESTER I

CORE COURSE-1 SOCIAL WORK PROFESSION
COURSE CODE: 24PSW101

Contact Hours/Week: 04 **Credits: 04**
Internal Mark: 25 **External Mark: 75**

Course Outcomes:

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
UNIT-I	CO1	Aware an in-depth knowledge of the basic concepts of Social Work.	K1 – K4
UNIT-II	CO2	Understand the historical background of Social Work in west and India	K1 – K4
UNIT-III	CO3	Articulate the student to be familiar with Philosophies, Ethics and Values of Social Work.	K1 – K5
UNIT-IV	CO4	Analyse the significance of Models in Social Work.	K1 – K5
UNIT-V	CO5	Evaluate implication of Social Work Education and Field Work	K1 – K4

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate

SYLLABUS

UNIT- I:

Introduction Social work: Definition, Nature, characteristics, functions, values, principles, goals and scope. Concepts related to Social Work: Social Welfare, Social Service, Social Reforms, Social Justice, Social Development and Social Empowerment. Voluntary Social Work in India. Concept of International Social Work. Religion– philosophical foundations of social work in India. History of Social Work in the West and in India.

UNIT – II

Social Work Practice Introduction to the Methods of Social Work. Level of Intervention in Social Work: Micro, Mezzo and Macro level. Skills and techniques in Social Work practice. Fields of Social Work: Family and child welfare, Correctional social work, Industrial Social Work, Medical and Psychiatric Social Work, Youth Welfare, Community Development (Rural, Urban & Tribal). Emerging areas of Social Work: Environmental Protection, Disaster management, HIV/AIDS Gerentological Social Work and Human Rights. Social Work as a Profession: Ideologies, 5 Ethics, need and purpose of ethical behavior in social work. Code of ethics for Indian social worker towards clients, colleagues, agency and professionals. Problems in ethical decision making. Trends of Social Work profession in India

UNIT –III

Theories and models of Social Work Theories and Perspectives: Meaning and Definition of Theory, Perspective, Paradigm, Practice Model and Approaches. Need for and Importance of theory in Social Work. Major theories in social work: Systems theory, Social learning theory, Social Behavioral Perspective theories, Psychosocial development theory, Humanistic Perspective theory, Psychodynamic theory, Transpersonal theory and Rational choice theory.

Models and Approaches: Relief model, Welfare model, Clinical model, Integrated Social Work model,

Developmental model, Welfare model, Empowerment and radical model.

UNIT-IV

Social reform and Social movements in India:Indian social reformers and their contributions: Raja Ram Mohan Roy, Sarojini Naidu, EVR Periyar, Mahatma Gandhiji, VinobaBhave, Narayana Guru, JyothibaPhoole. Arya Samaj& Brahma Samaj. Contemporary Social reformers in India. Contributions of Voluntary work and NGO's to Social Work in India.

UNIT-V

Social Welfare Programmes: Development of Social Work Education in India. Fieldwork and Profession – Importance of Fieldwork and Supervision. Problems faced by the Social Work profession in India. Professional Social Work Associations in India Development planning - Social Welfare Programmes from first to twelfth five year plans in India. NITI Aayog (National Institution for Transforming India Social work and sustainable development).

REFERENCE:

1.Encyclopedia of Social work in India, 1987 Vol.1,2,3. Director, publication division, ministry of information and broadcasting, New Delhi.

2.Hajira, Kumar 1995 Theories in social work practice, New Delhi: Friends Publication, India.

3.Paul Chowdary, 2018 Social Work –Introduction to Social Work - History, Concept, Methods and Fields, Atma Ram & Sons, New Delhi.

TEXT BOOK

1.Bogo, Marion. 2007. Social Work Practice – Concepts, Processes & Interviewing. Jaipur: Rawat Publications.

2.Cox, David &ManoharPawar. 2006. International Social Work – Issues, Strategies andPrograms. New Deli: Vistar Publications.

3.Desai, M. 2000, Curriculum Development on history of ideologies for social change and social work, Mumbai.

4.Desai, Murali 2002 Ideologies and Social Work: Historical and Contemporary Analysis, Jaipur: Rawat Publication.

E- Resource

https://egyankosh.ac.in/bitstream/123456789/17108/1/Unit-1.pdf

https://www.onlinemswprograms.com/faqs/micro-vs-mezzo-vs-macro-social-work/

https://www.onlinemswprograms.com/social-work/theories/

https://ebooks.inflibnet.ac.in/soc14/chapter/social-reform-movement-in-19th-century-india/

https://newagesocialwork.com/development-of-social-work-education-in-india/

CORE COURSE-2 SOCIAL CASE WORK AND GROUP WORK
COURSE CODE: 24PSW102

Contact Hours/Week: 04 **Credits: 04**
Internal Mark: 25 **External Mark: 75**

Course Outcome:

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
UNIT-I	CO1	Understand case work and group work methods in Social Work	K1 – K4
UNIT-II	CO2	Develop the ability to critically analyse problems of individuals and families and factors affecting them.	K1–K4
UNIT-III	CO3	Develop appropriate skills and attitudes to work with individuals and groups.	K1–K5
UNIT-IV	CO4	Improve appropriate skills and attitudes to work with individuals and families.	K1–K5
UNIT-V	CO5	Identify various situations and settings where the Social Group Work method could be used in the context of social realities of the country.	K1 –K4

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate;

SYLLABUS

UNIT - I

Case Work: Concepts, objectives/purpose/its importance; nature and scope, historical development; components; values and principles of case work practice; Case work process: Intake, Study, Assessment, Diagnosis, Treatment/Intervention techniques (supportive/environmental manipulation, reflective/ practical help or material help & direct treatment/counselling). Evaluation: meaning, purpose/objectives, types, methods/techniques/instruments, Termination: meaning, reaction to termination, decision to terminate, and planning for termination. Follow-up- meaning, purpose, and types.

UNIT - II

Case Worker-Client Relationship: meaning, purpose/needs/significance, and elements/components; principles of client-worker relationship; obstacles in client-worker relationship. Case Work and Communication: meaning, purpose, importance, principles. Approaches to Practice: psychosocial, problem-solving, crisis intervention; behaviour modification, functional and development of an eclectic model for practice.

UNIT - III

Recording in Case Work: meaning, sources and types- principles of recording, use, and maintenance of record. Application of Social Case Work in different settings: medical and psychiatric settings-mentally retarded shelter homes; mental rehabilitation centres, de-addiction and detoxification centres, mental health & community-based rehabilitation; Problems and Limitations and Role of case worker in various settings; professional self; conflict and dilemmas in working with individuals and family.

UNIT - IV

Social Group Work: definition, characteristics, types of groups and functions of a group; Group dynamics-meaning, definition, functions, and basic assumptions of group dynamics. Social group work: concepts-

assumptions, purpose, goals, principles, and values of group work, and historical development of group work; group work as a method of social work and its relation to other methods of social work. Group work process: Intake and study: Assessment-Intervention/treatment- Evaluation

UNIT - V

Models and approaches: social goal model, remedial and reciprocal model; group therapy/group psychotherapy/ therapeutic /social treatment, development group and task-oriented group, etc. Group work recording: meaning, purpose, types and principles of group work recording, scope, problems, and limitations of group work practice in Indian settings; role of group worker in various settings.

Text Books:

1. Social Case Work: Philosophy and Method - Grace Mathew (Tata Institute of Social Sciences, 1992): Discusses social case work philosophy and methodology in India
2. A Problem-Solving Process - Pearlman Helen Harris (University of Chicago Press, 2015): Emphasizes problem-solving in social case work.
3. Social Group Work: Principles and Practice - H.Y. Siddiqui (Rawat Publications, 2008): Covers principles and practices of social group work in India.
4. Social Work with Individuals and Groups - Raj Bhanti (J.B. Metapublication, 2005): Essential guide to working with individuals and groups in the Indian context.

Reference Books:

1. Tilbury, Derek EF. Casework in context: a basis for practice. Elsevier, 2014.
2. Timms, Noel. Recording in social work. Taylor & Francis, 1972.
3. Alissi, Albert S. "Social group work: Commitments and perspectives. "Perspectives on social group work practice (1980): 5-35

E-Resources:

1. **https://www.slideshare.net/slideshow/social-case-work and-social-group-**work/254932738
2. **https://mis.alagappauniversity.ac.in/siteAdmin/dde** admin/uploads/1/PG_M.S.W._Social%20Work_M.S.W.%20-%20349%2014%20%20Social%20Case%20Work.pdf
3. **http://www.uop.edu.pk/ocontents/1-%20Introduction%20and%20Principles.pdf**

CORE COURSE- 3 SOCIAL ENTREPRENEURSHIP DEVELOPMENT
COURSE CODE: 24PSW103

Contact Hours/Week: 04 **Credits: 04**
Internal Mark: 25 **External Mark: 75**

COURSE OUTCOME:

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
UNIT I	**CO1**	Understand the fundamental concepts and principles of social Entrepreneurship	K1 – K5
UNIT II	**CO2**	Identify and analyze social problems that can be addressed through entrepreneurial solutions	K1 – K4
UNIT III	**CO3**	Develop a business plan for a social enterprise, including mission, vision, and impact measurement.	K1 – K4
UNIT IV	**CO4**	Evaluate the sustainability and scalability of social ventures.	K1 – K5
UNIT V	**CO5**	Understand the role of innovation, ethics, and social impact in Entrepreneurship	K1 – K4

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate.

SYLLABUS

UNIT I:

Introduction - understanding rural entrepreneurship, characteristics of an entrepreneur, Entrepreneurial scene in India. Types of entrepreneurships, social entrepreneurship, life cycle in entrepreneurship, general myths about entrepreneurship, Importance of business plan.

UNIT II:

Business Plan - concept, preparation, issues. Discuss Business Plan Presentations. Product plan Presentations. - Failure analysis. - Structure of entrepreneurial ventures - pros and cons.

UNIT III:

Family business- Rural community, characteristics, Resource mobilization, Succession plans, Women entrepreneur, rural marketing, rural product highlights, case studies on successful rural entrepreneurs.

UNIT IV:

Knowledge and competence of rural entrepreneur : Dynamics of rural entrepreneurship – competences and leadership of rural entrepreneurship – business opportunity guidance - Market Survey – Theory, Practice & Analysis - Effective Communications Skills

UNIT V:

Launching Formalities, Common crisis in business - Pitfalls & their control - Growth and diversification of Enterprises.

Textbooks:

1.Unit I - Byrd, W.A. *'Entrepreneurship, capital and ownership'*. Washington, D.C. The World Bank Mimeo.

2.Unit II, III - Hisrich, R.D. and, C. Brush, *'The Women Entrepreneurs: Management Skills and Business Problems'*. Journal of Small Business Management

3.Unit IV, V - Jones L. and Sakong I, *Government, Business and Entrepreneurship in Economic Development*: Korean Case, Cambridge, MA: Harvard University Press.

MEDICAL INFORMATION FOR SOCIAL WORKERS
COURSE CODE: 24PSW202

Contact Hours/Week: 04 **Credits: 04**
Internal Mark: 25 **External Mark: 75**

COURSE OUTCOME:

UNIT NO.	CO.No.	Upon Completion of this Course the Students will be able to	Cognitive Level
UNIT I	**CO1**	Develop an understanding of the holistic concept of Health.	K1 – K4
UNIT II	**CO2**	Provide basic understanding about different health problems in India.	K1 – K4
UNIT III	**CO3**	Understand the concepts of nutrition and related problems	K1 – K5
UNIT IV	**CO4**	Understand thedifferent types of communicable and non-communicable diseases	K1 – K5
UNIT V	**CO5**	Address ethical dilemmas and legal considerations in non-profit Management	K1 – K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate

SYLLABUS

UNIT I

Concept of health: Meaning and definition and evolution of the concept of health Determinants of health; Positive Health, Public health, Spectrum of Health Concept of wellbeing, Overview of Human Anatomy-major systems and functions

UNIT II

Community Health: An over view of the concepts: Curative Medicine, Preventive Medicine, Social Medicine, Family and Community Medicine Ice-berg concept of disease. Community health Care, Preventive, promotive and remedial approaches to Community Health Levels of prevention - primary, secondary and tertiary prevention Health information - vital statistics

UNIT III

Communicable and Non communicable diseases: Communicable diseases: Respiratory infections-common cold, influenza, pneumonia, Chickenpox, Measles, Mumps, Diphtheria, Tuberculosis, Intestinal infections, Poliomyelitis, Hepatitis, Cholera, Acute Diarrhoeal diseases, Typhoid. Arthropod infections: Dengue Syndrome, Malaria, Filariasis. Zoonotic diseases: Rabies, Plague, Japanese encephalitis. Surface infections: Tetanus, Leprosy, STD, HIV/ AIDS. Life style Disorders- Cardiac Disorders, Hypertension, Stroke, Asthma, Cancer, Diabetes, Obesity.

UNIT IV

Health concerns, legislations and programmes: Food and nutrition: Significance of balanced diet, Nutritional deficiency diseases and preventive measures, Malnutrition in India and remedial measures Health Legislations and Policies, Health planning and programmes in India, International Health Organizations.

UNIT V

Administration: Hospital: Concept and types of hospitals, Hospital Administration: Concept and Components. Organization and administration of health care at the national, state, district and village level.

Text Books:

Beder, J. (2006).Hospital Social Work: The interface of medicine and caring. Routlege: New York

Egan, M. (2010) Evidence-Based Interventions for Social Work in Health Care. New York/London, Routledge Taylor & Francis Group.

Reference Books:

BhalwarRajVir (ed). Text Book of Public Health and Community Medicine, Pune: Publisher Department of Community Medicine 2009, Armed forces medical college.Pune, In collaboration with World Health Organization Indian office. New Delhi.

Sivan Sadhana (1997). Preventive and Social Medicine. All India Publishing & Distributors, Chennai.

E-Resources:

https://egyankosh.ac.in/bitstream/123456789/17177/1/Unit-3.pdf

https://www.slideshare.net/slideshow/medical-social-work-231848101/231848101

FIELD WORK PRACTICE-I
COURSE CODE: 24PSW301

Contact Hours/Week: 04 **Credits: 02**
Internal Mark: 40 **External Mark: 60**

COURSE OUTCOME:

UNIT NO.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
UNIT-I	**CO1**	Acquire knowledge, attitude and values for professional practice.	K1 – K4
UNIT-II	**CO2**	Begin to develop skills to analyse socio –economic-cultural-rural realities and their impact on individuals, families, groups and communities	K1 – K4
UNIT-III	**CO3**	Expose the social work trainees to rural/tribal life and living.	K1 – K5
UNIT-IV	**CO4**	Enable the social work trainees to learn by carrying out development projects after identifying local needs.	K1 – K6
UNIT-V	**CO5**	Inculcate the spirit of working in a team and document the outcome of visits.	K1 – K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 - Create

SYLLABUS

OBSERVATION VISITS TO DIFFERENT FIELDS OF SOCIAL WORK.
Orientation/ Observation Visits:

A detailed instruction about fieldwork, objectives and importance of fieldwork. Orientation provides information regarding.

(1) the importance and place of the practice in social work education and

(2) the purpose, functions, and ethics in professional practice.

The purpose of the observation visits is to acquire skills of systematic observation and to develop a spirit of inquiry; to understand society's response to social problems through various services, understand and appreciate, to develop the ability to evaluate the initiative of voluntary and government programmes critically, and to develop an appreciation of social work intervention in these programmes.

No. of visits: 10. Duration: 10 Days

MANDATORY REQUIREMENTS

- Social work trainees should submit an observation visit report to the concerned faculty supervisor on the very next day of each visit.
- Geo-tag photos need to be enclosed.

CORE PRACTICE-1
PRACTICE IN SOCIAL CASE WORK AND GROUP WORK
COURSE CODE: 24PSW302

Contact Hours/Week: 02 **Credits: 02**
Internal Mark: 40 **External Mark: 60**

COURSE OUTCOME:

UNIT NO.	CO. NO.	Upon Completion of this Course the Students will be able to	Cognitive Level
UNIT-I	**CO1**	Build rapport and establish trust with individual clients and groups.	K1– K4
UNIT-II	**CO2**	Perform basic assessments to identify client needs and group dynamics.	K1–K4
UNIT-III	**CO3**	Develop and apply intervention strategies tailored to individual and group contexts.	K1–K5
UNIT-IV	**CO4**	Accurately document casework and group sessions while adhering to ethical standards.	K1–K6
UNIT-V	**CO5**	Analyze their practical experiences, receiving and applying feedback to improve their professional practice.	K1 –K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create

SYLLABUS
Orientation to Social Casework and Group Work

- Overview of social casework and group work principles.
- Introduction to the roles and responsibilities within the agency/organization.
- Client Engagement and Assessment (Casework)
- Techniques for building rapport with individual clients.
- Conducting initial client assessments and identifying key issues.
- Group Formation and Dynamics (Group Work)
- Methods for forming and structuring groups.
- Encouraging active participation and managing conflicts within the group.
- Intervention Planning and Implementation

Casework: Creating and executing intervention plans with individual clients.

Group Work: Facilitating group sessions, leading discussions, and guiding group activities.

Documentation

- Maintaining concise and accurate records of casework and group activities.
- Ensuring confidentiality and ethical documentation practices.

Textbook References:

- Florence Hollis *"Casework: A Psychoanalytic Therapy"*, Random House
- Kenneth Heap *"Theory and Practice in Social Group Work"*, Oxford University Press

SEMESTER- II

CORE COURSE - 4
SOCIALWORK RESEARCH AND SOCIAL STATISTICS
COURSE CODE: 24PSW104

Contact Hours/Week: 04 **Credits: 04**
Internal Mark: 25 **External Mark: 75**

COURSE OUTCOMES:

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
Unit-I	**CO1**	Understand the basics of research, particularly within the context of social research and social work.	K1 – K4
Unit-II	**CO2**	Cognize the significance and categories of research design and sampling strategies.	K1–K4
Unit- III	**CO3**	Grasp the process of formulating a research problem and comprehend the concepts of variables and hypotheses.	K1–K5
Unit - IV	**CO4**	Acquire knowledge on sources and techniques for data collection, analysis, and report preparation, including research abstracts.	K1–K6
Unit-V	**CO5**	Gain knowledge of statistics, measures of dispersion, tests of significance, and the role of computer applications in social work research	K1 –K5

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6– Create

SYLLABUS

Unit – I:

Introduction to Research: Meaning, Definition, Characteristics; Social Research: Meaning, Objectives, Elements; Social Work Research: Meaning, Importance, Scope, Types.

Unit – II:

Research Design: Need, Features, Steps, Types; Sampling: Meaning, Elements, Characteristics, Sampling Techniques.

Unit – III:

Selection of Problem: Sources, Criteria; Literature Review: Meaning, Procedure, Variables: Meaning, Types; Hypothesis: Meaning, Sources, Hypothesis Testing, Level of Significance and Errors.

Unit – IV:

Sources of Data Collection: Primary Sources, Secondary Sources; Methods of Data Collection: Survey, Interview, Questionnaire, Case Study, Observation, Data Analysis: Importance, Process; Report Writing: Content, Format; Research Abstract: Footnotes, References, Bibliography.

Unit – V:

Statistics: Meaning, Use, Limitations; Measures of Central Tendency: Arithmetic Mean, Median, Mode; Dispersion: Range, Quartile Deviation, Standard Deviation, Co-Efficient Variation; Tests of Significance: “T” Test, F Test and Chi-Square Test; Correlation: Meaning, Types, and Uses; Karl Pearson’s Coefficient of Correlation and Rank Correlation; Use and Application of Computer in Social Work Research.

Text Books:

- Kothari, C. R., & Garg, G. (2019). *Research Methodology: Methods and Techniques*, 4th Edition, New Age International Publishers-Unit I, II, IV
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th Edition, SAGE Publications -Unit III
- Field, A. (201a7). *Discovering Statistics Using IBM SPSS Statistics*, 5th Edition, SAGE Publications -Unit V.

Reference Books:

- Ahuja, R. 2001. Research Methods. New Delhi: Rawat Publications.
- Sharma, K.R. 2002. Research Methodology. Jaipur: National Publishing House.

E-Resources:

- https://archive.org/details/researchforsocia0000alst_x2n5
- https://archive.org/details/researchmethodsf0003yegi/page/n9/mode/2up
- https://www.scribd.com/document/699213202/SOCIAL-WORK-RESEARCH-2023-ppt

CORE COURSE - 5
COUNSELLING THEORY AND PRACTICE
COURSE CODE: 24PSW105

Contact Hours/Week: 04 **Credits: 04**
Internal Mark: 25 **External Mark: 75**

COURSE OUTCOMES:

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
Unit-I	**CO1**	Develop a holistic understanding of counseling as a tool for help.	K1 – K4
Unit-II	**CO2**	Achieve a profound understanding of the process and techniques of Counselling	K1–K6
Unit- III	**CO3**	Recognize the diverse elements of counselling	K1–K5
Unit - IV	**CO4**	Acquire knowledge of various approaches in theories of counselling	K1–K5
Unit-V	**CO5**	Develop skills of application to real life situations	K1 –K5

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create

SYLLABUS

UNIT – I:

Introduction to Counselling: Meaning, Definition, Nature, Goals, Needs, Principles, Types of Counselling; Evolution of counselling; Difference between counselling and psychotherapy; Counselling as a profession

UNIT- II:

Process and Techniques of Counselling: Process: initiating, contact, intake, report, establishing structure, interaction, listening observation and responding. Techniques: Interview and it significance in counselling – use of observation in counselling - understanding of emotions in counselling;

UNIT – III:

Components of counselling & Role of counsellor: Components of effective counselling: counsellor's skills – qualities of an effective counsellor – characteristics of clients – voluntary and non-voluntary client - Role of counsellor GO, NGO. At different setting. Indigenous approaches of counselling: Yoga, Meditation in the context of Indian value.

UNIT – IV:

Theories of Counselling: Psychoanalytic theory: psychoanalysis and transactional analysis, Adlerian theory: Adlerian counselling – Humanistic theories: client centred counselling, existential counselling, gestalt therapy - behavioural theory: behaviour therapy – cognitive theory: Rational Emotive Behavioural Therapy (REBT), reality therapy (RT), cognitive behavioural therapy (CBT), and eclectic theories.

UNIT- V:

Counselling in Special Situations: Marital and Family Counselling - School Counselling and Guidance - Career Counselling - Workplace Counselling – Substance Abuse Counselling - Crisis and

Trauma Counselling - Supportive Counselling with PLWHA, TB patients, PWDs - Infertility counselling - Sex counselling - Bereavement Counselling – Suicide prevention Counselling - Community Counselling- Social media addiction

Text Books:

- McLeod, John. An introduction to counselling. McGraw-Hill Education (UK), 2013.(UNIT – I)
- Shostrom, Everett L., and Lawrence M. Brammer. "The dynamics of the counseling process." (1952). (UNIT – 2)
- Patterson C.H. Theories of Counselling & Psychotherapy.. Harper & Row Pub. N.York (1986) (UNIT – 3)
- Harms, Ernest, and Paul Schreiber, eds. Handbook of counseling techniques. Pergamon Press, 1963. 5 (UNIT – 4)
- Hurlock, Elizabeth Bergner. Developmental psychology. Tata McGraw-Hill Education, 2001. (UNIT – 4)

CORE COURSE - 6
SOCIAL POLICY AND SOCIAL LEGISLATION
COURSE CODE: 24PSW106

Contact Hours/Week: 04 **Credits: 04**
Internal Mark: 25 **External Mark: 75**

COURSE OUTCOMES:

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
Unit-I	**CO1**	Gain an understanding of Social Policies and Legislation in India.	K1 – K4
Unit-II	**CO2**	Identify the linkage between policy frame work, social inclusion, and social justice.	K1–K4
Unit- III	**CO3**	Acquire conceptual and critical knowledge of policy and legislative frameworks.	K1–K5
Unit - IV	**CO4**	Gain the ability to formulate policy and legislative recommendations.	K1–K5
Unit-V	**CO5**	Acquire skills in policy and legislative review and advocacy.	K1 –K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create

SYLLABUS

Unit- I

Social policy and Social legislation : Concept and Scope, Distinction between Social and Economic Policies, Social Policy - Local to Global Scenario; Concept of Welfare state in Developed and developing countries; History of Social Policy in India; Social Legislation: Concept and Scope; History of Social legislation in India; Constitutional Roots of Social Policy and Social Legislations in India: Fundamental rights and Directive principles of State Policy; Concept of Constitutional Morality.

Unit-II

Social policy and legislation for inclusive development :Social Exclusion and Marginalisation – Concept and practice, Types of marginalization – Social, economic, political, cultural; Impact of Social Exclusion, Marginalisation and Human rights violations on Communities - Dalit, Tribes, Minorities, Women, Children, Elderly, Challenged, Sexual Minorities, refugees, migrants, prisoners; Social policies and legislative measures for inclusive and rights-based development.

Unit-III

Sectoral interventions in Social Problems: social welfare programmes in India – Education, Health, Mental Health, Housing, Food and Nutrition, Population, Environment, Social Security, Poverty Reduction, Employment, Labour Welfare, Challenged, Women, Children, Elderly, Rural/Urban/Tribal/Dalit, Sexual Minorities, People with disability, Informal Sector, Reservation.

Unit-IV

Social legislations for social protection:The Child Labour Amendment (Prohibition and Regulation) Act 2016, The Protection of Children from Sexual Offences Act (POCSO) 2012, The Prevention of Sexual Harassment of Women at Workplace Act 2013, The Pre-natal Diagnostic Techniques Act 1994, Protection

of Women from Domestic Violence Act 2005, Equal Remuneration Act 1976, The Maintenance and Welfare of Parents and Senior Citizens Act 2007, The Prohibition of Employment as Manual Scavengers and their Rehabilitation Act 2013, The SC & ST (Prevention of atrocities) Act 1989, Rights of Persons with disabilities Act 2016, Transgender Persons (Protection of Rights) Act 2019, Right to Education Act 2009, Public Interest Litigation.

Unit-V

Critical analysis of Social Policies and legislations: Social advocacy and networking, Critical analysis of Social Policies and legislations, Expected outcome on social policy.

Text Books:

- "Social Policy in India" by M.L. Dantwala, 2000, focuses *on the history of social policy, constitutional roots, and directive principles in India.*
- "The Welfare State: A Very Short Introduction" by David Garland, 2016, *Explores the concept of welfare states in developed and developing countries.*
- "Introduction to the Constitution of India" by D.D. Basu, 2020, *Essential for understanding constitutional roots, fundamental rights, and social legislation in India.*
- "Social Exclusion and Inclusive Policy" by K.S. Chalam, 2011, *Analyzes concepts of social exclusion, marginalization, and policies for inclusive development.*
- "Human Rights and Social Work" by Jim Ife, 2012, *Examines the impact of marginalization and human rights violations on various communities.*

ELECTIVE CORE - 2
COURSE: INTRODUCTION TO SOCIAL INNOVATION AND SOCIALENTREPRENEURSHIP
COURSE CODE: 24PSW213

Contact Hours/Week: 04 **Credits: 04**
Internal Mark: 25 **External Mark: 75**

COURSE OUTCOMES*:*

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
UNIT-I	**CO1**	Understand the concept of Innovation, types, innovation opportunity in India.	K1 – K4
UNIT-II	**CO2**	Understand the concept of entrepreneurship, types and phases.	K1 – K4
UNIT-III	**CO3**	Provide knowledge about the Social Entrepreneurship Process.	K1 – K5
UNIT-IV	**CO4**	Help students to develop Ethical Social entrepreneurial qualities and to bring out the practice of Ethical Social Entrepreneurship in India.	K1 – K5
UNIT-V	**CO5**	Gain Knowledge about fields of Social Innovation; Entrepreneur in India.	K1 – K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create

SYLLABUS

Unit – I:

Introduction to Innovation: Creativity, Invention and innovation, Types of Innovation, Relevance of Technology for Innovation, The Indian innovations and opportunities.

Unit – II:

Concept of Entrepreneurship: Meaning, Definition, characteristics and functions of entrepreneur, Types of Entrepreneurs, Need for training and development –EDP Phases of EDP-Development of women Entrepreneurs and rural Entrepreneurs.

Unit – III:

The Social Entrepreneurship Process: The Timmons Model of the Entrepreneurship Process, The PCDO (The People, Context, Deal, and opportunity) framework, The Case Model, The Social Entrepreneurship Frame work. Sources of Social Entrepreneurship -Public Sector, Private Sector, Voluntary Sector. Qualities and Skills of Social Entrepreneur

Unit – IV:

Ethical Entrepreneurship and Challenges in Social Entrepreneurship: Ethical Entrepreneurship: Meaning. Empirical ethics, eternal ethics. Entrepreneur and customer, Entrepreneur and employee, Entrepreneur and Government. Challenges in Social Entrepreneurship.

Unit – V:

Social Innovation and Social Entrepreneurship In India: Agriculture, Education, Healthcare, Renewable Energy, Manufacturing, Skills Development; Challenges and Opportunities

Textbook References

- Gupta, A. K. (2016). Grassroots Innovation: Minds on the Margin Are Not Marginal Minds. Penguin India.
- Rai, S. K. (2014). Social Entrepreneurship and Innovation in India. Notion Press.
- Jain, R. K. (2011). Entrepreneurship Development: A Skill-Building Approach. New Age International.

References

- Bornstein, D. (2007). How to Change the World: Social Entrepreneurs and the Power of New Ideas. Oxford University Press.
- Nicholls, A. (Ed.) (2006). Social Entrepreneurship: New Models of Sustainable Social Change. Oxford University Press.

ELECTIVE CORE - 2
COURSE: FUNDRAISING FOR SOCIAL INITIATIVES
COURSE CODE: 24PSW216

Contact Hours/Week: 04 **Credits: 04**
Internal Mark: 25 **External Mark: 75**

COURSE OUTCOMES*:*

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
UNIT-I	**CO1**	Understand the concept, scope, and importance of fundraising in social initiatives.	K1 – K4
UNIT-II	**CO2**	To develop skills for creating effective fundraising strategies and campaigns.	K1 – K5
UNIT-III	**CO3**	Explore diverse fundraising methods, including digital fundraising and crowd funding.	K1 – K5
UNIT-IV	**CO4**	Analyze the ethical considerations in fundraising practices.	K1 – K5
UNIT-V	**CO5**	Provide hands-on experience in designing fundraising proposals and managing donor relationships.	K1 – K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create

SYLLABUS

UNIT – I:

Introduction to Fundraising: Concept and importance of fundraising for social initiatives; Historical perspective of fundraising in the social sector. Types of funding sources: Individual, corporate, government, and international; Challenges in fundraising for social initiatives.

UNIT- II:

Fundraising Strategies and Techniques: Steps in creating a fundraising plan; Techniques: Direct mail, events, corporate sponsorship, grants, and donor cultivation; Digital fundraising and social media campaigns; Case studies on successful fundraising strategies.

UNIT – III:

Financial Management and Legal Aspects: Budget preparation for fundraising activities; Financial reporting to donors and stakeholders; Legal compliance in fundraising activities; Tax benefits and exemptions for donors in India.

UNIT- IV:

Crowdfunding and Innovative Practices: Concept and growth of crowdfunding for social causes; Platforms and tools for crowdfunding; Storytelling and campaign design for effective crowdfunding. Use of technology and AI in fundraising

UNIT – V:

Ethical Considerations and Sustainability: Ethical principles in fundraising; Transparency and accountability in donor relationships; Strategies for donor retention and engagement. Long-term sustainability in fundraising efforts.

Text Books:

- Bray, Ilona. *Effective Fundraising for Nonprofits: Real-World Strategies That Work.* NOLO, 2022.
- Bhose, Joel S. G. R. *NGOs and Rural Development: Theory and Practice.* Concept Publishing, 2003
- Sargeant, Adrian, and Jen Shang. *Fundraising Principles and Practice.* Wiley, 2017.

ELECTIVE CORE - 2
COURSE: NON-PROFIT MANAGEMENT AND LEADERSHIP
COURSE CODE: 24PSW219

Contact Hours/Week: 04 **Credits: 04**
Internal Mark: 25 **External Mark: 75**

COURSE OUTCOMES

UNIT NO.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
UNIT-I	**CO1**	Understand the origins,roles, and classifications of non-profit organizations, especially within India, and how they impact society.	K1-K4
UNIT-II	**CO2**	Apply theories of voluntarism, social capital, and public-private relations within non-profit contexts.	K1-K4
UNIT- III	**CO3**	Develop governance and ethical leadership skills, including effective board management, transparency, and ethical decision-making specific to non-profits.	K1-K5
UNIT - IV	**CO4**	Manage financial operations within a non-profit organization, including budgeting, fundraising, and adherence to legal regulations.	K1-K5
UNIT-V	**CO5**	Implement human resource management strategies suitable for non-profit settings, focusing on recruiting, engaging, and retaining both staff and volunteers.	K1-K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create

SYLLABUS

Unit I:

Introduction to the Non-profit Sector: Definition and types of non-profits (NGOs, NPOs, foundations), Role in meeting societal needs; Historical significance globally and in India, Regulatory landscape for non-profits in India

Unit II:

Theories of the Non-profit Sector: Theories of voluntarism, philanthropy, and civil society, Social capital, stakeholder, and network theories; Interaction with government and business sectors

Unit III:

Governance and Ethical Leadership: Governance structures and board responsibilities; Accountability and transparency. Ethical leadership principles and executive challenges.

Unit IV:

Financial Management and Fundraising: Budgeting, planning, and financial reporting Fundraising, donor management, and compliance; Revenue diversification and financial sustainability.

Unit V:

Human Resource Management: Recruitment, retention, and training for staff and volunteers; Volunteer engagement and retention strategies, Organizational culture and performance evaluation

Textbooks

- Anheier, H. K. (2014). Non-profit Organizations: Theory, Management, Policy. Routledge.
- Salamon, L. M. (2015). The Resilient Sector Revisited. Brookings Institution Press.
- Barman, E. (2016). Caring Capitalism: The Meaning and Measure of Social Value. Cambridge University Press.
- Young, D. R. (2007). Financing Non-profits: Putting Theory into Practice. Rowman& Littlefield.

Reference

- Beth Gazley (2017). "Theories of the Nonprofit Sector." In The Nonprofit Human Resource Management Handbook.

ELECTIVE CORE - 3
COURSE: SOCIAL WORK WITH CHILDREN AND YOUTH
COURSE CODE: 24PSW202

Contact Hours/Week: 04 **Credits: 04**
Internal Mark: 25 **External Mark: 75**

COURSE OUTCOMES:

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
Unit-I	**CO1**	Understand the demographic profiles, constitutional safeguards, and policies for children and youth in India.	K1-K4
Unit-II	**CO2**	Address the needs and challenges of children with special needs and youth facing social and behavioural issues.	K1-K4
Unit- III	**CO3**	Understand child development and youth socialization, including psychoanalytic, psychosocial, and cognitive theories.	K1-K5
Unit - IV	**CO4**	Design and Implement programs for child protection, early detection of disabilities, and youth welfare	K1-K5
Unit-V	**CO5**	Utilize Social Work Methods effectively in working with children and youth in various institutional	K1-K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create

SYLLABUS

Unit- I:

Child: Concept, demographic profile of the child in India: Constitutional safeguards for children in India, national policy for children, UN. Charter on the rights of the child, advocacy of children's rights, laws relating to the child.

Unit – II:

Analysis of children with special needs: child labour, child abuse, street children, child trafficking, juvenile delinquents, children of sex workers, children affected by natural calamities and manmade disasters, children suffering from terminal / incurable disease (HIV/AIDS), children with disabilities

Unit – III:

Needs and problems of a growing child, Theories of child development: -psychoanalytic theory, psychosocial theory, cognitive– development theory, learning theory, role of community and its institutions in abuse and neglect of children, Early detection of childhood disabilities, Development of sensitizing programmes for the protection of children.

Unit – IV:

Youth: Concept, definition, aims and objectives - demographic profile of the youth in rural and urban India. Needs of youth - physical, intellectual, emotional, social and religious needs. Socialisation of youth - Specific problems of the youth: Behavioural problems, sexual problems. Functional disorders Emotional problems.

Unit – V:

Role of youth in social change - youth in politics - youth policy - youth welfare programmes for

rural and urban youth. Application of social work methods in working with youth and youth groups in different settings like school, college, and youth clubs.

Textbook References

- Misra, P. D. (2011). Social Work with Children and Youth. Rawat Publications.
- Rao, C. N. Shankar. (2012). Sociology of Indian Society. S. Chand Publishing.
- Nair, P. (2010). Youth in Contemporary India: Images of Identity and Social Change. SAGE Publications.
- Govt. of India. (2003). National Youth Policy. Ministry of Youth Affairs and Sports.
- UNICEF. (2009). the State of the World\u2019s Children Report.

ELECTIVE CORE - 3
COURSE: SOCIAL WORK WITH CHILDREN AND FAMILIES
COURSE CODE: 24PSW205

Contact Hours/Week: 04 **Credits: 04**
Internal Mark: 25 **External Mark: 75**

Course Outcomes

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
Unit-I	**CO1**	To create awareness on the situation of children in India	K1-K4
Unit-II	**CO2**	To understand the legal provisions and rights of children	K1-K4
Unit- III	**CO3**	To acquire knowledge of the services and programmes for the rights of children	K1-K5
Unit - IV	**CO4**	To develop an understanding on marriage and family as social institutions	K1-K5
Unit-V	**CO5**	To comprehend emerging forms of marriage and families in society	K1-K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create

SYLLABUS

Unit –I:

Understanding Children in India: Demographic Profile of Children in India. Situational Analysis of the Rights of Children in India – Survival, Health, Nutrition, Education and with Specific Reference to the Girl Child Constitutional Safeguards Assuring the Rights of Children in India. UNCRC,(United Nations convention on the rights of the child) Millennium Development Goals, Changing Context of Work with Children – Charity to Rights Approach.

Unit –II:

Problem of Children: Children in Special Circumstances, Children in Conflict with Law Children in Need of Care and Protection: Street Children – Definition Causes, Effects, Services and Prevention . Child Labour, Child Beggary, Child Abuse, Child Trafficking Child Prostitution – Definition, Nature/Characteristics, Causes, Effects, Services, Prevention. Children in Need of Special Care. Differently Abled (Physically and Mentally Challenged), Emotionally Disturbed, Learning Disabled. Children Living with HIV/AIDS Children of Prisoners. Problems of Children in Disaster Situations and conflicts

Unit -III:

Social Work with Children: Approaches to Working with Children – Institutional Settings, SOS Children's Villages. Non-Institutional Settings: Adoption –In Country and Inter-Country Adoption, Sponsorship and Foster Care. Multi-Disciplinary Approach –Sustainable/Developmental Approach. Participatory Approach, Preventive Model, Rehabilitative Models, Convergence Approach Rights Based Approach in Working with Children, Networking and Advocacy for Child Rights Role of Social Work with Children in Special Circumstances, Sexually Exploited and Oppressed Children. Children in Need of Special Care and in Disasters and Conflict Situations. Research, Training and Documentation

Unit –IV:

Families in Society: Family as a Social Institution, Concept of Family, Characteristics, Types, Functions, Family Ecology, Family Members and Households; Norms, Family Dynamics; Interaction Patterns: Myths about Families; Patriarchy; Changing Features of the Modern Family Understanding the Family-Global and Indian Perspectives; Analysis of Structural and Functional Changes and Challenges Affecting the Family. Emerging Family Patterns - Single Parent Families, Female Headed Households, Dual Earner Families, Reconstituted Families and Parenthood through Surrogacy.

Unit -V:

Marriage and Family Life: Concept and Definition of Marriage, Forms of Marriages, Functions, Changing Situations in Marriages and Marital Relationships, Live-In Relationships; Gay, Lesbian and Bisexual, Transgender and Queer Relationships. Challenges in Marriage and Family Life; Marital Discord, Impact of Migration, Industrialization, Urbanizations on Family Life – Changing Functions, Values, and Relationships; Equity and Equality in Family Functions and Relationships, Dowry as a Social Issue, Separation and Divorce. Family Life Education; Positive Parenting, Family Communication, Sex and Sexuality Education, Reproductive Health and family planning.

TEXT REFERENCE

- Bajpai, Asha. Child Rights in India: Law, Policy, and Practice. India: Oxford, 2006.
- Sarada, D., Rajini. N. Child Rights and Young Lives: Theoretical Issues & Empirical Studies. India: Discovery, 2009.
- Mckie Linda, Understanding Families, London: Sage, 2012.

ELECTIVE CORE - 3
COURSE: MANAGEMENT INFORMATION SYSTEMS
COURSE CODE: 24PSW208

Contact Hours/Week: 04 **Credits: 04**
Internal Mark: 25 **External Mark: 75**

Course Outcomes

Unit No.	CO. No.	**Upon Completion of this Course the Students will be able to**	**Cognitive Level**
Unit-I	CO1	Comprehend the role of data and information in organizations, organizational structures, and the systems approach to business processes.	K1-K4
Unit-II	CO2	Evaluate the resources, components, and functionalities of various types of information systems, including Transaction Processing Systems, MIS, Expert Systems, and Artificial Intelligence.	K1-K5
Unit- III	CO3	Demonstrate knowledge of the characteristics, objectives, and prerequisites of an effective Management Information System, including computerized solutions.	K1-K5
Unit - IV	CO4	Identify MIS for research, production, personnel, inventory, and logistics while analyzing communication networks and their implications.	K1-K5
Unit-V	CO5	Employ MIS in decision-making processes, including Decision Support Systems, Information Resource Management	K1-K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create

SYLLABUS

UNIT – 1

BASIC CONCEPTS OF INFORMATION SYSTEM: Meaning, Definition, Role of data and information, Organization structures, Business Process, Systems Approach and introduction to Information Systems.

UNIT – II

TYPES OF INFORMATION SYSTEM: Resources and components of Information System, integration and automation of business functions and developing business models. Role and advantages of Transaction Processing System, Management Information System, Expert Systems and Artificial Intelligence, Executive Support Systems and Strategic Information Systems.

UNIT – III

MANAGEMENT INFORMATION SYSTEMS: Concept, Objectives, Characteristics and Basic Requirements, Functions, Structure, Approaches to Development, Computerized Management Information System, Prerequisites of an Effective, Limitations

UNIT – IV

FUNCTIONS AND COMMUNICATION CHANNELS: Management Information System for Research/Production, for Personnel, for Inventory, for Logistics; Communication Channels: Advantages and Disadvantages, Communication Networks: Local Area Network (LAN), Wide Area Network (WAN), Video Conferencing.

UNIT – V

COMMUNICATION USAGE AND DECISION SUPPORT SYSTEM: Management Information System with Data Processing, Decision Support System, Information Resource Management, Artificial Intelligence; communication usage: Operations Research, Executive Information, Expert System.

REFERENCES:

- Haag, S., M. Cummings and D.J. McCubbrey. 2004. Management Information Systems for the Information Age. New Delhi: Tata McGraw-Hill.
- Madnick, S.E. (ed). 1987. The Strategic Use of Information Technology. New York: Oxford University
- Press. McLeod, R. 1983. Management Information Systems. Chicago: Science Research Associates.
- Orna, E. 2004. Information Strategy in Practice. Burlington: Gower Publishing Ltd.

ELECTIVE CORE - 3
COURSE: GREEN SOCIAL WORK
COURSE CODE: 24PSW211

Contact Hours/Week: 04 **Credits: 04**
Internal Mark: 25 **External Mark: 75**

COURSE OUTCOMES

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
Unit-I	**CO1**	Understand and Articulate the Core Concepts of Green Social Work	K1-K4
Unit-II	**CO2**	Analyze the Intersection of Environmental Issues and Social Justice	K1-K4
Unit-III	**CO3**	Apply Green Social Work Methods to Address Environmental Challenges	K1-K5
Unit – IV	**CO4**	Evaluate the Impact of Global Environmental Policies on Social Work Practice	K1-K5
Unit-V	**CO5**	Propose Innovative Solutions for Integrating Environmental Sustainability in Social Work Practice	K1-K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate; K6 – Create

SYLLABUS

Unit I:

Introduction to Green Social Work: Definition, Scope a and Importance, Core principles and values – Need for Public Awareness – Role of Social Workers in promoting Green Social Work – Natural Resources , Types of Natural Resources - Renewable and Non -renewable resources-Environmental issues

Unit II:

Environmental Justice and Social Equity: Environmental justice concepts; Impact of environmental degradation on marginalized communities; Case studies of environmental injustice; Social equity and environmental policy. Environment Protection Acts, Air (Prevention and Control of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Forest conservation Act, Issues involved in enforcement of Environmental legislation, Consumerism and Waste products, Public Awareness

Unit III:

Sustainable Development: Sustainable Development -concept, approachestoSocial work methods for environmental issues; Community-based participatory research; Eco-social interventions; Designing and implementing sustainable practices.

Unit IV:

Environmental Social Work: Environmental Social Work - Concept, Principles, Govt. of India policy on Environment; Global meetings on environment-BRIC, SAARC, UN Conventions on Environmental issues -Millennium Declaration & Summit, International Conference on Financing for Development.

Unit V:

Future Directions and Innovations in Green Social Work: Emerging trends and innovations; evaluating the effectiveness of eco-social interventions; Future challenges and opportunities; Integrating sustainability in social work practice. Role of Social Workers in protecting the Environment and safeguarding it. Right to Sustainable Development, Advocacy, Lobbying, Environment education for public, Schools and Colleges.

Text Books:

- "Social Work and Environmental Sustainability" by Mel Gray and John Coates
- "Green Social Work: From Environmental Crises to Ecological Justice" by Lynne M. Healy and Michael Reisch
- "Environmental Justice and Social Work" by Chris Beckett and Jacqui Winstanley
- "Eco-Social Work: Working Towards Environmental Justice" by David Cox and Phil R. Bragg
- "The Handbook of Social Work and the Environment" edited by Alex Franklin and Nicholas D. Young

Reference Books:

- "Green Social Work: A New Perspective for Social Work Practice" by Amanda Williams and Thomas
- J. Anderson
- "Eco-Justice and Social Work Practice"edited by Jeanette L. Hawkins and Robert M. Hayward

CORE COURSE PRACTICE - 2 FIELD WORK – II
COURSE CODE: 24PSW303

Contact Hours/Week: 04 **Credits: 04**
Internal Mark: 40 **External Mark: 60**

SYLLABUS

Concurrent Field Work (CFW):

Concurrent field work - agency placement in the generic practice setting such as schools/old age homes/counselling centres/rehabilitation settings, de-addiction centres, Government departments etc. to initiate and participate in direct delivery of professional support to the clients. The placement will be for a minimum duration of 30 Field Workdays for 2 days per week/semester. Importance to be given to the practice of Social Work methods. Each student is expected to conduct case work with a minimum of 3 clients, group work with at least 2 groups, and organise one community-based programme. Submission of the field work reports on the following day before the classes commence.

Mandatory Requirements

- Social work trainees should submit an observation visit report to the concerned faculty supervisor on the very next day of each visit.
- Geo-tag photos need to be enclosed.
- Group Awareness Project

Group Awareness Project on social issues/problems – a minimum of 12 days to be allotted for this purpose. Each group is to be organized with a minimum of two programmes. Each group should comprise three to five students. One programme should be rural-based. Suggested themes such as anti–dowry campaigns, HIV/AIDS Awareness, Gender sensitization, Alcoholism, Drug Awareness, Mental Health, Environment, Waste management, Human rights etc., can be considered.

- Process:

In this component, the social work trainees will be divided into small groups based on their rural/ tribal camp performance. In turn, the team will be chosen by the faculties through a lottery method.

- The Social work trainees will be given an opportunity to learn community interaction and presentation skills
- The Social work trainees thereafter (during the next two weeks of the project field work period) will be put under the supervision of an internal faculty supervisor. Under the guidance and supervision of the faculty supervisor, the project team should design a suitable programme to spread a social message of their choice in the community setting.
- The social work trainees should prepare the Reports, presentations and Documentation of the project undertaken.

MANDATORY REQUIREMENTS

The title of each group should be reflecting social concern.

The Social work trainees are expected to acquire knowledge on the topic chosen.

A minimum of two programmes should be conducted (Urban and Rural).

Acknowledgement/Appreciation Letter/Feedback should be collected from the collaborated NGO/Institution/Industry/Local Panchayats Leaders.

Consolidated report consisting of Invitation, Geo Tag photos, Press Clippings and participant list.

Textbook References:

"Direct Social Work Practice: Theory and Skills" by Dean H. Hepworth, Ronald H. Rooney, and Glenda Dewberry Rooney

- "Theoretical Perspectives for Direct Social Work Practice: A Generalist-Eclectic Approach" by Peter Lehmann and Nick Coady.
- "Social Work Skills for Beginning Direct Practice: Text, Workbook, and Interactive Web Based Case Studies" by Linda K. Cummins, Judith A. Sevel, and Laura Pedrick
- Reference Books:
- "Social Work: An Empowering Profession" by Brenda DuBois and Karla Miley.
- "The Social Work Practicum: A Guide and Workbook for Students" by Cynthia Garthwait.
- "Generalist Social Work Practice: An Empowering Approach" by Karla Krogsrud Miley, Michael W. O'Melia, and Brenda DuBoi.

SEMESTER- III

CORE COURSE THEORY
24PSW107: SOCIAL SCIENCE AND IDEOLOGES FOR SOCIAL WORK

Contact Hours/Week: 05 **Internal Mark: 15**
Credits: 04 **External Mark: 45**
Course outcomes:

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
Unit-I	**CO1**	Understand foundational concepts from social sciences and relate them to social work practice.	K1–K4
Unit-II	**CO2**	Analyze various social institutions and their impact on individuals and communities.	K1–K5
Unit- III	**CO3**	Examine social issues such as poverty, caste, class, gender, and their relevance to social work interventions.	K1–K5
Unit-IV	**CO4**	Understand the evolution and influence of ideologies like liberalism, socialism, feminism, Gandhian thought, and their application in social work.	K1–K6
Unit-V	**CO5**	Critically reflect on how ideologies and social change movements shape policy and welfare frameworks in India and globally.	K1–K5

K1–Remember; **K2**–Understand; **K3**–Apply; **K4**–Analyze; **K5**–Evaluate; **K6**–Create

SYLLABUS

Unit – I: Sociology: Nature, Scope and Significance; Basic Concepts**:** Society, Community, Association, Social Structure, Status & Role, Norms and Values.

Unit – II: History of Ideologies for social change: Indian History: Vedic, Vedantic and Non-Vedic Ideologies, Islam, Christianity in India, Gandhian Ideology, Hindu reform movements

Unit – III: Contemporary Ideologies Social Change: Neo-liberalism, and globalization, postmodernism, feminism, multiculturalism; emerging ideologies of professional social work, contemporary ideologies in different countries. **Practice:**

Unit – IV: Economics: Definition, Nature and Scope of Economics. Factors of production, Land, Labour, Capital Organization, Economic System: Capitalism, Socialism, Communism, Mixed economy.

Unit – V: Political Science: Political Philosophy and Political Science, Relation of Political Science to Social sciences. The State: Definitions, Essential elements- State, Nation and Nationality

Text Book

- **UNIT I, V** - Bhushan, V., & Sachdeva, D. R. (2022). An Introduction to Sociology (11th ed.). Kitab Mahal.
- **UNIT II-IV** - Sharma, R. K., & Sharma, S. (2021). Fundamentals of Political Science and Economics. Atlantic Publishers.

E-Resources:

- https://jgu.edu.in/blog/2024/06/07/what-is-sociology/
- https://www.jstor.org/stable/2707082
- https://www.sciencedirect.com/science/article/abs/pii/S2352154619301056
- https://www.britannica.com/money/economics
- https://www.snhu.edu/about-us/newsroom/social-sciences/what-is-political-science

CORE COURSE THEORY

24PSW108: NON-GOVERNMENTAL ORGANISATIONAL MANAGEMENT

Contact Hours/Week: 05 **Internal Mark: 25**

Credits: 04

Course Outcomes (COs)

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
Unit-I	**CO1**	Define and explain the key concepts, characteristics, and types of NGOs and their role in development and welfare.	K1 – K5
Unit-II	**CO2**	Understand the legal framework for NGOs, including registration processes, tax laws, and the management of human resources.	K1 – K5
Unit- III	**CO3**	Identify sources of funding for NGOs, enforce financial accountability, and apply fundraising strategies.	K1 – K5
Unit - IV	**CO4**	Use project management techniques (like PERT, SWOT) for planning, monitoring, and evaluating NGO projects.	K1 – K6
Unit-V	**CO5**	Analyze and evaluate real-life case studies of NGOs, focusing on issues like women empowerment, child labor, and environmental challenges.	K1 – K5

SYLLABUS

UNIT-I: Non-Governmental Organisation-Meaning, Definition, Characteristics, origin and growth, Types of NGO. Role of non-governmental organizations in development and welfare and NGOs in developing countries

UNIT-II: Legal status of NGOs- Registration of NGOs in India, Byelaws, Process and management of Registration, Income tax Laws Professional Management of NGOs- Techniques and methods. Human Resource development and capacity building of NGOs- Leadership and Team Building, Gender sensitivity, Program design and Time management.

UNIT-III: **Financial management**- Agencies- Government and Non-government sources, corporate Support, community support. Financial Accountability - Methods to enforce accountability Auditing and submitting returns. Techniques and strategies of Fund raising.

UNIT-IV: Project Management techniques- Project planning, scheduling, monitoring and evaluation. Program Evaluation and Review Technique, SWOT analysis, Stakeholder Analysis, Problem Analysis.

UNIT-V: Case studies of NGOs- Women Empowerment, Child Labour, Environmental challenges, Health challenges, Human rights, Child Rights.

Text Book

- **UNIT I-IV** - Thomas, P. (2018). NGO Management: The Earthscan Companion. Earthscan Publications.

- **UNIT IV-V** - Kandasamy, M. (2017). Governance and Financial Management in Non-Profit Organizations. Caritas India Publications.

E-Resources

- https://learning.candid.org/resources/knowledge-base/ngo-definition-and-role/
- https://esil-sedi.eu/wp-content/uploads/2018/04/VierucciRebasti-1.pdf
- https://www.coursera.org/articles/finance-management
- https://www.atlassian.com/work-management/project-management.

CORE COURSE THEORY
24PSW109: MEDICAL SOCIAL WORK

ContactHours/Week: 05 **Internal Mark: 25**
Credits: 04 **External Mark: 75**

COURSE OUTCOMES:

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
Unit-I	**CO1**	Understand the scope, objectives, and historical development of medical social work in India and abroad.	K1 – K4
Unit-II	**CO2**	Identify psychosocial problems associated with communicable and non-communicable diseases and special population groups.	K1–K6
Unit- III	**CO3**	Analyze different models of healthcare and understand the structure and delivery of health services in India.	K1–K5
Unit – IV	**CO4**	Examine the patient as a person and explore the psychosocial impact of illness on individuals and families, along with patient rights and medical ethics.	K1–K5
Unit-V	**CO5**	Develop knowledge and skills to work in various hospital and community health settings as a medical social worker.	K1 –K5

SYLLABUS

UNIT – I: Medical Social Work: Meaning, Definition, Objectives, Scope, Historical Development of Medical Social Work in India and Abroad, Functions, Roles of Medical Social Worker, Skills and techniques used in medical social work practice.

UNIT - II: Health Care Models & Health care Delivery System: Medical health prevention and promotion model, integrative model and development model; holistic approach to health; Health care Delivery System: Levels of Health Care, Health Care Delivery System in India, Voluntary Health Agencies

UNIT- III: Patient as a person: Concept of patient as a person, Understanding the problem of patient, Illness, behaviour and treatment behaviour of the patient, Impact of illness on the patient and family. Palliative care and Pain Management, Patient's Rights and Medical Ethics in health care. Teamwork and Multidisciplinary approach in health care.

UNIT- IV: Medico-Psychosocial Problems: Major communicable disease - TB, STD, AIDS, Polio. Diarrheal diseases. Malaria, typhoid, leprosy, leptospirosis. Major non communicable diseases - cancer, diabetes, hypertension, cardio disorders, neurological disorders, and asthma; physically challenged, Nutritional disorders, Occupational health problems, Women's health problems, Paediatric health problems, Geriatric health problems

UNIT – V: Role of medical social worker: Role of medical social worker in following settings: Out Patient unit, Intensive Care Unit, Paediatric ward, Maternity ward, Abortion clinic, Family Planning Centre, STD clinic, HIV clinic, Orthopaedic department, Cardiology department, Blood bank, TB sanatorium and Cancer hospitals.

Text Book

- **UNIT I-IV** - Pathak, S. H. (2020). Medical and Psychiatric Social Work (Revised ed.). Nirali Prakashan..
- **UNIT V** - Park, K. (2022). Preventive and Social Medicine (27th ed.). Banarsidas Bhanot Publishers.

E-Resources:

- https://college.mayo.edu/academics/explore-health-care-careers/careers-a-z/medical-social-worker/
- https://www.apollocouriers.com/types-of-healthcare-delivery-models-in-2023/
- https://link.springer.com/book/10.1007/978-3-031-23852-9
- https://www.who.int/news-room/fact-sheets/detail/mental-disorders
- https://www.slideshare.net/slideshow/role-of-medical-social-worker-in-hospital/26067067

CORE COURSE THEORY
24PSW110: HUMAN RESOURCE MANAGEMENT

Contact Hours/Week: 05 **Internal Mark: 25**
Credits: 04 **External Mark:75**

COURSE OUTCOMES:

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
Unit-I	**CO1**	Understand the foundational concepts, historical development, and principles of Human Resource Management and its integration into general management.	K1 – K4
Unit-II	**CO2**	Cognize the process of Human Resource Planning, including job analysis, evaluation, and design techniques like enrichment and enlargement.	K1 – K5
Unit- III	**CO3**	Analyze modern approaches to recruitment and selection, including the use of digital tools and strategies for employee retention and attrition management.	K1 – K5
Unit - IV	**CO4**	Compensation structures and benefits systems including tax planning, managerial remuneration, and recent trends in payroll practices.	K1 – K6
Unit-V	**CO5**	Gain knowledge of international HRM standards and quality management frameworks like ISO, Six Sigma, and Total Quality Management in organizational settings.	K1 – K5

K1 – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6**– Create

SYLLABUS

UNIT I: Management - Definition, contributions of Taylor, Fayal. Human Resource Management: Definition, Concept, principles, role and importance in general management. Functions of Human Resource Manager, qualities, and competencies of HR Manager

UNIT II: Human Resources Planning – Concept and Process. Job analysis- Job description- Job specification- Job evaluation - techniques in job evaluation –Job enrichment – Job enlargement

UNIT III: Human Resource Acquisition: Recruitment – Concept, Theories, Selection Process and problems. Interview – Types, technique, Guideline for effective Interview. Attrition analysis, Retention Management: Need & objectives, method, Exit interviews

UNIT IV: Compensation Management System- Wage and Salary, Wage Structure, Perks and Benefits, ESOP, Incentive and Bonus, Managerial Remuneration, Tax Planning – Recent trends in Taxation – Case Studies

UNIT V: Total Quality Management: ISO certifications, Benchmarking, Five S‘, Six Sigma, Total Quality Management – Concept, meaning and definition of International Human Resource Management (IHRM).

Text Books:

- **UNIT I-V** - Garment, G., & Aswathappa, K. (2022). Human Resource Management: Text and Cases (9th ed.). McGraw-Hill Education.

E-Resources:

https://www.aihr.com/blog/human-resource-planning-process/

- https://www.mindtools.com/anx8725/frederick-taylor-and-scientific-management
- https://www.smartrecruiters.com/resources/glossary/recruitment/
- https://www.smartrecruiters.com/resources/glossary/recruitment/
- https://www.bsigroup.com/en-IN/products-and-services/standards/iso-9001-quality-management-systems/

CORE COURSE THEORY
24PSW111: TRIBAL, RURAL&URBAN DEVELOPMENT

Contact Hours/Week: 05 **Internal Mark: 25**

Credits: 04 **External Mark: 75**

COURSE OUTCOME:

UNIT – 1	**CO1**	Identify and describe different types of communities and their social structures	**K1 – K5**
UNIT – 2	**CO2**	Analyze major social issues and development challenges affecting communities	**K1 – K5**
UNIT – 3	**CO3**	Understand the governance systems, including the role of Panchayat Raj Institutions.	**K1 – K5**
UNIT – 4	**CO4**	Evaluate the contribution of development agencies in rural and urban development.	**K1 – K5**
UNIT – 5	**CO5**	Interpret government welfare programmes and their role in community empowerment.	**K1 – K6**

K1 – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6**– Create

SYLLABUS

UNIT- I: Rural Community: Meaning, Definition, Characteristics, Types of Villages; Tribal Community: Concept, Definition, Tribal social system and structures; Urban Community: Meaning, Definition, Characteristics, Classification, History and Theories of Urbanization, Process of Urbanization.

UNIT-II: Community Problems: Poverty, Illiteracy, Health, Unemployment, Delinquency, Migration, Alcoholism, Drugs, Crimes, Human Trafficking and Sexual Exploitation; Agriculture, Discrimination, Food Security, Land Rights, Displacement & Resettlement; Housing, Water and Sanitation, Problem related to Children. Environmental Issues and problems of Slum Dwellers

UNIT –III: Administration and Governance: Panchayat Raj Institutions: 73rd and 74th Amendments, The Provisions of the Panchayats (Extension to The Scheduled Areas) Act, 1996. Local Self Administration from National to Panchayat level.

UNIT IV: Development Agencies: CAPART, NIRD & PR, NABARD, RRB and Slum Clearance Board. E-Governance; Urban Housing & Settlement Development Bodies: Programme & Laws Relating to Slum.

UNIT V: **Community Welfare Programmes**: ICDS, MGNREGS, NRHM, PMGSY, DIKSHA, DAY, PMAY, DDU-KGY, NERUDP, NRM, HUDCO, JNNURM, Smart Cities, HRIDAY, Jal Shakti Abhiyan, Swatch Bharat Mission, Tribal sub plans and PURA. Five year Plans related with community development

Textbook

- **UNIT I-IV** - Reddy, G. Ram. (2020). Rural Development in India (4th ed.). Himalaya Publishing House.
- **UNIT IV,V** - Dubey, M. (2019). Urban Development and Slums in India. Serial Publications.

E-Resources:

- https://www.igi-global.com/dictionary/ethics-in-online-community-engagement-among-marginalized-rural-groups/44978
- https://www.nextias.com/ca/editorial-analysis/08-01-2024/problem-of-poverty-in-india
- https://www.strata.io/glossary/administration-governance/
- https://www.sciencedirect.com/topics/earth-and-planetary-sciences/development-agency
- https://unacademy.com/content/bank-exam/study-material/general-awareness/welfare-programs-by-the-government-of-india/

CORE COURSE THEORY
24PSW112: PSYCHIATRIC SOCIAL WORK

Contact Hours/Week: 05 **Internal Mark: 25**
Credits: 04 **External Mark: 75**

COURSE OUTCOMES:

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
Unit-I	**CO1**	Understand the definition, scope, historical background, roles, and current trends in psychiatric social work.	K1 – K5
Unit-II	**CO2**	Acquire knowledge of diagnostic tools and assessment techniques used in mental health, including DSM-V, ICD-10, and psychosocial diagnosis.	K1–K5
Unit- III	**CO3**	Understand the classification, signs, causes, and treatment of common mental disorders such as schizophrenia, bipolar disorder, and depression.	K1–K5
Unit – IV	**CO4**	Learn about neurotic and related disorders and understand their psychosocial implications and therapeutic approaches.	K1–K6
Unit-V	**CO5**	Develop competence in working across different mental health settings like hospitals, clinics, and community mental health services.	K1 –K5

K1 – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6**– Create

SYLLABUS

UNIT-I: Introduction: Concept of Mental Health and Mental illness. Causes of mental illness and disorders; Historical development of psychiatric social work in India and abroad. Mental Hygiene movement; DALY (Disability-Adjusted Life Year) and QALYs (Quality-Adjusted Life Year) and burden of mental illness. Prevalence of mental health problems.

UNIT-II: Classifications of Disease and Assessment: Classification in Psychiatry: ICD (International Classifications and Diseases) and DSM (Diagnostic and Statistical Manual). Psychosis and Neurosis; Psychiatric assessment- history taking, mental status examination. Psychosocial assessment; Essentials tools for mental health screening and scales for assessment-criteria for assessment and diagnosis.

UNIT-III: Interventions in Mental Health: Psychiatric Management – Pharmacotherapy and Psychotherapy, Counselling, Group therapy, psycho-education, family therapy, behaviour modification, cognitive behaviour therapy, and recreational therapy, relapse management; Suicide prevention, Stress management, Personality development, dealing with Stigma due associated to mental illness.

UNIT – V: Mental Health Services: Community Mental Health: Meaning, definition, nature and objectives. Prevention of mental illness. District Mental Health Program, Community mental health services in India; Mental Health Care Act- 2017. Human rights of the persons with mentally illness; National and State Level Institutes and Governmental Organizations; NGOs in Mental health care.

UNIT – 5: Role and Functions of the Psychiatric Social Worker in Different Settings: Functions of the Psychiatric Social Worker in the following: Psychiatric Out-Patient Department and Psychiatric Ward (in-patients) in the Government General Hospitals, Day Hospitals, Halfway homes, Shelter workshops, Child Guidance Clinics, Epilepsy Clinics, Adolescent Clinics, Geriatric Clinics.

Text Book

- **UNIT I,II,IV** - Park, K. (2022). Preventive and Social Medicine (27th ed.). Banarsidas Bhanot Publishers.
- **UNIT III,V** - Varghese, M. (2019). Psychiatric Social Work: Context, Practice and Education in India (1st ed.). Sage Publications India.

E-Resource:

- https://www.scotpho.org.uk/health-conditions/mental-health/introduction/
- https://www.who.int/standards/classifications/classification-of-diseases
- https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response
- https://pmc.ncbi.nlm.nih.gov/articles/PMC11262246/
- https://www.onlinemswprograms.com/careers/psychiatric-mental-health-social-work/

CORE COURSE THEORY
24PSW113: ORGANIZATIONAL BEHAVIOUR

Contact Hours/Week: 05 **Internal Mark: 25**
Credits: 04 **External Mark: 75**

COURSE OUTCOME:

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
Unit-I	**CO1**	Understand and explain the core concepts, nature, of Organizational Behaviour and the role of behavioural sciences in organizational settings	K1 – K4
Unit-II	**CO2**	Analyze individual behaviour within organizations including abilities, personality traits, emotions, attitudes, and motivation	K1 – K5
Unit- III	**CO3**	Examine group dynamics, communication, and team development processes to foster effective group functioning in organizational contexts.	K1 – K5
Unit - IV	**CO4**	Evaluate leadership styles, theories, and power sources to enhance leadership effectiveness in diverse organizational environments.	K1 – K5
Unit-V	**CO5**	Apply knowledge of organizational dynamics to manage change, reduce stress, and resolve conflicts in workplace scenarios	K1 – K6

K1 – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6**– Create

SYLLABUS

UNIT I: Organizational Behaviour–Definition, concept, importance, approaches, focus and purpose, nature and scope challenges, opportunities, models and contributory behavioural science disciplines.

UNIT II: Foundations of Individual behaviour –Physical and intellectual ability, emotional intelligence – Attitudes-job satisfaction, job involvement and organizational commitment – Personality, Perception, Motivation and decision making.

UNIT III: Group behaviour Organization structure – formation - groups in organizations - influence - group dynamics - emergence of informal leaders and working norms – group decision making techniques – team building – interpersonal relations – communication – control

UNIT IV: Leadership: Meaning importance, types styles - theories - leaders: managers - sources of power, Effective leadership.

UNIT- V: Organisational Dynamics: Organizational Change Concept, forces of change, managing planned change, Resistance to change. Work stress Definition, potential forces, conflict in organizations sources, effects and resolution strategies

Textbook

- **UNIT I-III** - Robbins, S. P., & Judge, T. A. (2022). Organizational Behavior (18th ed.). Pearson Education**.**
- **UNIT IV-V** - Luthans, F. (2021). Organizational Behavior: An Evidence-Based Approach (13th ed.). McGraw-Hill Education.

E-Resource:

- https://mdu.ac.in/UpFiles/UpPdfFiles/2021/Jul/4_07-01-2021_12-32 15_Organizational%20Behaviour.pdf
- https://www.scribd.com/presentation/98833713/Foundation-of-Individual-Behaviour

- https://www.jsscacs.edu.in/sites/default/files/Department%20Files/Unit%205%20OB%20%20-%20G3.pdf
- https://talentsprint.com/blog/leadership-importance-core-aspects
- https://www.sciencedirect.com/journal/organizational-dynamics

ELECTIVE COURSE THEORY
24PSW215: INTRODUCTION TO KNOWLEDGE FOR SOCIAL INNOVATION

Contact Hours/Week: 04 **Internal Mark: 25**
Credits: 04

COURSE OUTCOMES:

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
Unit-I	**CO1**	Understand the scope, evolution, and relevance of social innovation in global and Indian contexts.	K1 – K4
Unit-II	**CO2**	Analyze the role of different types of knowledge in fostering social transformation.	K1 – K5
Unit- III	**CO3**	Participatory methods to generate, document, and validate community-based knowledge.	K1 – K5
Unit - IV	**CO4**	Use strategic tools such as design thinking, root cause analysis, and systems thinking for planning social innovations.	K1 – K6
Unit-V	**CO5**	Ethical concerns, policy frameworks, and the institutional roles involved in advancing social innovation.	K1 – K5

K1 – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6**– Create

SYLLABUS

Unit I: Foundations of Social Innovation - Definition, scope, and evolution of social innovation**,** Social innovation vs. social entrepreneurship, Relevance of innovation in social work practice**,** Global and Indian examples of impactful social innovations.

Unit II: Knowledge and Innovation in Social Work - Understanding knowledge as a driver of social transformation**;** Types of knowledge: formal, informal, empirical, and indigenous**;** Role of social workers in mobilizing and integrating knowledge**.**

Unit III: Generating Knowledge for Social Innovation - Community-based knowledge systems and grassroots innovations**,** Participatory Action Research (PAR) and collaborative knowledge building**,** Tools for documentation, dissemination, and validation of practices

Unit IV: Tools and Strategies for Innovation - Techniques: needs assessment, problem mapping, root cause analysis**;** Design thinking and systems thinking in social innovation**;** Case studies on social innovation in action

Unit V: Ethics, Policy, and Future Directions - Ethical implications in the use of community knowledge**;** Policy support for social innovation (national and global frameworks)**,** Roles of NGOs, government bodies, academia, and social enterprises**;** Emerging trends and future challenges in social innovation

Text Books:

- **UNIT I,II,V** - Phills, J. A., Deiglmeier, K., & Miller, D. T. (2020). Rediscovering Social Innovation: A Social Work Perspective. Stanford University Press.
- **UNIT III,IV** - Mulgan, G. (2019). Social Innovation: How Societies Find the Power to Change (2nd ed.). Policy Press.

E-Resource:

- https://www.elgaronline.com/display/book/9781800373358/ch29.xml
- https://www.socialinnovationatlas.net/fileadmin/PDF/volume-2/01_SI-Landscape_Global_Trends/01_17_SI-in-Social-Work_Parpan-Blaser-Huettemann.pdf

- https://www.viima.com/blog/social-innovation
- https://www.mapegy.com/blog/why-is-innovation-crucial-for-companies
- https://thesai.org/Publications/ViewPaper?Volume=15&Issue=7&Code=IJACSA&SerialNo=142

ELECTIVE COURSE THEORY
24PSW218: RESEARCH METHODS FOR SOCIAL INNOVATION

Contact Hours/Week: 04 **Internal Mark: 25**
Credits: 04 **External Mark: 75**

Course Outcomes:

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
Unit-I	**CO1**	Understand the role of research in driving social innovation and societal transformation.	K1 – K4
Unit-II	**CO2**	Participatory and needs assessment tools to identify and analyze social problems.	K1 – K5
Unit- III	**CO3**	Design ethical and context-relevant research using appropriate methodologies for innovation.	K1 – K5
Unit - IV	**CO4**	Use qualitative, quantitative, and digital tools to collect and analyze data for community-based solutions.	K1 – K6
Unit-V	**CO5**	Impact of social innovation initiatives using M&E frameworks and disseminate findings effectively through professional reports and briefs.	K1 – K5

K1 – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6**– Create.

SYLLABUS

Unit I: Foundations of Social Innovation Research - Meaning, scope, and relevance of research in social innovation, Interdisciplinary nature of research for social transformation; Role of research in ideation, prototyping, and implementation of innovative solutions

Unit II: Identifying Social Problems and Needs Assessment - Problem identification through participatory approaches, Asset-based community development (ABCD) framework; Needs assessment surveys and tools

Unit III: Research Design for Social Innovation - Exploratory, descriptive, action, and evaluative research designs; Participatory Action Research (PAR) and Design-Based Research (DBR); Sampling techniques and ethical considerations

Unit IV: Data Collection and Analysis - Qualitative tools: interviews, focus groups, narratives, case studies; Quantitative tools: surveys, rating scales, social metrics; Using digital tools and mobile data collection, using research findings to inform and refine innovations

Unit V: Measuring Social Impact and Dissemination - Outcome measurement, impact indicators, and theory of change; Monitoring and Evaluation (M&E) frameworks; writing research reports, policy briefs, and case documentation

Text Books:

- **UNIT I,II,V** - Westley, F., McGowan, K., & Tjörnbo, O. (2017). The Evolution of Social Innovation: Building Resilience Through Transitions (1st ed.). Edward Elgar Publishing.
- **UNIT III,IV** - Nicholls, A., Simon, J., & Gabriel, M. (2015). New Frontiers in Social Innovation Research. Palgrave Macmillan.

E-Resource:

- https://link.springer.com/chapter/10.1057/9780230367098_2
- https://egyankosh.ac.in/bitstream/123456789/48028/1/Unit-1.pdf
- https://www.wgtn.ac.nz/design-innovation/research/design-for-social-innovation
- https://digital.nios.ac.in/content/316en/ch31A.pdf
- https://www.linkedin.com/advice/1/how-can-social-impact-measurement-tools-sfgof

ELECTIVE COURSE THEORY
24PSW221: INNOVATIVE PROGRAMME DEVELOPMENT IN SOCIAL ACTION

Contact Hours/Week: 04 **Internal Mark: 25**
Credits: 04 **External Mark: 75**

COURSE OUTCOMES:

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
Unit-I	**CO1**	Understand the principles, types, and models of social action, and identify the role of innovation in community development.	K1 – K4
Unit-II	**CO2**	Apply participatory tools and frameworks to assess community needs and define strategic intervention goals.	K1 – K5
Unit-III	**CO3**	Design innovative, sustainable, and inclusive programmes using evidence-based and rights-based approaches.	K1 – K5
Unit – IV	**CO4**	Implement and manage social action programs using team leadership, resource mobilization, and technology.	K1 – K6
Unit-V	**CO5**	Monitor and evaluate programme outcomes using appropriate tools, and document impact effectively for learning and advocacy.	K1 – K5

K1 – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6**– Create

SYLLABUS

Unit I: Foundations of Social Action and Innovation - Definition, scope, and principles of social action**;** Concept of innovation in social work and community development**;** Role of social workers as change agents and program developers.

Unit II: Needs Assessment and Problem Analysis - Participatory approaches to identifying social issues**;** Community needs mapping and stakeholder analysis**;** Problem tree, SWOT, and logical frameworks**;** Prioritizing needs and setting intervention goals

Unit III: Designing Innovative Programmes - Principles of programme design: relevance, feasibility, sustainability**,** Behavioural and communication change models in program design**;** Case studies of innovative programs in health, education, livelihoods, and rights-based interventions

Unit IV: Implementation and Management Strategies - Action plan development and resource mobilization**;** Roles and responsibilities of team members and volunteers**;** Use of ICT tools and media for awareness and outreach**;** Risk assessment, mitigation, and adaptive strategies

Unit V: Monitoring, Evaluation, and Impact Assessment - Developing indicators for programme monitoring and evaluation (M&E)**;** Qualitative and quantitative evaluation tools**;** Impact assessment and documentation of outcomes**.**

Text Books:

- **UNIT I,II,IV** - Tandon, R., & Bandyopadhyay, K. K. (2016). Citizen Participation and Democratic Governance: In Our Hands. Concept Publishing & PRIA.
- **UNIT III,V** - Kettner, P. M., Moroney, R. M., & Martin, L. L. (2017). Designing and Managing Programs: An Effectiveness-Based Approach (5th ed.). SAGE Publications.

E-Resource:

- https://www.viima.com/blog/social-innovation
- https://study.com/learn/lesson/needs-assessment-process-examples.html
- https://school.tfordesign.com/design-innovation
- https://ebooks.inflibnet.ac.in/mgmtp03/chapter/operational-implementation/
- https://www.rgniyd.gov.in/sites/default/files/pdfs/academic/ds/CMEIA_SK.pdf

CORE PRACTICE
24PSW304: FIELD WORK –III

Contact Hours/Week: 04 **Internal Mark: 40**
Credits: 02 **External Mark: 60**

COURSE OBJECTIVES

1. Apply theoretical knowledge in real-life practice settings through structured field placement.
2. Understand the functions, structure, and services of social work agencies across sectors.
3. Develop professional competencies through direct interaction with clients, communities, and agency staff.
4. Engage in planning, organizing, and implementing social work interventions.
5. Enhance documentation and reporting skills through concurrent fieldwork records

During the third semester field work, the students are placed in agencies according to their specializations and they undergo the field training under the close supervision of the agency personnel. The students get a hand on experience of the day –to- day functioning of the agency. They assist the agency in their routine functions of the organization and participate in all the professional activities. It provides them an opportunity to link theory with practice. The students undertake any assignments given to them by the agency; they may also undertake any research for the organization.

Students should be given ample opportunity and exposure to learn and experience from various National and International Organizations of repute (Government &Non-Government, Statutory bodies, NGOs, etc.) in the form of field trips that can change and promote their professional perspectives.

A. Attendance: 100% attendance in field work is compulsory for successful completion and getting pass. A trainee should report and work on the timings of the agency regularly, as 58 mentioned in the covering letter addressed to the Agency in this regard. However, if the agency requires the service of the trainee, they can be called on holidays

B. Reporting and Documentation: Activities of the trainee must be recorded in concurrent reports and have to be consolidated towards the end of fieldwork of which a copy has to be submitted to the agency**.**

C. Mentoring & Guidance by the Agency Supervisor: The Agencies would a staff or administrators to be the Trainee's supervisor. The agency supervisor would Supervise the Trainees in their fieldwork, overseeing the entire range of field experience., Ensure trainee's activities are meeting field education objectives., Maintain regular contact with the Trainee and other agency supervisors involved in the internship., Formally meet with the Trainee at least 30 minutes a day to monitor the trainee's progress and suggest and Approve the activities of the Trainee by signing the duly filled-in 'Time Sheet' available with the trainee.

D. Individual Conference with the Faculty Advisor: The trainee will be provided with a timer for an individual conference on all Mondays, Wednesdays and Fridays. The time to be provided is about an

hour. They are expected to submit written records of work done and the faculty supervisor is expected to enter comments before the conference.

E FIELD WORK REPORT A fieldwork report is a crucial aspect of social work field practice. The template could follow the following sequence: the purpose of the visit, observation, content, impression, worker's role, and next plan of action.

F. Purpose of the visit: The social work trainee is expected to state his / her mission, intention or aim of visiting the

Evaluation: Internal: 40 marks

1. Case Work/Case study Practice/ Need Analysis Survey - 10 marks
2. Group Work/PRA/ SWOC/ Mini Research/ - 10 marks
3. Awareness Programme - 10 marks
4. Reporting - 5 marks
5. Attendance for field work - 5 marks

External (60 marks)

1. Theoretical Knowledge - 20 marks
2. Practice Skills - 20 marks
3. Mobilising Resources - 10 marks
4. Communication and Presentation - 10 marks ---------- 60 marks

ABILITY SKILLS ENHANCEMENT COURSE
24PAB401: SOFT & QUANTIATIVE SKILLS FOR SOCIAL WORK PRACTICE

Contact Hours/Week: 02 **Internal Mark: 25**
Credits: 01 **External Mark: 75**

COURSE OUTCOMES:

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
Unit-I	**CO1**	To understand the definition, importance, and relevance of soft skills in social work practice; analyze the process of soft skill development and the influence of personal values, beliefs, attitudes, and virtues	K1 – K4
Unit-II	**CO2**	To demonstrate knowledge of different types of thinking including creative and critical thinking; apply strategies to manage emotions and cope with stress effectively in social work settings.	K1–K4
Unit- III	**CO3**	To develop self-awareness through tools like Johari Window and SWOT; build empathy and understand interpersonal relationships for effective client and community engagement.	K1–K5
Unit - IV	**CO4**	To assess personal and professional soft skills including self-esteem, value clarity, and goal setting; plan for continuous self-growth while appreciating diversity.	K1–K6
Unit-V	**CO5**	To apply structured decision-making models, enhance communication and motivation strategies, and foster a positive attitude for client-centered interventions and teamwork.	K1 –K5

K1 – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6**– Cr

SYLLABUS

UNIT – 1 Soft Skills and Social Work Soft Skills: An Introduction – Definition and Significance of Soft Skills; Process, Importance and Measurement of Soft Skill Development; Setting Goals; Beliefs, Values, Attitude, Virtue. Need and Significance of Soft Skills to Social Work. Essential Soft Skills to Social Workers

UNIT – II Thinking & Coping Skill: Thinking: Nature, Elements of Thought, Types of Thinking, Creative and Critical Thinking: Definition, Nature and Stages; Coping with Emotions: Definition, Characteristics and Types, Strategies of Coping, Coping with Stress.

UNIT –III Social and Negotiation Skills: Self-Awareness: Definitions, Types of Self, Self-Concept, Body Image, Self Esteem, Techniques for Self Awareness – Johari Window, SWOT Analysis. Empathy: Sympathy, Empathy and Altruism; Interpersonal Relationship: Definition and Factors affecting Relationships

UNIT – IV Assessment of Soft Skill: Confidence and Self-Esteem, looking at Self, knowing oneself through Self-Esteem, planning for Personal Growth, Appreciating Individual and Cultural Differences, Values, Goals, Assessing. Needs VS Wants, Goal Fixing, Rights and Responsibilities.

UNIT – V Positivity and Decision Making: Decision Making: Definition, Need, Process and Consequences, Models of Decision Making. Communication Skills, Critical Thinking, Creativity, Empathy; Positivity and Motivation: Developing Positive Thinking and Attitude

Text Book

- **UNIT I, III, IV** - Gopalaswamy, R. (2020). Soft Skills for Professional Excellence (2nd ed.). Oxford University Press

- **UNIT II, V** - Shepard, M. (2015). Engaging with Social Work: A Critical Introduction (2nd ed.). Polity Press.

E-Resource:

- https://www.isdm.org.in/blog/soft-skills-required-social-sector
- https://www.ncbi.nlm.nih.gov/books/NBK559031/
- https://www.pon.harvard.edu/daily/negotiation-skills-daily/top-10-negotiation-skills/
- https://www.researchgate.net/publication/263702987_Soft_skills_assessment_theory_development_and_the_research_agenda
- https://arootah.com/blog/health-and-wellbeing/wellness/positive-mindset-and-decisions/

APPLICATION DEVELOPMENT
24PSW603: DIGITAL LITERACY & TECH TRAINING FOR MARGINALISED COMMUNITIES

Contact Hours/Week: 02 **Credits: 01**
Internal Mark: 40 **External Mark: 60**
Course Objectives:

- To build digital confidence in students for field-level tech-based engagement.
- To train students to use simple mobile applications for education and communication.
- To enable students to identify digital needs in underserved communities.

SYLLABUS

Introduction to Digital Literacy: Basics of computers, smartphones, internet use, email, Google tools, safety tips
Community Tech Needs: Field visit, digital access survey, identifying barriers, report preparation
Simple Application Tools: Introduction to no-code tools (Canva, Glide, Kahoot, App Sheet), content creation
Community Training Practice: Planning & delivering basic digital literacy sessions for children/women/elderly
Impact Assessment & Reflection: Collecting feedback, reflection writing, preparing simple project documentation

Internal – 25 Marks

Participation & Attendance - 10
Field Report on Digital Need Survey - 15

External – 75 Marks

Final Field Project Report - 30
Digital Tool/Training Demo - 25
Viva Voce - 20

Suggested Tools/Resources (Easy Use):

- Canva – Poster/infographic making
- Glide – Build simple mobile apps without coding
- Google Forms – Collect feedback or survey
- Kahoot/Quizzes – Interactive learning for community
- Digital India e-Learning Content – https://www.digitalindia.gov.in

SEMESTER-IV

CORE COURSE THEORY

24PSW114: SOCIAL WORK WITH COMMUNITIES

Contact Hours/Week: 04 **Internal Mark: 25**

Credits: 04 **External Mark: 75**

COURSE OUTCOME:

UNIT – 1	**CO1**	To understand the history, principles, and processes of community organization and its relationship with community development.	**K1 – K4**
UNIT – 2	**CO2**	To explore various community organization models and develop skills in communication, training, resource mobilization,	**K1 – K5**
UNIT – 3	**CO3**	To learn and apply methods like awareness creation, education, networking, and leadership, focusing on vulnerable communities.	**K1 – K6**
UNIT – 4	**CO4**	To grasp the concept, principles, and strategies of social action as a method of social work, including its philosophical foundations.	**K1 – K5**
UNIT – 5	**CO5**	To examine advocacy strategies, campaigning, coalition building, and study significant social movements and case studies	**K1 – K6**

SYLLABUS

UNIT I: **Community organization** – History, Concept, Principles, Assumptions and Objectives – Community Organization and Community Development – Process of community organization – Study and Survey, Analysis, Assessment, Discussion, Organization, Action, Reflection, Modification and Continuation

UNIT II: **Models of community organization** – locality development, social planning, social action, Rights Based and Asset Based Models, Skills in community organization – Communication, Training, Consultation, Public relations, resource mobilization, liaisoning – Contributions of Saul Alinsky

UNIT III: **Methods of community organization**: Awareness creation, Planning and Organizing, Education, Networking, Participation, Leadership – Community organization with vulnerable communities – Migrants, Refugees, Slum dwellers and transgender

UNIT IV: **Social Action:** Concept, Principles of Social Action, Strategies and Tactics in Social Action – Social Action as a method of social work – Philosophical and Ideological Foundations– Paulo Friere, Mahatma Gandhi and Ambedkar

UNIT V: Tools of Social Action: Advocacy: Concept-Strategy for advocacy – Campaigning, Lobbying, Use of media and public opinion building in advocacy – Coalition and Network building, Case Studies and Movements: Narmada Bacho Andolan, Dalit Rights, RTI Movement, #Me too.

Textbook:

1. Units I to V: Gangrade, K. D. (1971). *Community organization in India*. Popular Prakashan.
2. Units I to V: Rao, M. S. A. (1991). *Urban sociology in India* (2nd ed.). Orient Blackswan.
3. Units I to V: Ross, M. G. (1967). *Community organization: Theory, principles, and practice*. Harper & Row.

E-References:

1. Amnesty International (AI) – Advocacy and social justice**:** **https://www.amnesty.org**
2. Community Tool Box (CTB) – University of Kansas**:** **https://ctb.ku.edu**
3. International Association for Community Development (IACD)**:** **https://www.iacdglobal.org**

CORE COURSE THEORY
24PSW115: MENTAL DISORDERS

Contact Hours/Week: 04 **Internal Mark: 25**

Credits: 04 **External Mark: 25**

COURSE OUTCOMES:

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
Unit-I	**CO1**	To differentiate between mental health, mental illness, and mental disorders	K1 – K5
Unit-II	**CO2**	To understand the concepts of normality and abnormality in psychological functioning.	K1–K5
Unit- III	**CO3**	To explain the structure and utility of major classification systems: **DSM-5, ICD-10,** and **ICD-11.**	K1–K5
Unit – IV	**CO4**	To apply the **biopsychosocial model** to understand the etiology of mental disorders.	K1–K6
Unit-V	**CO5**	To classify mental disorders using ICD categories, differentiating between **organic and non-organic, psychotic and neurotic** disorders.	K1 –K5

K1 – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6**– Create

SYLLABUS

UNIT – I: Introduction: Mental Health and illness, Mental Disorder, Normality & Abnormality; Introduction to DSM-5 and ICD-10/ICD-11 classification systems, Biopsychosocial model of mental illness, Classification of mental disorders in ICD, Organic mental disorders and Non-Organic Mental Disorders, Psychotic and Neurotic Disorders, Disorders due to substance use.

UNIT – II: Neuro developmental Disorders: Symptoms, Diagnosis and assessment techniques used in clinical practice: Intellectual Disability (Intellectual Developmental Disorder), Autism Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder (ADHD), Specific Learning Disorders; Schizophrenia and other psychotic disorders: Schizophrenia, Schizoaffective Disorder, Delusional Disorder, Brief Psychotic Disorder, Schizophreniform Disorder

UNIT – III: Bipolar Disorders: Bipolar I Disorder, Bipolar II Disorder, Cyclothymic Disorder: Depressive Disorders; Anxiety Disorders: Generalized Anxiety Disorder (GAD), Panic Disorder, Phobias, Agoraphobia, Separation Anxiety Disorder, Obsessive-Compulsive and Related Disorders; Trauma- and Stressor-Related Disorders, Neurocognitive Disorders: Delirium, Major and Mild Neurocognitive Disorders: Alzheimer's Disease, Vascular Dementia.

UNIT – IV: Dissociative Disorders: Dissociative Identity Disorder, Dissociative Amnesia; Somatic Symptom and Related Disorders; Eating Disorders: Anorexia Nervosa, Bulimia Nervosa, Binge-Eating Disorder, Pica; Elimination Disorders: Enuresis, Encopresis; Sleep-Wake Disorders: Insomnia Disorder, Hyper somnolence Disorder, Narcolepsy, Sleep Apnea, Parasomnias.

UNIT – V: Sexual Dysfunctions, Gender Dysphoria, Disruptive, Impulse-Control; Conduct Disorders**;** Substance-Related and Addictive Disorders; Personality Disorders: Cluster A: Paranoid, Schizoid, Schizotypal, Cluster B: Antisocial, Borderline, Histrionic, Narcissistic, Cluster C: Avoidant, Dependent, Obsessive-Compulsive Personality Disorder.

Textbook:

1. **Units I to V:** Grover, S., & Avasthi, A. (2017). *Essentials of psychiatry* (2nd ed.). Jaypee Brothers Medical Publishers.
2. **Units I to V:** Kaplan, H. I., Sadock, B. J., & Grebb, J. A. (2015). *Kaplan & Sadock's synopsis of psychiatry* (11th ed.). Wolters Kluwer.
3. **Units I to V:** World Health Organization. (2019). *International classification of diseases for mortality and morbidity statistics (11th ed.)*. WHO.
4. **Units I to V:** Comer, R. J., & Comer, J. S. (2021). *Abnormal psychology* (11th ed.). Worth Publishers.
5. **Units I to V:** Sue, D., Sue, D. W., Sue, S., & Sue, S. M. (2021). *Understanding abnormal behavior* (12th ed.). Cengage Learning.

E-References:

1. American Psychiatric Association (APA) – DSM-5-TR and psychiatric resources**:** **https://www.psychiatry.org**
2. International Classification of Diseases (ICD) – WHO**:** **https://icd.who.int**
3. Mental Health America (MHA)**:** **https://www.mhanational.org**

CORE COURSE THEORY
24PSW116: LEARNING DEVELOPMENT

Contact Hours/Week: 04 **Internal Mark: 25**
Credits: 04 **External Mark:75**

Course Outcomes (COs)

Unit No.	CO No.	Upon successful completion of this course, students will be able to:	Cognitive Level
Unit I	CO1	Define Learning and Development (L&D) and explain its importance in organizational and personal growth.	**K1 –K4**
Unit II	CO2	Analyze training needs at organizational, task, and individual levels.	**K1- K4**
Unit III	CO3	Design effective learning programs using instructional design models like ADDIE.	**K1- K3**
Unit IV	CO4	Implement training methods, including on-the-job and off-the-job techniques, with the use of technology.	**K1 - K3**
Unit V	CO5	Develop L&D strategies tailored for social work contexts, NGOs, and public sector organizations.	**K1- K4**

SYLLABUS

UNIT I: Introduction to Learning and Development: Definition and scope of Learning & Development (L&D), Importance of L&D in personal and organizational growth, Learning principles, styles, and adult learning theories

UNIT II: Competency Mapping and Talent Development: Concept of competencies and competency mapping, Tools and techniques for mapping competencies, Linking competencies with L&D initiatives, Career development and succession planning

UNIT III: Designing Learning Programs: Instructional design models (ADDIE model), Blended learning, e-learning, experiential learning, Curriculum planning and content development

UNIT IV: Evaluation of Learning and Development Programs: Importance of evaluating training effectiveness, Kirkpatrick's Four Levels of Evaluation, ROI in training and development, Feedback mechanisms and continuous improvement in L&D

UNIT V: Learning and Development in Social Work Context: Empowerment-based learning for communities, L&D strategies in NGOs and public sector, Capacity building and participatory training methods.

Textbooks:

1. **UNIT I:** Kochar, S. K. (2004). *Methodology of teaching*. Sterling Publishers.
2. **UNIT II:** Sanghi, S. (2016). *The handbook of competency mapping: Understanding, designing and implementing competency models in organizations* (3rd ed.). SAGE Publications India.
3. **UNIT III:** Rao, T. V. (2008). *Training and development: Experiences and insights*. Oxford University Press.
4. **UNIT IV:** Gupta, S. (2007). *Training evaluation: Principles and practice*. Excel Books.
5. **UNIT V:** Pathak, S. (2012). *Social work and social welfare*. Nirali Prakashan.

E references:

1. All India Council for Technical Education (AICTE): www.aicte-india.org
2. Indian Society for Training & Development (ISTD): www.istd.in
3. International Labour Organization (ILO): www.ilo.org
4. International Society for Performance Improvement (ISPI): www.ispi.org

ELECTIVE COURSE THEORY
24PSW203: URBAN WELFARE (PROBLEMS AND SCHEMES)

Contact Hours/Week: 04 **Internal Mark: 25**
Credits: 04 **External Mark: 75**

COURSE OUTCOME:

UNIT – 1	**CO1**	To define and explain key concepts related to urban poverty and service learning.	**K1 – K4**
UNIT – 2	**CO2**	To identify urban social problems and demonstrate understanding of urban community structures and power dynamics	**K1 – K4**
UNIT – 3	**CO3**	To analyze various approaches and models of urban community development	**K1 – K4**
UNIT – 4	**CO4**	To critically assess the effectiveness of urban welfare programs and government schemes	**K1 – K4**
UNIT – 5	**CO5**	To critically assess the effectiveness of urban welfare programs and government schemes	**K1 – K4**

SYLLABUS

UNIT I:

Urban Community: Characteristics of Urban Community- Urbanisation-Causes and Consequences of Urbanization, Urban Social Problems: Poverty, Housing, Unemployment and migration. Issues of gender, caste, and marginalisation in urban spaces. Slum: Concept, Characteristics, Issues of Eviction and Rehabilitation Services.

UNIT II

Urban Community Development- Origin of urban community development : Pre-independence and post-independence - Urban Community Development in India: Meaning, Concept, Approaches, Models; Various approaches of urban community development: Macro Approach, Micro approach, Welfare approach, Target group approach, Area development approach, Public Private partnership approach, Sustainable development approach;

UNIT-III:

Welfare programme in Urban areas: Public Distribution System (PDS)**.**National Urban Livelihoods Mission (NULM)**,**National Urban Health Mission (NUHM)**,**Pradhan MantriAwasYojana (Urban)**,**Atal Mission for Rejuvenation and Urban Transformation (AMRUT)**,**Deen Dayal Upadhyaya Antyodaya Yojana (DAY-NULM)-

UNIT-IV.

Urban Development Programmes: Five year plans and Urban Development; Madras Urban Development Projects (MUDP) I & II; Tamil Nadu Urban Development Project (TNUDP); Urban Basic Services Programmes (UBSP), Nehru RozgarYojana(NRY), Tamil

Nadu Slum Area (Clearance and Improvement) Act 1971, Functions of Slum Clearance Board, Programs for Slum Dwellers, SMART City Projects, Problems in implementation of Urban Community Development Programmes. Role of Development worker – Application of Social Work methods in Urban Development.-Role of NGOs, CBOs and Civil Society in urban development

Unit –V:

Administrative Structure and Governance: Urban Municipal Administration-Structure-Composition-Functions-74th Constitutional Ammendment- Goverennce and Citizens Participation-E-Governance in Urban Development-Role of digital Technology and urban innovations-Laws related to Urban Development-RERA, Environmental Laws, Street Vendors Act.

Text Book:

1. Units I to V: Bhose, J. S. (2003). *NGOs and rural development: Theory and practice.* Concept.
2. Units II to V: Sundaram, I. S. (2001). *Urban planning in India.* Concept.
3. Units I to V: Tisdale, C. (2020). *Urban social work: An introduction to policy, practice and planning.* Routledge.

E-Resources:

1. Centre for Urban and Regional Excellence (CURE)**:** **https://cureindia.org**
2. Institute of Social Sciences (ISS)**:** **http://www.issin.org**
3. Ministry of Housing and Urban Affairs (MoHUA)**:** **https://mohua.gov.in**

ELECTIVE COURSE THEORY

24PSW206: THERAPEUTIC INTERVENTION IN SOCIAL WORK

Contact Hours/Week: 04 **Internal Mark:25**

Credits: 04 **External Marks:75**

Course Outcomes (COs)

Unit No.	CO No.	Upon successful completion of this course, students will be able to:	Cognitive Level
Unit I	**CO1**	To understand and explain the meaning, history, principles, and role of therapeutic intervention in social work.	K1 – K2
Unit II	**CO2**	To demonstrate effective counselling and communication skills including active listening, empathy, and handling client resistance.	K1 – K3
Unit III	**CO3**	To analyze and apply various therapeutic approaches such as psychoanalytic, person-centered, CBT, solution-focused, and trauma-informed care.	K1 – K4
Unit IV	**CO4**	To apply different therapeutic techniques across individual, group, family, and crisis intervention settings, including creative therapies.	K1 – K4
Unit V	**CO5**	To evaluate ethical considerations, cultural competence, and field practice principles in therapeutic intervention.	K1 – K5

SYLLABUS

UNIT I: Introduction to Therapeutic Intervention: Meaning and definition of therapeutic intervention, History and evolution of therapeutic practices in social work, Basic principles and goals of therapeutic intervention, Role of the social worker as a therapist.

UNIT II: Counselling and Communication Skills: Active listening and empathy, Building rapport and trust with clients, non-verbal communication in therapy, Skills for motivational interviewing, Handling resistance and conflict.

UNIT III: Approaches and Models in Therapy: Psychoanalytic Approach by Freud, Person-Centered Therapy, Cognitive Behavioural Therapy (CBT), Solution-Focused Therapy – strength-based, Trauma-Informed Care..

UNIT IV: Techniques and Applications: Individual therapy, Group therapy, Family and couples therapy, Crisis intervention and suicide prevention, Art therapy, play therapy, and mindfulness techniques.

UNIT V: Ethics, Diversity & Field Practice: Ethics in therapeutic intervention, Cultural competence and working with diverse populations, Case recording and documentation, Use of supervision in therapy, Practice through field work and simulation.

Text book:

1. Units I to V: Pathak, S. H. (2013). *Social work and social welfare: A historical-cultural perspective*. Niruta Publications.
2. Units I to V: Rathod, S., & Mehta, M. (2018). *Counselling skills for social workers*. Sage Publications.
3. Units I to V: Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.

E- References:

1. American Psychological Association (APA)**:** **https://www.apa.org**
2. Association for Psychological Therapies (APT)**:** **https://www.apt.ac**
3. British Association for Counselling and Psychotherapy (BACP)**:** **https://www.bacp.co.uk**

ELECTIVE COURSE THEORY
24PSW209: EMPLOYEE WELFARE IN INDIA

Contact Hours/Week: 04 **Internal Mark: 25**

Credits: 04 **External Mark:75**

COURSE OUTCOMES

Unit No.	CO No.	Upon successful completion of this course, students will be able to:	Cognitive Level
Unit I	**CO1**	To understand and explain the key concepts of employee welfare, including the definition, objectives, and different types of welfare measures (statutory, voluntary, and mutual).	**K1 - K2**
Unit II	**CO2**	To analyse labour welfare policies and programs in India, and assess the role of government and non-governmental organizations in welfare initiatives.	**K1 - K3**
Unit III	**CO3**	To demonstrate understanding of statutory provisions acts and apply them in real-life scenarios.	**K1 - K3**
Unit IV	**CO4**	To identify occupational hazards, recommend safety measures for workers, and apply stress management and employee assistance programs in professional settings.	**K1 - K4**
Unit V	**CO5**	To examine the role of the International Labor Organization (ILO), analyze global standards and welfare practices, and explore contemporary issues such as work-life balance and corporate social responsibility (CSR).	**K1 - K4**

SYLLABUS

UNIT I: Introduction to Employee Welfare: Definition and objectives of employee welfare Historical evolution and significance Types: Statutory, voluntary, and mutual welfare measures

UNIT II: Labor Welfare in India: Overview of labor welfare policies and programs. Role of government and non-governmental organizations, Case studies on welfare initiatives in Indian industries

UNIT III: Statutory Provisions and Legal Framework: The Factories Act, 1948: Health, safety, and welfare provisions, The Employees' State Insurance Act, 1948, The Employees' Provident Funds and Miscellaneous Provisions Act, 1952

UNIT IV: Occupational Health and Safety: Occupational hazards and diseases, Industrial safety measures and accident prevention, stress management and employee assistance programs

UNIT V: International Perspectives Role of the International Labor Organization (ILO). Global standards and conventions on employee welfare; Comparative analysis of welfare practices in different countries; Contemporary Issues and Trends; Work-life balance initiatives; Corporate Social Responsibility (CSR) and employee welfare

Text book:

1. Unit I – III - Industrial Relations and Labour Laws S.C. Srivastava Vikas Publishing House 7th Edition (2018) Detailed legal focus, including employee welfare laws
2. Unit IV & V - Human Resource Management K. Aswathappa McGraw Hill Education9th Edition (2021) Widely used HRM text with welfare chapters

E-Resources:

1. Corporate Social Responsibility (CSR) – Ministry of Corporate Affairs, India**:** **https://www.mca.gov.in**
2. Employees' Provident Fund Organisation (EPFO)**:** **https://www.epfindia.gov.in**
3. Employees' State Insurance Corporation (ESIC)**:** **https://www.esic.gov.in**
4. Factories Act, 1948 – India Code**:** **https://www.indiacode.nic.in**

ELECTIVE COURSE THEORY
24PSW212: PUBLIC HEALTH IN INDIA

Contact Hours/Week: 04 **Internal Mark: 25**

Credits: 04 **External Mark:75**

COURSE OUTCOMES:

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
Unit-I	**CO1**	To introduce the basic concepts, evolution, and structural framework of public health and healthcare systems in India.	K1 – K4
Unit-II	**CO2**	To assess the prevalence and impact of communicable and non-communicable diseases along with mental health issues in India	K1–K4
Unit- III	**CO3**	To examine nutritional challenges, privatization trends, and the influence of lifestyle on public health.	K1–K5
Unit - IV	**CO4**	To understand the roles of social workers in health settings, emphasizing community engagement and interdisciplinary approaches.	K1–K6
Unit-V	**CO5**	To analyze major health policies and government programs aimed at improving public health outcomes.	K1 –K5

K1 – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6**– Create

SYLLABUS

Unit I: Introduction to Public Health: Public Health: Definition, Meaning, Principles; determinants of health; health indicators; Evolution of public health in India; milestones in health policy development, Health Systems: Structure and function of India's health care system;

Unit II: Health Scenario in India: Prevalence and control of communicable diseases like tuberculosis, hepatitis, HIV/AIDS, and leprosy; Rising incidence of diabetes, hypertension, obesity; lifestyle factors contributing to NCDs, Mental Health: Understanding mental health issues such as depression, anxiety, and PTSD; mental health services in India.

Unit III: Emerging Concerns in Health Care: **Nutrition and Health**: Impact of malnutrition in men, women and children; government nutrition programs, Privatization of Health Care: Trends, benefits, and challenges; Lifestyle and Health: Influence of modern lifestyles on health; preventive measures.

Unit IV: Social Work Interventions in Health Care: Roles and Responsibilities: Functions of social workers in health settings; interdisciplinary collaboration; Community Engagement: Strategies for community mobilization and health education; Policy Advocacy: Influencing health policies; working with NGOs and government bodies.

Unit V: Health Policies and Programs in India: National Health Policies: Overview of major health policies and their evolution; Government Health Programs: Detailed study of programs like National Health Mission (NHM), Reproductive, Maternal, Newborn, Child, and Adolescent Health (RMNCH+A).

Textbook:

1. **Units I to V:** Park, K. (2021). *Park's textbook of preventive and social medicine* (27th ed.). Banarsidas Bhanot.
2. **Units I, II & V:** Subramaniam, S., & Thomas, G. (2016). *Social work approaches in health care*. Allied Publishers.
3. **Units III & IV:** Turnock, B. J. (2016). *Public health: What it is and how it works* (6th ed.). Jones & Bartlett Learning.

E References:

1. National Association of Social Workers (NASW)**:** **https://www.socialworkers.org**
2. Ministry of Health and Family Welfare (MoHFW), India**:** **https://www.mohfw.gov.in**
3. World Health Organization (WHO)**:** **https://www.who.int**

ELECTIVE COURSE THEORY
24PSW214: GLOBAL PERSPECTIVES ON SOCIAL INNOVATION

Contact Hours/Week: 04 **Internal Mark: 25**

Credits: 04 **External Mark: 75**

COURSE OUTCOMES:

Unit No.	CO. No.	Upon Completion of this Course the Students will be able to	Cognitive Level
Unit-I	**CO1**	To understand the **historical evolution** and **types** of social innovation	K1 – K4
Unit-II	**CO2**	To connect theory to practice in designing systemic and sustainable innovations.	K1–K4
Unit- III	**CO3**	To understand the various **ecosystems of support** for social innovation	K1–K5
Unit - IV	**CO4**	To understand innovative funding mechanisms like **social impact bonds, microfinance,** and **crowdfunding.**	K1–K6
Unit-V	**CO5**	To analyze **Indian social innovation projects** and their local and national impact.	K1 –K5

K1 – Remember; **K2** – Understand; **K3** – Apply; **K4** – Analyze; **K5** – Evaluate; **K6**– Create

SYLLABUS

UNIT I: **Introduction to Social Innovation** –Understanding Key Global Challenges:- Poverty-Inequality, Climate Change, displacement and Migration, gender injustice. Social Innovation: Meaning, Need and Components of Innovation. Social Innovation –Meaning Definition- History -Drivers-Types and Implications.

UNIT II: **Theories and Concepts of Social Innovation:** Differences between Innovation, Invention and Reforms, Social Entrepreneurship and Social Innovation, Theories: Systems Thinking, Complexity Theory, diffusion of Innovations. Strategic Approaches to Social Innovation - Social Intrapreneurship, CSV & B-Corps. Agripreneurship

UNIT III: **Process of Social Innovation** Social Innovation Process: Prompts – Proposals – Prototypes – Sustaining-scaling and Systematic change. Connecting People, Ideas and Resources: Innovation Intermediaries – champions – Tems-Hubs – Institution – Network and Platforms. Different Ways of Supporting Social Innovation: In the Public Sector –In the Third Sector –In the Market Economy –In the Household Economy.

UNIT IV: **Funds for Social Innovations**: Different ways to get funding: Business plan competitions, challenges and winning awards Seed stage and angel Funding-Grants and Donations-Crowd Funding-Social enterprise Incubators-Social Venture Capital firms-Debt Financing –Loan Guarantees – Pooling –Social Impact Bonds – Micro Finance – Others

UNIT V: **Global Case Studies And Future Trends**: Case Studies: Grameen Bank

(Microfinance), Barefoot College (Solar Energy), Asoka Fellows, SELCO, Aravind Eye Care. Innovations in Health, Education, Environment and livelihood across regions, Future of Social Innovation : Artificial Intelligence (AI), Block Chain, Climate Action and Circular Economy.

Textbook

1. **Units I, II & III:** Bala, M. (2014). *Social innovation and entrepreneurship*. Deep & Deep Publications.
2. **Units II, IV & V:** Gopalkrishnan, R. (2017). *The wealth wallahs: Stories of social impact and change*. Rupa Publications.
3. **Units I to V:** Mulgan, G. (2019). *Social innovation: How societies find the power to change* (2nd ed.). Policy Press.

E- References:

1. Ashoka – Innovators for the Public**:** **https://www.ashoka.org**
2. Global Innovation Fund (GIF)**:** **https://www.globalinnovation.fund**
3. National Association of Social Workers (NASW)**:** **https://www.socialworkers.org**
4. Nesta – Innovation Foundation**:** **https://www.nesta.org.uk**

ELECTIVE COURSE THEORY
24PSW217: GRAND WRITING AND FUNDRAISING FOR SOCIAL INNOVATION

Contact Hours/Week: 04 **Internal Mark: 25**

Credits: 04 **External Mark: 75**

COURSE OUTCOME:

UNIT – 1	**CO1**	Define the core concepts of grant writing, social innovation, and their interrelation.	**K1 – K4**
UNIT – 2	**CO2**	Identify and evaluate funding opportunities and build effective relationships with donors.	**K1 – K4**
UNIT – 3	**CO3**	Write structured grant proposals and prepare well-justified budgets.	**K1 – K4**
UNIT – 4	**CO4**	Apply diverse fundraising methods including digital, event-based, and CSR strategies.	**K1 – K4**
UNIT – 5	**CO5**	Demonstrate ethical principles, accountability, and effective reporting in fundraising and grant management	**K1 – K4**

SYLLABUS

Unit I: Introduction to Grant Writing and Social Innovation: Concept and significance of grant writing, Differences between grants and donations, Relationship between social innovation and fundraising, Role of social workers in promoting innovation through resource mobilization

Unit II: Identifying Funding Sources and Donor Mapping: Types of funding: government, CSR, foundations, international aid, crowdfunding, Understanding donor priorities and eligibility criteria, Building relationships with funders and donor stewardship

Unit III: Proposal Writing and Budgeting: Structure of a grant proposal: executive summary, need statement, objectives, methodology, timeline, and evaluation; Budget preparation: direct vs. indirect costs, justification, and formatting, Proposal writing tools and software, Common mistakes and how to avoid them

Unit IV: Fundraising Strategies for Social Enterprises and NGOs: Traditional and digital fundraising methods, Event-based fundraising, corporate sponsorships, and CSR, Crowd funding platforms and social media campaigns, Building donor trust through transparency and reporting

Unit V: Ethics, Monitoring, and Reporting: Ethical principles in fundraising and grant utilization, Fraud prevention and accountability mechanisms, Report writing and donor communication, Case studies of successful grant-funded social innovations

Textbooks and References

1. **Pathak, S. (2010).** *Social work and social welfare: Historical cultural perspective.* Nirali Prakashan. — Units I–V.
2. **Chandra, A., & Sharma, A. (2016).** *Fundraising and grant writing for NGOs.* Global Vision Publishing House. — Units II–IV.
3. **Karsh, E., & Fox, A. S. (2014).** *The only grant-writing book you'll ever need* (4th ed.). Basic Books. — Units I–V

E- References:

1. India CSR – Corporate Social Responsibility News & Resources**:** **https://indiacsr.in**
2. Candid (formerly Foundation Center + GuideStar)**:** **https://candid.org**
3. National Association of Social Workers (NASW)**:** **https://www.socialworkers.org**

ELECTIVE COURSE THEORY

24PSW220: COLLABORATIVE APPROACHES TO SOCIAL CHANGE

Contact Hours/Week: 04 **Internal Mark: 25**

Credits: 04 **External Mark:75**

COURSE OUTCOMES:

Unit No.	CO No.	Upon successful completion of this course, students will be able to:	Cognitive Level
Unit I	**CO1**	Understand and explain the key concepts of social change, community engagement, and collaboration.	K1 – K2
Unit II	**CO2**	Apply Participatory Action Research (PAR) principles and techniques for engaging community members in research.	K2 – K3
Unit III	**CO3**	Demonstrate an understanding of empowerment theories and their application in community development.	K1 – K3
Unit IV	**CO4**	Analyze and apply the Collective Impact framework and cross-sector collaboration strategies to real-world issues.	K3 – K4
Unit V	**CO5**	Evaluate the effectiveness of collaborative social change efforts and communicate their impact and outcomes.	K4 – K5

SYLLABUS

UNIT I: Introduction to Social Change and Collaboration: Social Change: Definitions and theories explaining how societies evolve. The role of power in influencing change and collaboration. Strategies and models for community engagement and social transformation.

UNIT II: Participatory Action Research (PAR) PAR Principles: Ethical guidelines for involving communities in research. Community Involvement: Techniques for engaging community members in the research process. Data Collection Methods: Approaches for gathering information through community-based research

UNIT III: Empowerment and Community Development: Empowerment Theories: Understanding empowerment in community development. Community Resilience: Collaborative efforts to strengthen communities against challenges.

UNIT IV: Collective Impact and Collaborative Models: Collective Impact Framework: Introduction to the model for coordinated social change. Case Studies: Real-world examples of Collective Impact in education, health, and economic development. Cross-Sector Collaboration

UNIT V: Evaluating Collaborative Social Change Efforts: Evaluation Methods: Techniques to assess the effectiveness of collaborative projects. Indicators of Success: Long-term Impact: Evaluating the sustainability and long-term effects of collaborative efforts.

Outcome Reporting: Communicating the results and impact of social change initiatives.

Textbook References:

1. Units I–V: Bhatnagar, D., & Williams, A. (2014). *Participatory development and the World Bank.* Oxford University Press.
2. Units I–III: Siddiqui, H. Y. (2011). *Social work and social action.* Harnam Publications.
3. Units II–V: Mathur, H. M. (2002). *Participatory development: Learning from South Asia.* Concept Publishing.

E-References:

1. National Association of Social Workers (NASW)**:** **https://www.socialworkers.org**
2. Community Tool Box – Center for Community Health and Development**:** **https://ctb.ku.edu**
3. Stanford Social Innovation Review (SSIR)**:** **https://ssir.org**

24PSW605: RESEARCH PROJECT

PURPOSE OF THE RESEARCH PROJECT

1. To enable students to identify, investigate, and analyze a social issue.
2. To apply theoretical knowledge and research methodology in a real-world context.
3. To develop skills in critical thinking, data analysis, and academic writing.
4. To contribute to the field of social work through research-informed practice.

SELECTION OF RESEARCH TOPIC

Every student is required to complete a research project report under the supervision and guidance of a Faculty of the Department who will guide the students on topics related to Social Work education, practice, or topic chosen by her.

The selection of a research topic is a critical step in the postgraduate research process in Social Work. It should be relevant to the field, aligned with the student's interests, feasible in terms of time and resources, and offer potential for original contribution. Topics often emerge from fieldwork experiences, social issues observed in practice, gaps in existing literature, or faculty suggestions. The chosen topic must also be ethically appropriate and allow for clear research questions and objectives. In this process, the research supervisor plays a vital mentoring role.

At the end of the academic year the student should present 2 copies of the research project before 31, March of the academic year.

RESEARCH GUIDE

Every student will be assigned to a faculty who will serve as the research guide.

PROJECT PROPOSAL

In the beginning of the academic year the student must present a Project Proposal in the given Format before starting the research work. The Proposal should include **:**

- **Title of the Study**
- **Introduction (Background, context, relevance)**
- **Review of Literature**
- **Statement of the Problem**
- **Objectives of the Study**
- **Hypotheses/Research Questions (if applicable)**
- **Scope and Limitations**
- **Research Methodology**
- **Research design**
- **Universe and sampling**
- **Tools and techniques of data collection**
- **Methods of data analysis**
- **Ethical Considerations**
- **Work Plan / Timeline**
- **Expected Outcomes**
- **References**

PROJECT EXECUTION TIMELINE

A. Preparation (July)

1. Topic selection and literature review
2. Identification of community/agency
3. Proposal approval by research supervisor and ethics committee

B. Field Work (August to September)

1. Data collection (interviews, surveys, focus groups, Observation etc.)
2. Maintain field diaries/logbooks

C. Data Analysis (October to November)

1. Coding, tabulation, and interpretation of findings
2. Use statistical tools or qualitative data analysis frameworks

D. Report Writing (November to February)

1. Structuring chapters
2. Writing with academic rigor and proper citations
3. Use APA/MLA/Chicago style referencing

E. Submission

Printing (March)

SUBMISSION FORMAT

The final submission of the postgraduate research project must adhere to the specific format and procedural requirements set by the college/university. Students are typically required to submit a hardbound or spiral-bound copy of their research report, depending on the institution's guidelines. In addition to the physical copy, a soft copy of the complete report must be submitted in PDF format to ensure ease of access and digital archiving. A plagiarism report generated through tools such as Turnitin, Urkund, Quilbolt, or any other approved software may also be required to confirm the originality of the work and uphold academic integrity. It is essential that students strictly follow the submission deadlines provided by the department, as late submissions may affect evaluation and the timely completion of the course.

PROJECT FORMAT

After the student has completed the requirements of the research project the same should be presented in the given format.

- **Chapter 1. Introduction**
- **Chapter 2. Review of Literature**
- **Chapter 3 Research Methodology**
- **Chapter 4 Data Analysis and Interpretation**
- **Chapter 5 Major Findings and Discussion**
- **Chapter 6 Conclusion and Suggestions**
- **Bibliography**
- **Appendices** (Tools, consent forms, additional tables)
- **References**

PROJECT EXECUTION TIMELINE

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