

THE TAMIL NADU Dr. M.G.R. MEDICAL UNIVERSITY

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**SYLLABUS
FOR**

**BACHELOR IN MEDICAL AND PSYCHIATRIC SOCIAL WORK
(B.MPSW)**

ACADEMIC YEAR 2026 - 2027

THE TAMIL NADU Dr. M.G.R. MEDICAL UNIVERSITY, CHENNAI

CHAPTER 1: CURRICULUM FOR BACHELORS IN MEDICAL AND PSYCHIATRIC SOCIAL WORK (B.MPSW)

1.1. BACKGROUND TO THE PROFESSION AND ACADEMIC PROGRAM

The Undergraduate Honours Program in Medical and Psychiatric Social Work (B.MPSW) has been developed in response to the increasing recognition of the role of diverse professionals pertaining to healthcare. It emphasises the significance of social and commercial determinants as critical influences on health and wellbeing. Health is shaped by a complex interplay of social, economic, cultural, political, environmental, and psychological dimensions. Addressing these determinants requires a multidisciplinary approach, in which social work professionals play an essential and complementary role within the healthcare team.

The program is grounded in the principles and vision of the National Commission for Allied and Healthcare Professions (NCAHP) Act, 2021, which acknowledges social workers as integral to allied health services. It aims to strengthen human resources in healthcare by preparing trained social work professionals capable of integrating psychosocial care into medical and mental health systems.

The rationale for this program is rooted in the growing need for professionals who can respond effectively to challenges such as mental health concerns, chronic illness, disability, ageing, poverty, marginalisation, and systemic inequities in healthcare delivery. The curriculum is designed to enable students to understand the interconnections between social structures, cultural contexts, and health outcomes, to foster wellbeing and health, liaison and to intervene at individual, family, group, community, and systemic levels.

By combining theoretical learning with extensive field engagement and research, the program builds competencies in counselling, psychosocial assessment and intervention at individual, group and community levels, advocacy, and health policy analysis. It equips graduates to contribute meaningfully across hospitals, mental health institutions, community health programs, NGOs, and government systems.

The BMPSW program contributes to developing a cadre of medical and psychiatric social work professionals in India, to support the country's public health and mental health goals, and fosters a workforce dedicated to promoting health equity, social justice, and human dignity both nationally and globally.

1.1.1. An Overview of the Undergraduate Program

The Bachelor's in Medical, and Psychiatric Social Work (Honours) is a professional undergraduate program programme that aims to develop and impart knowledge, skills and values through education, field training and research that is necessary for promoting, maintaining and improving the functioning of individuals, families, groups, organizations and communities existing in the society (UGC, 2022)¹. Given the urgent need for trained social workers in diverse healthcare settings, initiating a Bachelors programme in Medical and Psychiatric Social Work is imperative. This programme is designed to equip students with the conceptual frameworks, theoretical foundation and knowledge, skills, and foundational ethical practice necessary to become effective social work professionals in the health sector. This specialized course introduces students to social work as a practice-based profession, emphasizing its relevance in medical and psychiatric settings. The program also emphasizes social justice, and global competence, preparing graduates to navigate the evolving landscape of health social work. This programme aims to build a cadre of health social workers to cater to local, national and global demands in the healthcare sector, through an excellent, relevant and vibrant combination of theory, competencies and skills and practicum.

This curriculum has been adapted from Bachelors in Social Work programme from Tata Institute of Social Sciences, Mumbai and the Department of Social Work, Rajagiri College of Social Sciences, Kochi

1.2. FRAMEWORK FOR THE BACHELORS IN MEDICAL AND PSYCHIATRIC SOCIAL WORK

1.2.1. Programme Objectives

The curriculum of the Bachelors in Medical and Psychiatric Social Work is designed to build competencies in direct practice across diverse settings. The program trains students to become compassionate, skilled, and reflective professionals while working with individuals, families, and communities to promote and foster their wellbeing, health equity and justice, while anchored in dignity and professional integrity. Students are also equipped to address unworkable systems and cultural norms that contribute to illness and develop strategies and skills to transform the health of people. Students learn to design and implement context-specific interventions, advocate for patient rights, and contribute to inclusive and equitable health outcomes. Grounded in the vision of the National Commission for Allied and Healthcare Professions (NCAHP) Act, 2021, the program recognizes social workers as essential members of the healthcare team whose role is to narrow the gaps between health services and systems and the lived realities of people.

1.2.2. Specific Objectives

1. To introduce social work as a practice-based profession in the health sector.
2. To gain knowledge and information about people, behaviour, systems, contexts, cultures that influence health and illness.
3. To engage students with social realities and challenges of identity, culture, plurality and collective processes in development and health sectors.
4. To build students' ability to critically analyse the interconnectedness of the historical, social, commercial and political determinants, policies, and programmes contributing to human well-being and development.
5. To learn skills of interventions of working together with people, communities, structures, and social systems to respond to and address inequity, marginalisation and exclusion in the health sector.
6. To develop trained cadres of social work professionals who hold competencies for liaison with health services and systems.
7. To prepare students for direct work in different health practice contexts - hospitals, health programs, and communities besides governmental and non-governmental organisations (NGO), and health movements.

1.2.3. Programme Outcomes

Upon completion of the Undergraduate Honours program in Medical and Psychiatric Social Work, students will be able to be:

- A. Proficient in applying multidisciplinary and transdisciplinary social work theories and knowledge that promotes social development and behaviour change.
- B. Skilled in critical thinking and analytical reasoning to dissect information, solve problems and form well-informed judgements.
- C. Appreciative of the challenges of caste, class, gender, race, tribe, ethnicity, religion, disability, age, language, sexual orientation, and its intersectionalities and develop appropriate interventions through counselling and psychotherapy, towards social inclusion, empowerment, and wellbeing of people.
- D. Competent to develop context-specific and strategic, segmental and spatial interventions.
- E. Demonstrate enhanced capacity for knowledge production through practice and research.
- F. Work with government agencies, and social and development organisations and initiate social innovations.
- G. Function with ethical reasoning and social consciousness, for professional decision making to protect patient rights and wellbeing in the health sector.
- H. Demonstrate country specific and global competence by navigating and contributing to health social work in a changing and interconnected world.

1.2.4. Graduate Attributes

It is expected that the students graduating from this program will inculcate attributes given below:

- A. Ethically grounded professionals: Demonstrate integrity, respect for human dignity, and adherence to the ethical standards of social work and allied healthcare practice.
- B. Critical and reflective thinkers: Apply critical inquiry and analytical reasoning to understand health, illness, and social systems, and to design contextually appropriate interventions.
- C. Empathetic, rights-based and person-centred practitioners: Exhibit compassion and cultural sensitivity while engaging with individuals, families, and communities across diverse socio-economic and cultural contexts using a rights-based person-centric approach.
- D. Interdisciplinary collaborators: Function effectively as members of multidisciplinary and transdisciplinary healthcare teams, contributing social perspectives to clinical and policy decisions.
- E. Effective and socially responsive leaders: Demonstrate proficiency in verbal, non-verbal, and written communication, essential for counselling, advocacy, and documentation in health and mental health practice as well manifest leadership for equity, social justice, and inclusive development through advocacy, program management, and policy engagement
- F. Evidence-informed practitioners: Integrate research, theory, and practice to design, implement, and evaluate interventions based on empirical evidence and contextual realities.
- G. Lifelong learners: Engage in continuous professional development, self-assessment, and reflective learning in response to evolving health and social challenges.

1.3. CORE COMPETENCIES

NCAHP Competency Domain	Expected Competencies of MPSW Graduates
Practice competencies	Conduct psychosocial assessments and provide counselling, therapeutic, and rehabilitative support and case management skills in clinical and community settings. They can design, implement, and evaluate context-specific interventions for individuals, groups, and communities, while applying participatory tools, advocacy to promote patient rights, social inclusion, and wellbeing.
Communication and Interpersonal Skills	Communicates effectively and empathetically with clients, caregivers, and interdisciplinary teams using culturally appropriate, rights-based and person-centred approaches.
Ethical and Legal Practice	Applies professional ethics, confidentiality, and legal principles in all clinical and community interventions, adhering to national and institutional regulations.
Research and Evidence-Based Practice	Designs and conducts research using various paradigms of research; contributes to evidenced based practice, utilising data and evidence to inform decision-making in health policy and program design.
Interprofessional Collaboration	Functions effectively within multidisciplinary teams, contributing social work perspectives to holistic patient care and system-level service planning.
Leadership, Management, and Supervision	Demonstrates competence in leading initiatives that promote psychosocial wellbeing, preventive health programmes
Social Accountability and Advocacy	Engages in community mobilization, health promotion, and advocacy for policy reforms that ensure equitable access and social inclusion.
Lifelong Learning and Professional Development	Maintains professional competence through continuing education, reflective practice to promote equity and wellbeing.

1.4. FUTURE NEEDS OF THE PROFESSION

The future of Medical and Psychiatric Social Work education lies in producing professionals who are socially responsive, technologically competent, policy-aware, and ethically grounded. Undergraduate programs must remain dynamic, evidence-driven, and globally informed to meet evolving healthcare and societal needs while advancing health equity and human dignity

- A. **Integration of a holistic understanding of health:** Given the complexities of health, there is a growing need for practitioners who can apply the biopsychosocial approaches to health, ensuring holistic care, while working in multidisciplinary or transdisciplinary teams.
- B. **Expansion of Health Services:** The increasing interplay of social and systemic factors that affect health and mental health, especially of youth and marginalized groups, necessitates more trained medical and psychiatric social workers. Trained Medical and Psychiatric Social Workers will be able to lead preventive, promotive and rehabilitation services.
- C. **Strengthening Community-Based and Public Health Interventions:** Increasing public health challenges such as pandemics, non-communicable diseases, and health inequities require social workers who can engage communities and build resilience. Social workers use participatory development, community health promotion, and disaster mental health preparedness.
- D. **Policy Literacy and Systems Engagement:** MPSWs workers are skilled at navigating and influencing complex health systems, policies, and governance structures with deeper engagement with national and global health policies, health economics.
- E. **Focus on Diversity, Inclusion, and Intersectionality:** MPSWs have competence in comprehending the intersectionality of caste, class, gender, ethnicity, disability, and sexuality that affect health outcomes.
- F. **Research and Evidence-Based Practice:** There is an increasing demand for practice-based research that informs policy and service innovation. A strong training in research aptitude, data literacy, and documentation skills plugs the health research gaps.
- G. **Interprofessional and Transdisciplinary Collaboration:** Effective healthcare delivery now requires collaborating with multiple professionals. MPSW Programs must strengthen interprofessional education (IPE) through joint learning modules, simulations, and collaborative projects.

- H. **Global Health and Related Issues:** Globalization, migration, and climate change bring new health and psychosocial challenges. The curriculum exposes students to global health frameworks, humanitarian work, and cross-cultural practice.
- I. **Ethical, Legal, and Professional Regulation:** As MPSW gains recognition under the NCAHP Act (2021), future curricula must align with national standards, accreditation norms, and professional codes of conduct. Continuous review and alignment with emerging regulatory and ethical frameworks will be essential.

1.5. ACADEMIC PROGRAM PROCESSES

1.5.1. Eligibility

- A. Students should have passed Senior Secondary (10+2) or equivalent in any subject stream from a recognised board.
- B. Students who have studied International Baccalaureate Diploma and will be completing 12th class with clear results declared by the month of July of the corresponding year are eligible to apply.
- C. Candidates who have appeared for their 12th class or Intermediate final exams and are awaiting results are also eligible to apply.

1.5.2. Entrance Exam

Admission shall be based on Entrance Test by respective University/Institute or as per the NCAHP regulatory guidelines issued from time to time.

1.5.3. Global Mobility

The BMPSW program equips graduates with competencies that are aligned with international standards and frameworks, including the IASSW-IFSW Global Standards for Social Work Education, WHO Mental Health initiatives, and ISCED/WFME descriptors. Through a combination of theory, practice, research, and fieldwork, students develop skills in culturally competent interventions, ethical reasoning, advocacy, and healthcare system liaison. This alignment ensures that graduates are prepared for global academic progression, cross-border professional practice, international research collaborations, and participation in humanitarian and public health initiatives, thereby making the BMPSW qualification nationally recognized and internationally relevant.

BMPSW Competency / Graduate Attribute	Corresponding International Standard/ Framework	Global Mobility Relevance
Application of multidisciplinary social work theories to promote health and social development	IASSW-IFSW Global Standards for Social Work Education (2020)	Prepares graduates for international postgraduate programs and clinical roles
Critical thinking, analytical reasoning, and evidence-based practice	IASSW & IFSW, Global Standards for Social Work Education and Training (2020 revision draft)	Enables graduates to engage in research and practice across countries
Understanding and addressing intersectionality (caste, class, gender, disability, etc.)	IFSW & WHO Mental Health Gap Action Programme (mhGAP)	Enhances cultural competency for international social work and mental health practice
Context-specific intervention planning in clinical, community, and policy settings	IASSW Global Standards / WHO psychosocial frameworks	Supports eligibility for international internships, fieldwork, and collaborative projects
Advocacy for patient rights and social inclusion	IASSW Ethical Principles & UN SDG 3	Prepares students for roles in policy, community development, and international health programs
Research skills and practice-based knowledge production	Global Social Work Research Competencies	Enables academic progression, joint research projects, and publications abroad
Liaison with healthcare systems and professional integration	NCAHP + IFSW Global Practice Standards	Prepares graduates for licensure, credentialing, and cross-border professional practice
Ethical reasoning, professionalism, and social consciousness	IASSW Ethical Standards / Global Social Work Code of Ethics	Strengthens eligibility for international fellowships and clinical training programs
Capacity to navigate global health and mental health initiatives	WHO, UN SDGs, IASC MHPSS Guidelines	Prepares graduates for participation in global health initiatives and humanitarian programs

1.5.4. Duration of the Programme

The Bachelors in Medical and Psychiatric Social Work is a 4-year undergraduate Honours programme, currently following a semester system. The student must have completed **184 credits (4095 hours); with 86 credits of theory or course work, 86 credits of fieldwork and 12 credits of research**. Since this is regulated by the NCAHP, there is no scope of credit transfers, exit options, etc. as is applicable within the NEP framework.

The students will follow the calendar of the respective university/educational institution and their norms will apply to this programme.

1.5.5. Student and Faculty Ratio

Every year the enrollment will be a minimum of 20 and a maximum of 30 students in the Bachelors programme. The teacher:student ratio for the undergraduate programme is 1:10.

1.5.6. Medium of Instruction (explain the remedial English programs for Non-English boards):

The medium of instruction will be English and remedial classes will be arranged, to the extent possible, to hone English language skills of the students.

1.5.7. Attendance Requirements

The attendance pattern of the concerned University will apply. However a suggestive framework is also provided. Attendance in class and fieldwork is compulsory. Every student is expected to maintain regularity and 100% attendance for all programme requirements: (i) all classes for the courses for which the student is registered, (ii) field practicum, (iii) field trips, (iv) internships, etc. A minimum of 75% attendance is required for all taught courses.

1.5.8. Student Leave

Courses

- A. Absence up to 25% may be condoned by the Dean of the School. Remaining absent for 25% of the time is not a matter of right, but a measure to support students to meet medical or health issues or for personal and family crises.
- B. Absence between 26–33% will make the student ineligible to appear for the examination. The student can, however, appear for the Supplementary examination whenever it is scheduled to be held.
- C. Absence above 33% will automatically lead to the student Repeating the Course when offered in the next academic year. This includes absence due to medical emergencies as well.

Students who have more than 33% absence in any course will not be allowed to undertake the final assessment component such as end of semester examination or a

final assignment, and will be declared 'failed' in the course. In such cases, further appearance in examination or completion of assessments will be treated as supplementary.

Students who have more than 33% absence in courses up to four credits will be declared as 'failed' in those courses and will be required to appear for the supplementary examinations, whenever they are conducted. Students who have more than 33% absence in courses totalling more than four credits will be required to repeat the semester the following year. Students can do multiple repeat semesters within the total time span available for the completion of the programme.

Students who repeat a course, or courses, due to shortage of attendance or for failure in the regular examination and the two supplementary examinations, will be marked as "Repeat Course" in the Grade Card, whenever they clear it in a subsequent semester.

Attendance for Fieldwork/Internship

- A. Attendance is compulsory on all days of fieldwork/internship.
- B. In the case of internships and field practicum, the maximum days of absence permitted is up to 10% of the total practicum period specified by each programme.
- C. For concurrent fieldwork (i.e., fieldwork on certain days of the week), students have to put in a minimum of 15 hours a week, including time spent in Individual Conference/General Conference, but excluding travel time.
- D. Absence of up to two days for genuine reasons such as medical/family emergencies is allowed for concurrent fieldwork and block fieldwork/internship (of one month duration) only with prior permission.
- E. Absence beyond two days needs to be compensated in toto in consultation with the fieldwork coordinator or supervisor.
- F. Any absence without genuine reasons and without permission needs to be fully compensated

1.5.9. Commencement of the Programme

The norms of the educational institution will be followed with regard to the commencement of the programme.

1.5.10. Reasonable Accommodation for Students with Special Needs

Educational institutions offering the Bachelors in Medical and Psychiatric Social Work (B.MPSW) program shall adopt inclusive and differentiated academic strategies to address the varied learning needs of students. The objective is to ensure that both slow learners and advanced learners are provided with equitable opportunities for academic growth, personal development, and professional competence.

Neurodivergent Learners

Neurodivergent learners are students who may require additional academic support, guidance, or extended learning time to achieve course outcomes comparable to their peers. Such learners may face challenges in comprehension, communication, or application of knowledge due to limited exposure, variations in learning pace, or language-related difficulties. Through structured instructional support and mentoring, these students can attain the expected competencies and develop confidence in academic, co-curricular, and practicum components of the program.

Gifted/Advanced Learners

Advanced learners are students who exhibit higher levels of academic readiness, analytical and critical thinking, and self-directed learning abilities. They demonstrate initiative, problem-solving skills, leadership qualities, and a strong capacity for conceptual and field-based application. These learners benefit from enrichment opportunities that deepen their engagement and enhance their professional competencies.

Identification Mechanism

Institutions shall establish systematic mechanisms for the identification of both slow and advanced learners. Identification shall be based on:

- Diagnostic or baseline assessments conducted during program entry or the initial semester;
- Continuous internal evaluations and faculty observations;
- Analysis of classroom participation, assignments, and fieldwork performance; and
- Student self-assessment, mentoring records, and reflective learning reviews.

Support and Enrichment Strategies for Neurodivergent Learners

Institutions shall implement enrichment-oriented academic and psychosocial support strategies to promote gradual and confident learning among slow learners. These may include:

- Remedial and Tutorial Sessions: Structured classes focusing on conceptual reinforcement and application.
- Bridge and Language Support Programs: Targeted modules to strengthen comprehension, writing, and academic communication skills.
- Faculty and Peer Mentoring: Personalized mentoring to enhance motivation, organization, and academic resilience.
- Experiential and Participatory Learning: Involvement in practical workshops, reflective exercises, and small group discussions to foster applied understanding.
- Confidence and Skill-Building Initiatives: Encouragement to participate in co-curricular, community, and field activities to develop interpersonal and professional skills.

These measures aim to build both competence and confidence, ensuring slow learners receive meaningful enrichment and equal opportunity for success.

Enrichment and Extension Strategies for Gifted/Advanced Learners

Institutions shall design opportunities for gifted/advanced learners to extend and apply their abilities in ways that contribute to both personal and peer learning. Such initiatives may include:

- **Advanced Academic Challenges:** Research participation, specialized readings, and innovation-based projects.
- **Peer Mentorship Roles:** Engaging advanced learners in supporting peers through structured collaborative and mentoring programs.
- **Professional and Scholarly Exposure:** Encouragement to present papers, participate in conferences, and engage in interdisciplinary learning forums.
- **Leadership and Institutional Engagement:** Assigning responsible roles in academic, fieldwork, or student development activities to nurture leadership and teamwork skills.

These enrichment opportunities shall be designed not as privileges but as mechanisms to promote peer learning and collective academic excellence within the program.

Institutions shall ensure that all strategies for supporting neurodivergent learners and enriching gifted/advanced learners are implemented in an equitable and inclusive manner. Periodic monitoring by faculty mentors and academic committees shall review the effectiveness of interventions, document outcomes, and revise strategies to ensure balanced opportunities for learning and growth across all student groups.

Inclusive Education and Accessibility Policy for BMPSW Programmes

The BMPSW programme is committed to supporting learners with disabilities and special educational needs through reasonable accommodations in academic components as per Rights of Persons with Disabilities (RPwD, 2016), while ensuring that clinical competencies essential for safe and effective professional practice are fully met. Inclusion efforts shall not compromise required functional abilities needed for clinical engagement with persons with mental illness and their caregivers, as mandated under national regulatory standards.

Essential Functional Requirements for Clinical Competence

Students must possess sufficient functional abilities, with or without reasonable accommodations, to:

- Communicate effectively (verbal and non-verbal) with patients, families, and teams
- Process visual and auditory cues critical in psychiatric assessment

- Ensure patient safety, confidentiality, risk identification, and consent
- Perform emergency responses, crisis intervention, and therapeutic engagement

Severe sensory impairments (e.g., profound deafness without interpreter access, total blindness) that prevent essential clinical functions may impact eligibility or require review by a competent committee before admission and periodically during training.

Institutional Responsibilities

Institutions shall:

- Promote awareness of diverse learning needs while recognizing essential competency standards
- Avoid undue privileges or unverified exemption claims
- Maintain a Disability Support Committee for screening accommodation requests
- Ensure accessibility of academic information and documentation
- Ensure confidentiality of disability-related information
- Provide mentoring and required academic support where compatible with clinical safety
- Provide priority access to essential student services when needed

Accessible Physical Environment

Institutions shall strive to maintain:

- Wheelchair-accessible classrooms and clinical facilities
- Appropriate signage, lighting, ventilation, low-noise environments
- Safety measures including CCTV and fire compliance
- Physical accessibility shall be supported to the extent feasible in clinical settings without compromising patient care routines.

Teaching-Learning Accommodations

Possible accommodations where clinical competencies are not compromised:

- Preferential seating for better audibility and visibility
- Advance sharing of learning materials
- Technology-assisted learning (visual aids, amplification devices, magnifiers, phone readers etc.)
- Audio/video recording with permission
- Interpretation support only if effective clinical interaction remains possible

Clinical Training and Safety Considerations

Because psychiatric clinical work requires direct therapeutic interaction, institutions shall:

- Assess functional fitness during clinical postings
- Modify workload or deployment only where clinical safety is ensured

- Restrict or restructure high-risk patient care if functional limitations pose hazard to self or others
- Clinical exposure cannot be waived or replaced, as it is essential for qualification under statutory guidelines.

Assessment Accommodations

Permitted when aligned with essential outcomes:

- Extended time in exams, assistive devices, scribes, alternative evaluation methods, accessible seating
- Assistive technology
- Alternative methods of demonstrating academic learning
- However, accommodations shall not exempt students from demonstrating core clinical competencies.

Accessible Digital and Library Services

Institutions should ensure digital accessibility and assistive technology support for reading, research, and academic work.

Procedure for Requesting Accommodations

Students shall:

- Submit a formal request with certified medical documentation or professional evaluation
- Apply 30 days in advance wherever possible
- Undergo periodic review for continued suitability in clinical settings
- A Rehabilitation Professional or Disability Support Committee shall recommend appropriate provisions on a case-by-case basis.

Policy Review

This policy shall be reviewed periodically to remain aligned with evolving legal, ethical, accessibility and clinical competency standards.

Commitment to Equity with Responsibility

Institutions offering the MPSW programme uphold disability rights and dignity, while ensuring only those learners who can safely and competently engage in clinical psychiatric social work practice are certified to serve vulnerable populations.

1.6. OVERALL CURRICULUM SCHEME

1.6.1. Semester wise Distribution of Credits

Semester wise Distribution of Credits			
Year-1	1.	22 Credits	43 Credits
	2.	21 Credits	
Year-2	3.	22 Credits	45 Credits
	4.	23 Credits	
Year-3	5.	24 Credits	47 Credits
	6.	23 Credits	
Year-4	7	25 Credits	49 Credits
	8	24 Credits	
Total Credits for BMPSW Course - 184 Credits			

Semester 1: BMPSW1

Credits		22	Hours		421	Course 1
Sl. No	Course	Lecture hours	Practical hours	Project hours	Credits in total	Hours in total
1.1	Introduction to Social Work	45	0	0	3	45
1.2	Psychology for Social Work Practice	30	0	0	2	30
1.3	Social Sciences & Health	60	0	0	4	60
1.4	Language and Interactional Communication Skills	45	0	0	3	45
1.5	Interpersonal Communication for health social work practice	30	0	0	2	30
1.6	Nutrition and health for social work practice	30	0	0	2	30
1.7	Field work I	0	180	0	6	180

Semester 2: BMPSW2

Credits		21	Hours		405	Course 2
Sl. No	Course	Lecture credits	Practical credits	Project credits	Hours in total	Credits in total
2.1	Theories & Perspectives in Social Work	30	0	0	30	2
2.2	Health and Development	30	0	0	30	2
2.3	Working with Groups	30	0	0	30	2
2.4	Community Organisation	30	0	0	30	2
2.5	Medical Information for Social Work Practice	45	0	0	45	3
2.6	Human Growth & Development across the lifespan	30	0	0	30	2
2.7	Foundations in mathematics and computer applications	30	0	0	30	2
2.8	Fieldwork (NGO/community)	0	180	0	180	6

Semester 3: BMPSW3

Credits		22	Hours		421	Course 3
Sl. No	Course	Lecture credits	Practical credits	Project credits	Hours in total	Credits in total
3.1	Introduction to Medical & Clinical Social Work	30	0	0	30	2
3.2	Social Work with Individuals (Case work)	30	0	0	30	2
3.3	Social and Commercial Determinants of Health & Mental health	30	0	0	30	2
3.4	Counselling	30	0	0	30	2
3.5	Participatory Health Communication	30	0	0	30	2
3.6	Social Work Research Methods	60	0	0	60	4
3.7	Fieldwork III (NGOs/community)	0	240	0	240	8

Semester 4: BMPSW4

Credits		23	Hours		480	Course 4
Sl. No	Course	Lecture hours	Practical hours	Project hours	Hours in total	Credits in total
4.1	Introduction to Mental Health Disorders	30	0	0	30	2
4.2	Advanced Counselling	30	30	0	60	3
4.3	Clinical Social Work Practice	30	0	0	30	2
4.4	Health Policy & Legislation	30	0	0	30	2

Credits		23	Hours		480	Course 4
Sl. No	Course	Lecture hours	Practical hours	Project hours	Hours in total	Credits in total
4.5	Social Work Administration	30	0	0	30	2
4.6	Health Epidemiology and Biostatistics	30	0	0	30	2
4.7	Electives I	30	0	0	30	2
4.8	Fieldwork (Clinical settings)	0	240	0	240	8

Semester 5: BMPSW5

Credits		24	Hours		421	Course 5
Sl. No	Course	Lecture hours	Practical hours	Project hours	Hours in total	Credits in total
5.1	Psychosocial & Therapeutic Interventions in Medical & Clinical Social Work	45	30	0	75	4
5.2	Public Health Social Work	30	0	0	30	2
5.3	Community Health Interventions	30	0	0	30	2
5.4	Social Security Schemes: : Implications for Health and Mental Health	30	0	0	30	2
5.5	Health Advocacy & Action	30	0	0	30	2
5.6	Introduction to Research Project	15	0	15	30	2
5.7	Electives II	30	0	0	30	2
5.8	Fieldwork (Government systems)	0	240	0	240	8

Semester 6: BMPSW6

Credits		23	Hours		600	Course 6
Sl. No	Course	Lecture hours	Practical hours	Project hours	Hours in total	Credits in total
6.1	Health Programme Management	30	0	0	30	2
6.2	Administration of Hospitals & Health Systems	30	0	0	30	2
6.3	Advanced Therapeutic Interventions	30	30	0	60	3
6.4	Research Project (Part 1)	10	0	20	30	2
6.5	Fieldwork (Industry/CSR)	0	420	0	420	14

Semester 7: BMPSW7

Credits		25	Hours		630	Course 7
Sl. No	Course	Lecture hours	Practical hours	Project hours	Hours in total	Credits in total
7.1	Contemporary Issues in Health Social Work	30	0	0	30	2
7.2	Psychiatric Social Work	30	30	0	60	3
7.3	Professional Ethics and Leadership	20	0	10	30	2
7.4	Research Project (Part 2)	10	0	20	30	2
7.5	Fieldwork (Specialised & Clinical settings)	0	480	0	480	16

Semester 8: BMPSW8

Credits		24	Hours		660	Course 8
Sl. No	Course	Lecture hours	Practical hours	Project hours	Hours in total	Credits in total
8.1	Research Dissertation (Part 3)	0	0	60	60	4
8.2	Block fieldwork/Internship	0	600	0	600	20

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1.7. SEMESTER 1

Semester 1: Distribution of Credits

Semester wise Distribution of Credits			
Year-1	1.	22 Credits	43 Credits
	2.	21 Credits	
Year-2	3.	22 Credits	45 Credits
	4.	23 Credits	
Year-3	5.	24 Credits	47 Credits
	6.	23 Credits	
Year-4	7.	25 Credits	49 Credits
	8.	24 Credits	
Total Credits: 184 Credits			

Semester 1: Courses

Sl. No	Course	Hours			Total hours 420	Total credits 22
		Lecture hours	Practical hours	Project hours	Hours	Credits
1.1	Introduction to Social Work	45	0	0	45	3
1.2	Psychology for Social Work Practice	30	0	0	30	2
1.3	Social Sciences & Health	60	0	0	60	4
1.4	Language and Interactional Communication Skills	45	0	0	45	3

Sl. No	Course	Hours			Total hours 420	Total credits 22
		Lecture hours	Practical hours	Project hours	Hours	Credits
1.5	Interpersonal Communication for health social work practice	30	0	0	30	2
1.6	Nutrition and health for social work practice	30	0	0	30	2
1.7	Field work I	0	180	0	180	6

1.7.1. BMPSW1.1. INTRODUCTION TO SOCIAL WORK

Overview

Course Name	Introduction to Social Work	Course code	BMPSW1.1
Sem 1	Credits: 3	Hours: 45	
Course type: Theoretical input and reflective learning			

Course description

The Introduction to Social Work course aims to equip students with a strong foundation in the theoretical and practical aspects of social work, fostering independent reflection, ethical decision-making, and a commitment to social justice. The course helps to understand its historical evolution, core concepts, philosophical principles, and ethics, development of social work in India and abroad. It helps students understand the values and practices of the profession. Through a historiographical lens, students learn to analyze the transition from charity-based approaches to rights-based social work, fostering a deeper ethical and contextual understanding of the profession.

The students will develop the ability to contextualize and apply ethical principles effectively in their future professional roles in different settings. The course aims to also prepare students with the knowledge and skills necessary to address complex social challenges while maintaining a clear ethical framework, empowering them to become competent and reflective social work practitioners.

Table1: Course Content

Introduction to Social Work		BMPSW1.1
Learning outcomes/ Competencies	The students will be able to: 1. Understand the origin, evolution, basic concepts related to social work and its philosophy 2. Learn and integrate practice of social work values, methods and principles. 3. Develop a critical understanding of various social work and social sciences issues. 4. Develop an understanding of the various roles and responsibilities of social worker in health settings.	
Topics/lesson plan	Unit 1: Introduction to Social Work Definitions of Social Work, Social Service, and Social Welfare Exploring Concepts: Social Reform, Social Justice, and Social Health Understanding Social Security and Social Policy, Social legislation	6 hours
	Unit 2: Social Development and Human Rights in the Context of Social Work Characteristics of Social Work Functions, Purpose, and Scope of Social Work; Process of Social work. Relationship of Social Work with Applied Social Sciences, Sociology, Psychology, Political Science, Economics, and Anthropology	8 hours
	Unit 3: Historical development of Social work Development of Professional Social Work in the U.K. and U.S.A, Elizabethan Poor Law, and COS Movement Settlement House Movement and The Beveridge Report, Development of Social Work Education Development of Professional Social Work in India, Global Social Work, Contributions of Social Reformers and Gandhi.	8 hours

Introduction to Social Work		BMPSW1.1
	Unit 4: Evolution of Social Work Models Charity, Remedial, Developmental, and Sustainable Models, Roles Played by Social Workers in Different Models Philosophy and principles of social work Basic Philosophy of Social Work, Humanitarianism and Democratic Values Religious foundations of social work: Christianity, Hinduism, Islam, Buddhism, Jainism, Sikhism	8 hours
	Unit 5: Values and Principles of Social Work Principles of Social Work, NASW, Six Core values of Social Work by IASSW Code of Ethics in Social Work, Indian values of Social Work Ethical Responsibilities of Social Workers	5 hours
	Unit 6: Methods of Social Work Primary and Secondary Methods, Professional Attributes of Social Work, Roles and Functions of Social Workers, EPAS Competencies, Social Work in health in the context of NCAHP Act Relevance of Fieldwork and Supervision, Types of Social Work Recording, Challenges of Social Work Profession in India	10 hours

Teaching/Learning Method

Interactive Lectures/ Group Discussions/ Case Studies & Role Plays/Reflective Journaling; field based examples

Assessment and evaluation

Internal Assessment - Assignments/ Presentations/Group Discussion/Quiz; end semester examination

References

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- Dash, B. M. (Ed.). (2022). *Introduction to social work*. Sage Publishing.
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- Konopka, G. (1958). *Eduard C. Lindeman and social work philosophy*. University of Minnesota Press.
- Miśra, P. D. (1994). *Social work philosophy and methods*. Inter-India Publications.
- Pathak, S. (1980). *Social welfare*. Macmillan.
- Segal, E. A., Gerdes, K. E., & Steiner, S. (2009). *An introduction to the profession of social work*. Cengage Learning.
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- Wadia, A. R. (1961). *History and philosophy of social work in India*. Allied Publishers.

Additional reading

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- Parker, J., & Doel, M. (2013). *Professional social work*. Sage Publications.

1.7.2. BMPSW1.2. PSYCHOLOGY FOR SOCIAL WORKERS

Overview

Course Name	Psychology for Social Workers	Course code	BMPSW1.2
Sem 1	Credits: 2	Hours: 30	
Course type: Theoretical input with reflective learning			

Course description

This course lays a grounding on core and basic concepts in psychology and processes and an introduction 8.7. on brain and behaviour. Concepts pertaining to motivation, emotion, intelligence and an overview of personality will enable the learners to understand how these psychological concepts and processes influence behaviour.

Table Course Outline

Psychology for Social Workers		BMPSW1.2
Learning outcomes	The students will be able to: A. Demonstrate competence and knowledge in core concepts of psychology B. Apply the core concepts to understand human behaviour within the social contexts C. Use this information in social work interventions to address individual and social problems.	
Topic/ Lesson plan	Unit 1: Introduction to Psychology Definition, basic concepts, sub-fields and scope of psychology Overview on perspectives of human behaviour: Psychoanalytic, Behavioural, Biological, Cognitive, Humanistic & Existential	4 hours
	Unit 2: Basic Psychological Processes Sensation - transduction, threshold, adaptation, types of sensation Perception - Introduction to Perceptual Processes, Principles of Perceptual Organization, types of perception (space, depth & distance - monocular cues and binocular cues, perceptual Illusions), Socio-Cultural Influences on Perception	10 hours

Psychology for Social Workers		BMPSW1.2
	Attention - Types (Selective, Divided, Sustained Attention) Learning - introduction to theories - classical conditioning, operant conditioning, latent and observational Thinking and reasoning Memory - memory systems (short- & long-term memory), levels of processing Practical: apply the above in everyday life	
	Unit 3: Brain and Behaviour Biological basis of behaviour - neural basis, nervous system, Brain and its functioning	6 hours
	Unit 4: Motivation, Emotion and Intelligence Introduction to Motivation - Primary & Secondary Motive - Motivation Theories: Biological-Drive theory; Humanistic-Maslow's hierarchy of needs, Optimal level theory, and Continuum model Introduction to Emotion - Elements of Emotion Theories of emotion: James-Lange, Schachter-Singer, Cannon-Bard, Arousal Theory, Lazarus's Cognitive Theory, and Social Theories. Introduction to Intelligence - Definition, theories: Factor theory, Gardner's theory, Process oriented theory, Assessment Practical: apply the above in everyday life	8 hours
	Unit 5: Introduction to theories of personality Psychoanalytic & psychodynamic theory Psychosocial theory - Erikson	2 hours

Teaching/Learning Method

Interactive lectures, classroom discussion, case studies and illustrations

Assessment and evaluation

Internal Assessment - Assignments and end semester examination

References

- Ciccarelli, S., Noland, W. J., & Misra, G. (2017). *Psychology* (5th ed.). Pearson Publications.
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- Myers, D. G., & DeWall, N. (2018). *Psychology* (12th ed.). Worth Publishers

Additional reading

- Baron, R. A., & Misra, G. (2015). *Psychology* (5th ed.). Pearson Education.
- Griggs, R. (2017). *Psychology: A concise introduction* (5th ed.). Worth Publishers.
- Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Lutz, C. (2014). *Atkinson & Hilgard's introduction to psychology* (16th ed.). Cengage Learning.
- Richard, J. G. (2013). *Psychology and life* (17th ed.). Pearson Education Ltd.

1.7.3. BMPSW1.3 SOCIAL SCIENCES AND HEALTH

Overview

Course Name	Social Sciences & Health	Course code	BMPSW1.3
Sem 1	Credits: 4	Hours: 60	
Course type: Theoretical input			

Course description

This course offers a comprehensive introduction to social sciences as a foundational discipline for social work, exploring its meaning, origin, nature, and scope. It examines social work as a science and its interdisciplinary relationship with other social sciences such as psychology, political science, economics, anthropology, and sociology. Students will gain insight into the structure and dynamics of society through key concepts. The students will explore theories of the origin of society and understand the distinctions between rural, urban, tribal, and coastal communities. The course emphasizes the role of socialization and social control, examining institutions like family, marriage, religion, politics, and economy. It also highlights cultural diversity, regional variations, and the interplay between environment and culture in relation to health. This course introduces students to the interdisciplinary field of social sciences and their application to understanding health, illness, and healthcare systems. Students will explore how social, cultural, economic, and political factors influence health outcomes and health behaviors. Students will study various societal systems - economic, political, legal, religious, and value systems - and analyze factors and theories of social change.

Course Outline

Social Sciences & Health		BMPSW1.3
learning outcomes/ Competencies	The students will be able to: 1. Understand foundational social sciences concepts, theories and their relevance to illness, disease and health. 2. Analyze social structures, cultural norms, institutions, and processes shaping health and society. 3. Develop interdisciplinary insight for effective health social work practice. 4. Understand key concepts and theories in social sciences relevant to health. 5. Critically evaluate the relationship between health systems and society. 6. Develop a holistic understanding of health that integrates biological and social dimensions.	
Topics / lesson plan	Unit 1: Concept of Social Sciences Social sciences- Meaning, Definitions, origin, nature and scope. Social work as an art and science- relationship with other Social Sciences - Social Work, Psychology, Political Science, Economics and Anthropology. Definitions, characteristics, and types of society- community-association institution-organization. Social groups: meaning, characteristics, types of groups- primary, secondary, in- Group, out-group and reference group-role-status.	8 hours
	Unit 2: Social and cultural Processes: Co-operation, accommodation, assimilation, competition and conflict. Evolution of Indian society: Traditional bases of Indian society Unity and diversity in India; India as a pluralistic communities	8 hours

Social Sciences & Health		BMPSW1.3
	Unit 3: Theories of Origin of Society: Types of Societies, Types of community – rural, urban, tribal and coastal. difference between rural and urban communities. Individual and society socialization and social control, social institutions- family, kingship, marriage, religion, politics, economy. Socialization – meaning, definition, types and theories of socialization. Social control- values/norms/customs/religion/morality/culture Culture & society: Understanding diversity - regional diversity – rural & urban society - language, food & culture – environment & culture Integrating social sciences and health: The concept of health, illness and disease from social sciences perspective, (Functionalism, conflict, symbolic interactionism), culture and health	20 hours
	Unit 4: Social interaction and its types. Different systems of the society - Social systems, economic system, political system, cultural system, legal system, religious system, value system. Social change, meaning, nature, factors and theories of social change. Social Change in India: Sanskritization, westernization, industrialization, modernization, secularization, globalization. Social differentiation and stratification, social disorganization.	12 hours
	Unit 5 Social Collectives and movements in India and abroad Definition and Types. Reform Movement: Brahma Samaj. Arya Samaj. Ramakrishna Mission. Backward Class Movement. People's Health movement- Jan Swasthya Abhiya, People's Health Movement (PHM), Sex worker movement, LGBTIQ movement, Bahuguna movement	12 hours

Teaching/Learning Method

Interactive classroom lectures, group discussions, case studies

Assessment and evaluation

Internal Assessment - Assignments/ Presentations/Group Discussion/ Quiz; and End semester examination

References

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- Bilton, T. et al. (2022). Introductory Sociology, Indian Edition, Laxmi Publications.
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- Giddens, A., Duneier, M., Appelbaum, R.P., and Carr, D. (2014). Introduction to Sociology. W.W. Norton and Company.

Additional reading

- Harry, J. M. (1995). Sociology: A Systematic Introduction. New Delhi: Allied Publications Limited.
- Rao, S. C. (1997). Sociology: Primary Principles of Sociology with an Introduction to Social Thought. New Delhi: S. Chand and Company.

1.7.4. BMPSW1.4. LANGUAGE AND INTERACTIONAL COMMUNICATION SKILLS

Overview

Course Name	Language and. Interactional Communication Skills	Course code	BMPSW1.4
Sem 1	Credits: 3	Hours: 45	
Course type: Theoretical input with practical learning			

Course description:

This course aims to equip students of medical and psychiatric social work with the essential English language, communication, and soft skills needed for patient care, counselling, teamwork, and professional growth. The focus is on functional English and one local language, interpersonal communication, and personality development required in hospital and community health settings.

Course Outline

Language, Interactive Communication and Soft Skills		BMPSW1.4
Learning outcomes/ Competencies	The students will be able to: 1. Use functional English and local language grammar and vocabulary in health and hospital contexts. 2. Demonstrate effective communication skills with patients, families, and health teams. 3. Apply soft skills such as empathy, teamwork, conflict resolution, and leadership. 4. Write simple case notes, reports, and health communication material. 5. Display confidence in public speaking, group discussions, and patient education sessions.	
Topics/lesson plan	Unit 1 – English Language Proficiency & Communicational English Basics of grammar: sentence construction, tense usage, voice Vocabulary building: common words in healthcare, hospital, and counselling settings Pronunciation, phonetics, and clarity of speech Writing simple sentences, short paragraphs, and notes Communicational English: everyday conversations (introductions, greetings, making requests) Hospital-based dialogues conducted by Medical Social Work Officers with patients, families, doctors, nurses. Telephone/telemedicine communication etiquette	10 hours
	Unit 2 – Professional & Academic Communication Communicating with doctors, nurses, administrators Writing case notes, referral letters, discharge summaries Email etiquette and professional correspondence Presentation skills for case conferences	9 hours
	Unit 3: Soft Skills for Health Social Workers Building rapport and trust with patients and families Teamwork and collaboration with health professionals Time management and workplace discipline Cultural sensitivity and communication in diverse settings	12 Hours

Language, Interactive Communication and Soft Skills		BMPSW1.4
	Unit 4: Basic Conversational Skills in Local Language Importance of effective communication in local language in patient care- language, culture, & emotions Greetings, introductions, and building rapport - Asking and answering simple questions, explaining procedures, medications, and care instructions in simple language, confirming understanding Medical Terminology in Local Language - terms for common symptoms, diseases, and treatments, body parts, tests, and medications, explaining instructions for follow-up care, diet, and lifestyle, glossary of terms in the local language, cultural nuances affecting patient communication. Practical: conversational exercises using role plays for realistic patient scenarios in local language	14 hours

Teaching/Learning Method

Interactive workshops, group discussions on health-related topics, Role plays, Language lab / audiovisual practice

Assessment and evaluation

2 forms of Internal assessment - role plays/case simulations/class quiz; or 1 internal assessment and 1 end semester exam

References

- Rai, U. (2010). English language communication skills. Himalaya Publishing House.
- Şirbu, A. (2015). The significance of language as a tool of communication. "Mircea cel Batran" Naval Academy Scientific Bulletin, Volume XVIII (1), 405–406.
- Zeiger, S. (2018). Effective communication skills for social workers. Chron. [<https://work.chron.com/effective-communication-skills-social-workers-7857.html>] (<https://work.chron.com/effective-communication-skills-social-workers-7857.html>)

Additional reading

Crystal, D. (2003). English as a global language (2nd ed.). Cambridge University Press.

1.7.5. BMPSW1.5. INTERPERSONAL COMMUNICATION FOR HEALTH SOCIAL WORK PRACTICE

Overview

Course Name	Interpersonal communication for health social work practice	Course code	BMPSW1.5
Sem 1	Credits: 2	Hours: 30	
Course type: Theoretical inputs with practice based, experiential and reflective learning			

Course Description

This course equips students to understand communication as the foundation of an effective, compassionate, and ethical social work practice in health. It introduces students to the foundational theories and practical skills of interpersonal communication. Students will learn to appreciate interpersonal communication through critical thinking and problem solving using case-based approaches. Grounded on quality improvement methods like PDSA cycles, the rubric of strengthening argument will be central to addressing biopsychosocial distress, stigma, and complex emotions that often accompany illness and/or social difficulties. The course blends theory with skill-based learning, introducing approaches such as active listening, motivational interviewing, questioning, nonverbal communication, and conflict management. It explores how effectiveness in communication, through the appropriate use of words, tone, silence, and empathy, influences the cultivation of trust, healing, and collaboration with people. They will also reflect on their own communication styles and emotional responses as part of developing professional presence and authenticity. They will learn to communicate effectively in direct interviews, group discussions, community meetings and within health teams.

Course Outline

Interpersonal communication for health social work practice		BMPSW 1.5
Learning outcomes/ Competencies	The students will be able to: • Comprehend and frame communication from the Source–Message–Channel–Receiver framework. • Skilled to carry out audience analysis • Develop the skills to reflect on clients' and their own personal communication styles and professional growth. • Critically reflect on the cultural and critical dimensions that bring in power play in interactions. • Design communication strategies and actions that address social roles, expectations, and image management. • Use representation in personal and professional communication	
Topics/lesson plan	Unit 1: Foundations of communication Process, models, and meanings Types of communication: verbal, non-verbal, written, audio & visual.	4 hours
	Unit 2: Principles and process of interpersonal communication Scope and concept of interpersonal communication Theories of interpersonal relationships - Social Penetration Theory, Uncertainty Reduction Communication in helping relationships. Self in social interaction. Johari's window	6 hours
	Unit 3: Core communication skills for social work practice Audience analysis Attending, active listening, questioning, giving feedback and responding. Motivational interviewing Body language Social construction, Trauma sensitivity. and strengths-based approaches in communication, narrative approaches. Story telling. Culture, Power, Role, Identity, Demonstration of skills.	8 hours
	Unit 4: Designing communication strategies and actions based on audience analysis Dialogues and interpersonal interactions in individual, group and community settings, and professional teams Practice Skills: Effective Presentation & Demonstration.	10 hours

Interpersonal communication for health social work practice		BMPSW 1.5
	Unit 5: Facilitation in interpersonal communication Effectiveness and competency in communication Skills, and roles of facilitator Barriers to communication - message distortion, noise, language & emotion, and feedback	2 hours

Teaching/Learning Method

Technical information on communication, interpersonal communication actions and interventions will be taught through lecture methods. These will be supported with simulation activities, group exercises, role plays, practice sessions, peer feedback, observation checklists, short films, reflection journals and discussion on cultural sensitivity where students will learn to respond effectively in interpersonal contexts building rapport, conveying empathy, and managing challenging conversations across cultures and contexts.

Assessment and evaluation

- Ongoing assessment and class participation
- Mini projects as a group activity
- End of semester examination

References

- Frank, A. W. (1995). *The Wounded Storyteller: Body, Illness, and Ethics*. Chicago: University of Chicago Press.
- Goffman, E. (1959). *The Presentation of Self in Everyday Life*. New York: Anchor Books.
- Goffman, E. (1967). *Interaction Ritual: Essays on Face-to-Face Behaviour*. Garden City, NY: Anchor Books.
- Kadushin, A., & Kadushin, G. (2013). *The Social Work Interview: A Guide for Human Service Professionals* (5th ed.). New York: Columbia University Press.
- Koprowska, J. (2020). *Communication and Interpersonal Skills in Social Work* (5th ed.). London: Learning Matters/Sage.
- Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2017). *Theories of Human Communication* (11th ed.). Long Grove, IL: Waveland Press.
- Schiavo, R. (2013). *Health Communication: From Theory to Practice*. San Francisco: Jossey-Bass.
- Shotter, J. (1993). *Conversational Realities: Constructing Life through Language*. London: Sage.

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Additional reading

- Luhmann, N. (1984). *Social Systems*. Stanford University Press (English translation, 1995).
- Cilliers, P. (1998). *Complexity and Postmodernism: Understanding Complex Systems*. London: Routledge.
- Egan, G. (2014). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping* (10th ed.). Belmont, CA: Brooks/C

1.7.6. BMPSW1.6. NUTRITION AND HEALTH FOR SOCIAL WORK PRACTICE

Overview

Course Name	Nutrition and health for social work practice	Course code	BMPSW1.6
Sem 1	Credits: 2	Hours: 30	
Course type: Theoretical inputs with practical, experiential and reflective learning			

Course description

This course encourages undergraduate students of social work to explore the concepts and principles of nutrition, food and nutrition security, social factors and the role of nutrition in shaping human well-being and illness. Students will learn how malnutrition, food insecurity, and changing lifestyles affect physical and mental health. It equips social work students with knowledge to understand the social and cultural dimensions of nutrition and to apply these concepts during clinical nutrition education and counselling in clinical, community, institutional, community-level nutrition interventions, and government interventions and policy contexts for food and nutrition security. The course will help them understand how social workers can become vital partners in improving nutritional gains through awareness generation, supporting health programmes, and advocating for equitable access to food, nutrition and care. It also capacitates students of social work to plan and implement nutrition-sensitive social work practice; integrating nutrition counselling and education, advocacy, community interventions, and programmatic action for improving clinical and public health outcomes. The curriculum integrates both theoretical understanding and field-based applications - enabling students to assess nutritional needs, promote health education and counselling, support public health nutrition programmes, and advocate for nutrition and food security and social justice. Furthermore, the course aligns with the core values of social work, compassion, inclusion, empowerment, and social justice and encourages students to engage with health and nutrition as essential parts of building stronger, healthier communities.

Course Outline

Nutrition and health for social work practice		BMPSW1.6
Learning outcomes/ Competencies	The students will be able to: A. Provide students with foundational knowledge of nutrition relevant to clinical as well as community/public health settings B. Facilitate health and nutrition education, care and counselling, support recovery, promote and advocate for health and nutrition, C. Coordinate effectively with healthcare professionals for evidence based nutrition interventions. D. Provide basic nutritional guidance on common nutritional issues related to chronic diseases, malnutrition, and recovery under the supervision of dietitians and healthcare teams,	
Topics/lesson plan	Unit1: Foundations of Nutrition and Health Basic concepts: food, nutrition & diet. Macronutrients and micronutrients. Social and cultural determinants of nutrition. Nutrition across the life span. Impact of malnutrition on maternal, child, adolescent and elderly and on its implication health, and mental health. International and national policies on nutrition Understanding nutrition indicators and assessment tools, anthropometry and growth charts.	6 hours
	Unit 2: Nutritional problems in individuals and communities Nutrition deficiencies - undernutrition, micronutrient deficiency, overnutrition, obesity. Intersecting diet, disease, and wellbeing with immunity and infections, mental health and NCDs, children with special needs and other health problems. Linkages between nutrition interventions and dietary management alongside psychosocial interventions. Referral and collaboration with interdisciplinary health teams to address malnutrition and illness management Nutrition and food security and programs to address them.	8 hours

Nutrition and health for social work practice		BMPSW1.6
	Unit 3: Nutrition and Public Health Challenges Understanding nutritional epidemiology and the burden of disease in India. International and National nutrition and food policies, programs, and schemes, governance for food and nutrition security, Commercial and marketing influences on nutrition behavior- MCH, TB, HIV etc. Understand various context and community set up for nutritional interventions (Subcenters, Nutrition rehabilitation centers, school health program, Emergencies and Disasters). Indian systems of medicine and nutrition.	8 hours
	Unit 4: Application in Social Work: Basic education and counselling for healthy eating, and nutritional non-compliance. Design basic community-level nutrition interventions, advocacy and IEC activities in clinical and community settings along with health and nutrition teams. Link individuals and communities to nutrition-related schemes. Ethical and cultural considerations in nutritional and food interventions: Respecting cultural food practices while promoting healthy nutrition. Maintaining sensitivity while advising patients and families on nutrition and food interventions. Role of NGOs and government. PPP models in nutrition. Emerging agricultural interventions. Practical: application of information on nutrition in practice	8 hours

Teaching/Learning Method

Interactive lectures and discussions through group projects

Assessment and evaluation

Internal assessment: Community based assignment or case presentation linked and carried out along with field work; end semester written examination

References

- Bamji, M.S., Rao, N.P., & Reddy, V. (2019). *Textbook of Human Nutrition*. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
- Chadha, R., & Mathur, P. (Eds.) (2015). *Nutrition: A Lifecycle Approach*. New Delhi: Orient Blackswan.
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- Gopalan, C. (1987). *Nutrition Problems and Programmes in South East Asia*. New Delhi: World Health Organization.
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- Robinson, C.H. *Normal and Therapeutic Nutrition*. Calcutta: Oxford & IBH Publishing Co.

Additional Reading

- Begum R. (2015). *A Textbook of Food Nutrition & Dietetics*. New Delhi: Sterling publications Pvt Ltd.
- Escott-Stump, S. (1998): *Nutrition and Diagnosis Related Care*, 4th Edition, Williams and Wilkins.
- Williams, S.R. (1993): *Nutrition and Diet Therapy*, 7th Edition. Times Mirror / Mosby College Publishing.
- Gopalan C, Rama Sastri BV, Balasubramanian SC (1989). *Nutritive Value of Indian Foods*. National Institute of Nutrition, ICMR, Hyderabad.

1.7.7. BMPSW1.7. FIELD WORK I

Overview

Course Name	Field work I	Course code	BMPSW1.7
Sem 1	Credits: 6	Hours: 180	
Course type: Practical, experiential and reflective learning			

Course description

This is the first exposure of students to fieldwork and the emphasis this semester will be to prepare students for fieldwork throughout the undergraduate programme. In the first semester the students will be exposed to experiential workshops and laboratories that focus on developing the self, undertake basic social work skills such as observation, listening, rapport building, communication in the field and trust building. They will also be exposed to concepts of trust and power. They will also undertake exposure visits to a variety of service organisations - government and non-government organisations and communities. They will be introduced to the concept of social work supervision.

Course Content

Field work I		BMPSW1.7
Learning outcomes/ Competencies	The students will be able to: A. Gain insight and understanding about self and social work. B. Demonstrate an understanding of the nature and scope of social work practice. C. Develop an appreciation of social work values. D. Comprehend and learn the role of social worker in different contexts and settings. E. Gain the skill of effectively and respectfully working with teammates.	
Topics/lesson plan	Activity 1: Skills laboratory (30 hours) Focusing on awareness of self, engaging with a group, and learning the practice of at least 4 basic social work skills- observation, listening, empathy, establishing rapport and trust. Understand communication as social processes that are entwined in power imbalances, and meaning-making	180 hours
	Activity 2: Life Skills Training	
	Activity 3: Observational/Educational Visits: (60 hours)	

Field work I		BMPSW1.7
	Activity 4: Observational Visits To communities, non-profit organisations, NGOs, VO's in the health and social sectors. Immersion in urban or rural communities	
	Activity 5: Training programmes First Aid Indian Sign Language, Bhashyam app	
	Activity 6: Documentation and reflections Recording of observational visits Engage in supervisory conferences Supervision through Group Conferences (60 hours) - Critical reflections of self/. Being conscious and aware. Understanding the surrounding, discussing and being aware of the environment around them with emphasis on Introduction to social work & Identities – Vulnerable population	

Teaching/Learning Method

As given in the topics

Assessment & Evaluation

Individual conferences, reflective journals, end semester evaluation conference

References

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- International federation of Social Workers: Global Social Work Statement of Ethical Principles- <https://www.ifsw.org/global-social-work-statement-of-ethical-principles/>
- Kaushik A. (2017). Use of Self in Social Work: Rhetoric or Reality, Journal of Social Work Values and Ethics, 14 (1), 21-29.
- UGC (2023). Curriculum and Guidelines for Life Skills (Jeevan Kaushal) 2.0. https://www.ugc.gov.in/pdfnews/4371304_LifeSkill_JeevanKaushal_2023.pdf

Additional readings

- UNICEF (n.d.). Comprehensive Life Skills Framework Rights based and life cycle approach to building skills for empowerment. [Comprehensive-lifeskillsframework.pdf](#)
- Dias L. (2022). Field Work Practice in Social Work: Education Importance And Challenges. Perspectives in Social Work XXXV (3), 79-91.
- Singh, A.P., (2015): Field work practicum in social work education. In Bhat, S. Pathare, S.(Ed), Social Work Education and Practice Engagement (pp.108 -119). Delhi: Shipra Publications.

1.8. SEMESTER 2

Table: Semester 2: Distribution of credits

Semester wise Distribution of Credits			
Year-1	1.	22 Credits	43 Credits
	2.	21 Credits	
Year-2	3.	22 Credits	45 Credits
	4.	23 Credits	
Year-3	5.	24 Credits	47 Credits
	6.	23 Credits	
Year-4	7	25 Credits	49 Credits
	8	24 Credits	
Total Credits: 184 Credits			

Table: Semester 2: Courses

		Hours			Total hours 405	Credits 21
Sl. No	Course	Lecture credits	Practical credits	Project credits	Hours	Credits
2.1	Theories & Perspectives in Social Work	30	0	0	30	2
2.2	Health and Development	30	0	0	30	2
2.3	Working with Groups	30	0	0	30	2
2.4	Community Organisation	30	0	0	30	2
2.5	Medical Information for Social Work Practice	45	0	0	45	3

			Hours		Total hours 405	Credits 21
Sl. No	Course	Lecture credits	Practical credits	Project credits	Hours	Credits
2.6	Human Growth & Development across the lifespan	30	0	0	30	2
2.7	Foundations in mathematics and computer applications	30	0	0	30	2
2.8	Fieldwork (NGO/community)	0	180	0	180	6

1.8.1. BMPSW2.1. Theories & Perspectives in Social Work

Overview

Course Name	Theories & Perspectives in Social Work	Course code	BMPSW2.1
Sem 2	Credits: 2	Hours: 30	
Course type: Theoretical inputs with reflective learning			

Course description

This course provides an in-depth understanding on key theories, core principles such as social justice, empowerment, and social change, and influential theories including Marxism, Feminism, and Critical Theory. The course introduces critical pedagogy through the works of Paulo Freire and Gramsci, focusing on conscientization and the development of critical consciousness.

Students will analyse the intersection of social work and social justice, exploring individual-centred practice, power dynamics, and ethical responsibilities. The curriculum covers radical, anti-oppressive, feminist, Dalit, tribal, and critical clinical social work approaches, highlighting their relevance in diverse community contexts. Special attention is given to the Indian socio-political landscape, including caste, identity, cultural hegemony, and historical legacies of oppression.

Through comparative analysis of traditional and critical paradigms in social work education, students will reflect on the scope and challenges of feminist, Dalit, and tribal social work in India. The course culminates in understanding the contributions and future directions of social work in promoting inclusive, rights-based practice.

Theories & Perspectives in Social Work

Theories & Perspectives in Social Work		BMPSW2.1
Learning outcomes/ Competencies	The students will be able to: 1. Demonstrate critical awareness of social work's transformative role. 2. Apply theoretical frameworks to analyze social issues and interventions. 3. Engage with marginalized communities using inclusive approaches. 4. Critically evaluate traditional vs. critical models in Indian social work. 5. Advocate for social justice through informed, reflective practice.	
Topics/lesson plan	Unit 1: Overview and Historical context of critical social work Core principles of critical social work - Social Justice, Empowerment, Social Change	4 hours
	Unit 2: Theories Influencing Critical Social Work Marxism, Feminism and Critical Theory Critical pedagogy: Paulo Freire, Gramsci, Foucault, conscientization and critical consciousness	4 hours

Theories & Perspectives in Social Work		BMPSW2.1
	Unit 3: Social Work and Social Justice Defining social justice, Intersectionality and social justice Individual centered Social Work: Values, Individual rights and justice in Social Work Power of social worker	6 hours
	Unit 4: Critical practice in community work Radical Social Work Critical social work Anti oppressive social work Feminist social work Dalit and tribal social work, Critical clinical social work	6 hours
	Unit 5: Concepts of social development and empowerment in the Global and Indian Context Traditional vs. critical debate in Social Work education in India Social Work among Indian realities: Identity and power, cultural hegemony in India, caste as privilege and power, slavery and conversion Scope of feminist Social Work in India, scope of Dalit Social Work in India, Scope of Tribal Social Work in India Contributions of Critical Social Work	10 hours

Teaching/Learning Method

Interactive Lectures, group discussions, case Studies & role plays, reflective journaling, assignments & presentations, participatory activities

Assessment and evaluation

- Assignments, Presentations, Group Discussion, Quiz and Internal Assessment
- End semester examination

References

- Allan, J., Linda, B., & Bob, P. (2009). Critical Social Work: Theories and Practice for a Socially Just World. Routledge
- Bodhi, S. R. (2017). Professional Social Work Education in India: A Critical View from Periphery (Discussion Note). The Indian Journal of Social Work. 72(2), 289-300
- Clark, C. (2002). Identity, Individual Rights and Social Justice. In Critical Practice in Social Work, pp. 38-48. Palgrave Macmillan
- Critical Race Theory - What It is Not! In Handbook of Critical Race Theory in Education, pp. 32-43. Routledge, 2021

- Delgado, R, & Stefancic, J. (2001). Critical Race Theory: An Introduction. New York University Press
- Dominelli, L. (2002). Values in Social Work: Contested Entities with Enduring Qualities. In Critical Practice in Social Work, pp. 15-27. Palgrave Macmillan
- Popple, K. (2002) Community Work. In Critical Practice in Social Work, pp. 149-158. Palgrave Macmillan
- Rawat, R. S., & Satyanarayana, K. (2016). Dalit Studies. Duke University Press
- Sakamoto, I., & Pitner, RO. (2005). Use of Critical Consciousness in Anti-oppressive Social Work Practice: Disentangling Power Dynamics at Personal and Structural Levels. British Journal of Social Work, 34(4), 435-452

Additional reading

Hynes, K S. (1998). The One hundred-Year debate: Social Reform vs. Individual Treatment. Social Work, 43(6).

1.8.2. BMPSW2.2. Health and Development

Overview

Course Name	Health and Development	Course code	BMPSW2.2
Sem 2	Credits: 2	Hours: 30	
Course type: Theoretical inputs with reflective learning			

Course description

This course explores the relationship between health and development through social, economic, and policy perspectives. It highlights how developmental processes influence health outcomes and equity, focusing on gender, exclusion, marginalisation, and sustainable development goals (SDGs) and universal health care (UHC). Learners develop competencies to plan, monitor, and evaluate health and development initiatives in diverse community and institutional settings.

Course Content

Health and development		BMPSW2.2
Learning Outcomes / Competencies	The students will be able to: 1. Comprehend the interlinkages between health and development in Indian and global contexts within the rights-based framework. 2. Analyse issues of poverty, exclusion, gender, and marginalisation in health and development. 3. Understand SDGs and health as key development indicators. 4. Critically analyse development policies and programmes to locate social work practice.	
Topics/lesson plan	Unit I: Introduction to health and development Concept of development and health Health Indicators: mortality, morbidity, life expectancy, nutrition, education Human Development Index and health indices Role of social workers in promoting health equity through development initiatives	4 hours
	Unit II: SDGs and health Overview of Sustainable Development Goals (SDGs) with focus on SDG 3 (Health and Well-Being), and any future health-related global goals or frameworks adopted by the United Nations after 2030; intersectoral linkages of SDGs; concept of occupational health and safety; workplace hazards; role of medical social workers in promoting occupational health.	5 hours
	Unit III: Health disparities and inequities Health disparities vs inequities Frameworks to understand health disparities and inequities Vulnerable populations: women, children & adolescents, older adults, tribal, rural, minorities, disabled, marginalized Causes: structural, systemic, policy, cultural Mental health disparities (e.g., access to mental health services) Technology's role in addressing inequities (e.g., telemedicine for remote areas) Community-based participatory approaches for interventions	9 hours

Health and development		BMPSW2.2
	Unit IV: Gender, exclusion, and marginalisation Gender & health: maternal, reproductive health, gender-based violence Exclusion, stigma and discrimination: caste, disability, poverty, migration. Case studies on inequities Role of social workers in empowering vulnerable populations-LGBTQ+ health issues (e.g., stigma, access to care), Migration-related health challenges (e.g., migrant workers' healthcare access)	6 hours
	Unit V: Key Health priorities of aspirational districts Government health systems Health priorities of the government, budget allocation for health, utilisation of health budget SDGs - Goals, Target, Indicators for India International frameworks: WHO, UNDP, Global Health Initiatives, National Health Policy, National Health Programmes Practical: Undertake intersectional analysis in aspirational districts Public-private partnerships in health (e.g., role in Indian healthcare) Ethical considerations in health and development (e.g., ensuring equity)	6 hours

Teaching/Learning Method:

Lectures, seminars, group discussion, case studies, field visits, and participatory project work.

Assessment & Evaluation:

Internal Assessment: Assignments & End-semester

References:

- Dreze, J., & Sen, A. (2013). An uncertain glory: India and its contradictions. Penguin Books.
- International Labour Organization (ILO). (2019). Occupational safety and health: A global perspective. International Labour Office.
- Marmot, M. (2015). The health gap: The challenge of an unequal world. Bloomsbury Press.
- Ministry of Health and Family Welfare. (2022). National health policy documents. Government of India.
- Nayar, K. R. (2015). Social exclusion, health and development. Orient BlackSwan.

- Park, K. (2023). Textbook of preventive and social medicine (27th ed.). Banarsidas Bhanot.
- World Health Organization (WHO). (2021). Health in all policies: Framework for country action. World Health Organization.

Additional reading

- Sen, A. (1999). Development as freedom. Oxford University Press.
- United Nations Development Programme (UNDP). (n.d.). Human development reports (India-specific data). [<https://hdr.undp.org/>] (<https://hdr.undp.org/>)

1.8.3. BMPSW2.3. Working with Groups

Overview

Course Name	Working with Groups	Course code	BMPSW2.3
Sem 2	Credits: 2	Hours: 30	
Course type: Theoretical inputs with experiential learning			

Course description

This course will equip learners with knowledge and skills of working with groups. The focus will be on models of group work and skills of working with groups across the different phases of group work interventions - pre-group and initial phase, middle phase and termination/ending. The emphasis of principles to be applied in group work will encourage group work across different settings in health care.

Course Content

Working with Groups		BMPSW2.3
Learning Outcomes / Competencies	The student will be able to: 1. Understand the significance of group work as an essential method in social work 2. Initiate and plan groups by applying knowledge of group formation 3. Identify and analyse group dynamics and processes for intervention 4. Develop programme activities with groups and implement them. 5. Demonstrate basic facilitation skills and apply the principles of group work for ethical practice	
Topics/lesson plan	Unit 1: Introduction to Working with Groups Understanding social groups Meaning and definition of Social Group Work; historical development of working with groups Theoretical perspectives underpinning group work Models of group work	6 hours

Working with Groups		BMPSW2.3
	Unit 2: Pre-group and initial phase Stages of group development Planning model in group work - starting a group Programme media and designing activities Initial phase - assessment and goal setting, understanding beginning group dynamics Practical: Undertake assessment	6 hours
	Unit 3: Middle Phase Understanding group dynamics in middle phase tasks involved - preparing for group meetings, structuring the group tasks, monitoring group goals Programme activities during the middle phase. · Group facilitation skills · Conflict resolution & decision making, team work Role of social workers in working with groups Practical: Undertake assessment	8 hours
	Unit 4: Ending Phase Issues arising during termination Skills for preparing for closing and termination & practice	4 hours
	Unit 5: Group work Principles; Settings of Group Work Practice Principles of group work Types of group work - self-help, support groups, task groups Group work practice across various health settings and communities	6 hours

Teaching/Learning Method

Classroom lectures, simulation exercises and discussion

Assessment & Evaluation

Assignment and end of semester examination

References

- Garvin DC, Gutierrez ML. & Galinsky JM. (2004), Handbook of Social Work with Groups, Guilford Publications.
- Konopka G. (1972). Social Group Work: A Helping Process, Abe Books: UK
- Kurland R. and Salmo, R. (1998). The evolution of group work. In Teaching a methods course in social work with groups, Council on Social Work Education, pp. 13-22.
- Mishra PD. and Mishra B. (2008). Program planning and development planning. In Social group: Theory and practice, Lucknow: New Royal Books Co., pp. 83-92.
- P.03, Work with Groups, Social Work Education. (2017) E- pg Patshala, <https://epgp.inflibnet.ac.in/>
- Trecker, H. B. (1948). Social group work: Principles and practices.

Additional reading

Sojan A. (2020). Social Group Work: Guidance for Practice.
Dol:10.13140/RG.2.2.13113.72800.

1.8.4. BMPSW2.4. Community Organisation

Overview

Course Name	Community Organisation	Course code	BMPSW2.4
Sem 2	Credits: 2	Hours: 30	
Course type: Theoretical inputs with experiential learning			

Course description

Social Work Practice with Communities provides a comprehensive exploration of community analysis, and organization. Students will delve into the definitions, characteristics, and types of communities, followed by an examination of community organization history, models, approaches and the role of social workers, culminating in an in-depth study of community action, including its principles, methods, and current trends and challenges in community organization.

Course Outline

Community Organisation		BMPSW2.4
Learning Outcomes / Competencies	The students will be able to: 1. To introduce students to the changing context of community, and Community Organisation (CO). 2. To enable them to understand the nature of CO practice and practitioner roles. 3. To strengthen capacity for communication, relationship-building, and negotiating at various levels. 4. To facilitate appreciation of people-centred work and its challenges	
Topics/lesson plan	Unit I Understanding community in the present context: Definitions; Historical Developments in the UK, USA and India Social construction of community; types and nature; Changes with communities	4 Hours
	Unit II: Working with communities Rationale; illustrations of community work and workers; connecting with familiar contexts and issues.	4 Hours
	Unit III: Introduction to Community Organisation Problem -issue; Community Organisation; what practitioners do; identifying issues and scope for practice	4 Hours
	Unit IV: Values principles and process of Community Organization Rationale; introduction to values and principles of CO. Stages and process of community organization:- study, analysis, assessment, organisation, action, evaluation, modification and continuation.	4 Hours
	Unit V: Building community and solidarity Understanding power, agency, types & forms of power, and critical community practice; community participation. Conceptualising community practice: introduction to models of CO.	6 Hours
	Unit VI: Skills in Community Organisation Knowledge of and about the community; interactions, relationship-building, communication, use of media; instruments of community assessment, practice skills; situating the self in the context of communities. Practical: Apply skills of CO through simulation exercises	8 Hours

Teaching/Learning Method

Lecture-cum-discussion; case study discussions, community songs and films, interaction with field practitioners, field-based exercises, group exercises.

Assessment & Evaluation

Assignments, Internal assessment tests, case study analysis.

References

- Andharia, J. (2007). *Reconceptualizing Community Organization in India*. *Journal of Community Practice*, 15(1–2), 91–119.
- Cox, F. M. (1987). *Strategies of Community Organization: Macro Practice*. United States: F.E. Peacock Publishers.
- Gamble, D. N., & Weil, M. (2010). *Community Practice Skills: Local to Global Perspectives*. United Kingdom: Columbia University Press.
- Hardcastle, D. A., Powers, P. R., & Wenocur, S. (2011). *Community Practice – Theories and Skills for Social Workers*. New York: Oxford University Press.
- Hope, A., & Timmel, S. (1995). *Training for Transformation: A Handbook for Community Workers*. United Kingdom: ITDG Publishing.
- Narayanasamy, N. (2009). *Participatory Rural Appraisal: Principles, Methods and Application*. India: SAGE Publications.
- Patil, A. R. (2012). *Community Organization and Development: An Indian Perspective*. India: PHI Learning.
- Ross, M. G., & Lappin, B. W. (1965). *Community Organization: Theory, Principles and Practice*. United States: Harper & Row.
- Rothman, J. (1995). *Strategies of Community Intervention: Macro Practice*. United States: F.E. Peacock Publishers.
- Rubin, I., & Rubin, H. J. (1992). *Community Organizing and Development*. United Kingdom: Macmillan.
- Siddiqui, H. Y. (1997). *Working with Communities: An Introduction to Community Work*. India: Hira.
- Specht, H., & Kramer, R. M. (1983). *Readings in Community Organization Practice*. United Kingdom: Prentice-Hall.

Additional reading

- Agnimitra, N., & Jha, M. K. (2021). Examining Ross's community organisation through the Gramscian lens. *The International Journal of Community and Social Development*, 3(4), 319–334.
- Andharia, J. (2009). Critical explorations of community organisation in India. *Community Development Journal*, 44(3), 276-290.
- Bhide, A. (2009). Shifting terrains of communities and community organization: Reflections on organizing for housing rights in Mumbai. *Community Development Journal*, 44(3), 367-381.
- Fook, J. (2002). *Social work: Critical theory and practice*. Sage Publications. (Chapter 8: Empowerment)
- Hardina, D. (2013). *Interpersonal social work skills for community practice*. Springer. (Chapter 2: Entering the community and using interviewing skills to find out about people)
- Jha, M. K. (2016). Community organising and political agency: Changing community development subjects in India. In R. R. Meade, M. Shaw, & S. Banks (Eds.), *Politics, power and community development* (pp. 65-82). Policy Press.
- Vyas, M. (2009). Unionization as a strategy in community organization in the context of privatization: The case of conservancy workers in Mumbai. *Community Development Journal*, 44(3), 320-335.

1.8.5. BMPSW2.5. Medical Information for Social Work Practice

Table: Overview

Course Name	Medical Information for Social Work Practice	Course code	BMPSW2.5
Sem 2	Credits: 2	Hours: 30	
Course type: Theoretical inputs with observational visits			

Course description

This course introduces students of Medical and Psychiatric Social Work to the foundational understanding of human biology and medical sciences at a non-clinical level. It aims to familiarise learners with basic medical terminology, human anatomy, physiology and microbiology. The emphasis is on helping social work students interpret medical information, communicate effectively with patients and health-care professionals, and appreciate the biological context of illness, recovery, and rehabilitation. Practical components include hospital orientation, case demonstrations, and exposure to infection-control and organ-donation units, enabling students to integrate biological knowledge with psychosocial practice in health-care settings.

Course Content

Medical Information for Social Work Practice		BMP SW2.5
Learning outcomes/ Competencies	The students will be able to: A. Be familiar with and use basic medical terminology. B. Comprehend human body systems applicable for social work interventions. C. Recognize the relevance of microbiology and immunity in patient care. D. Interpret basic medical reports for social work practice	
Topics/lesson plan	Unit I: Basic Medical Terminology Structure of medical terms: prefixes, suffixes, root words. Common abbreviations in hospital settings (BP, CBC, LFT, CT Scan, MRI, ICU, HDU, OPD, IPD). Context-specific terminology (e.g., mental health, maternal health terms) Skills of reading OPD slips, lab reports, discharge summaries.	6 hours
	Unit II: Human Anatomy Overview Cell → Tissues → Organs → Organ Systems (basic concepts). Major body systems: skeletal, muscular, circulatory, respiratory, digestive, nervous. Relevance to disability, rehabilitation, and patient care. Understanding physiotherapy and occupational therapy for people and children with special needs and with disability.	6 hours
	Unit III: Overview on Human Physiology Basic functioning of major organ systems. Homeostasis and its importance. Physiology relevant to chronic illnesses (e.g., diabetes, hypertension, liver disease).	4 hours

Medical Information for Social Work Practice		BMPSW2.5
	Unit IV: Introduction to illness and disease Overview of microorganisms: bacteria, viruses, fungi, parasites. Concepts of infection, immunity, vaccination and public health relevance. Social determinants of infectious diseases (e.g., sanitation, overcrowding) Social worker's role in awareness & infection control. Hospital visits: wards, blood bank, Organ Retrieval Banking Organisation (ORBO) (where available).	4 hours
	Unit V: Introduction to communicable and non-communicable diseases Concept of disease, infection, and illness behaviour. Overview of major communicable diseases - tuberculosis, HIV/AIDS, hepatitis, malaria, dengue, diarrhoeal diseases. Overview of major non-communicable diseases - diabetes, hypertension, cardiovascular diseases, liver disorders, cancer, mental illness. Risk factors and preventive measures (diet, lifestyle, vaccination, sanitation). Role of medical social workers in health education, counselling, and linkage to care and rehabilitation services.	10 hours

Teaching/Learning Method:

Participatory and experiential methods, interactive lectures and audio-visual aids, demonstrations and skill labs, field visits / exposure, guest lectures.

Assessment & Evaluation

Internal Assessment: Assignments/ presentation; End-semester exam

References:

- Dorland's Illustrated Medical Dictionary. (2020). Dorland's illustrated medical dictionary (33rd ed.). Elsevier.
- Guyton, A. C. (1991). Textbook of medical physiology. Prism Books Pvt. Ltd.
- Horton, C. (1994). Atlas of anatomy. Marshall Cavendish Books.
- Park, K. (2023). Textbook of preventive and social medicine (27th ed.). Banarsidas Bhanot.
- Winwood, R. S., & Smith, J. L. (1985). Anatomy and physiology for nurses. Education Academic and Medicinal Publishing Division of Hodder and Stoughton.

Additional reading

Keele, N., Neil, E., & Joels, N. (1991). Samson Wright's applied physiology (13th ed.). Oxford University Press.

1.8.6. BMPSW2.6. Human Growth & Development across the lifespan

Overview

Course Name	Human Growth & Development across the lifespan	Course code	BMPSW2.6
Sem 2	Credits: 2	Hours: 30	
Course type: Theoretical inputs			

Course Description

The students will be exposed to the lifespan perspective from prenatal stage to older adulthood. They will learn about factors that influence human development and the role of external influences across cultures. The students will be able to apply this knowledge to develop competence for social work practice

Course Content

Human Growth and Development Across the Lifespan		BMPSW2.6
Learning outcomes/ Competencies	The students will be able to: 1. Develop knowledge about key factors that influence human growth and development 2. Understand and apply knowledge of developmental tasks and critical periods across each life cycle stage, and its challenges 3. Understand and analyse the role of external influences and cross-cultural perspectives that impact human growth and development 4. Apply this knowledge for social work intervention with people across life stages	
Topics/lesson plan	Unit 1: Understanding human growth and its importance The lifespan perspective Principles and characteristics of human development Developmental tasks & developmental lag The Watermelon theory	4 hours

Human Growth and Development Across the Lifespan		BMPSW2.6
	Unit 2: Cross-cultural perspectives in human growth Role of heredity and environment: influence of social customs, traditions, values, socialising process, gender, and deprivation on human development. Rites of passage Human growth in different contexts	2 hours
	Unit 3: Stages across the life span: Infancy and Toddlerhood Pre-natal development & Infancy - Developmental tasks & challenges, pre-natal period - features, stages of development across the trimesters, family, cultural and environmental factors influencing prenatal development. Birth and cultural influences, Gender implications and expectations. Infancy - Characteristics, adjustments, post-natal care for mother and infant, Undernourishment in Indian children and its implications; Prevention of Malnourishment of maternal and child malnutrition, Infanticide, foeticide and abuse Toddlerhood: Characteristics, language development Family: Attachment and parenting styles, child-rearing practices, play and its importance Social Work interventions during these stages	8 hours
	Unit 4: Stages across the life span - Childhood and Adolescence Early and Middle Childhood: Developmental tasks & challenges, Significance of preschool & school education, influence of school and peer group and school related adjustments Girl child education and growth, Children at risk, Developmental lags and early intervention needs, children with learning challenges, Living with disability, Interventions through exposure to arts, play, programme media and behaviour modification.	8 hours

Human Growth and Development Across the Lifespan		BMPSW2.6
	Adolescence: Characteristics and features Puberty and related changes, influence on physical, emotional & psychological functioning, adjustments Preparation for occupation - Making vocational and career choices Mental health issues, Addictions, Violence, Relationship issues and coming to terms with sexuality Family and Peer Relationships, Moral Changes, Identity Crisis, Risk Behaviours Social Work interventions at these stages	
	Unit 5: Stages across the lifespan - Adulthood Early and Middle Adulthood - Developmental tasks & challenges, Marriage and vocational adjustments, Choice of partner, Parenthood - Fertility, reproduction and stress, Parenting, Transitioning to middle adulthood and adjustments to marriage, personal and professional/work challenges, Psychosocial stressors Late Adulthood and Old age - characteristics, adjustments, Psychosocial stressors, retirement and preparation, Aging related issues- physical and mental health, productive aging, menopause and climacterics, Transitions to older adulthood, Coping with financial issues, elder abuse, active aging, vulnerability and need for care. Death and Dying - Preparation for death, Grief, Dealing with grief at different stages of the life span. Current issues, related to globalisation, human rights and gender equality, and their implications on human development and gender across the life-span Social Work interventions during these stages	8 hours

Teaching/Learning Method

Classroom lectures, class discussions and use of films

Assessment & Evaluation

Assignment/book review or autobiography and examination

References

- Berk LE. (1998). Development through the Lifespan. London: Allyn and Bacon.
- Dinkar S. (2010). Child Development and Psychology. New Delhi: Axis Publications.
- Hurlock E. B. (1978). Child Development. Tokyo, Japan: McGraw-Hill Kogakusha Ltd.
- LeFrancois GR. (1990). The Lifespan. Thomson Learning EMEA Ltd.
- Lotko M. (2018). Social Work Case Analysis: Global Perspective. Retrieved from https://www.rsu.lv/sites/default/files/book_download/Lotko_Social_Work_Case_Analysis.pdf
- Sigelman CK. and Rider E A. (2003). Life- Span Human Development. Thomson Wadsworth.

Additional reading

- Seifert, K. L., Hoffnung, R. J., Hoffnung, M. (2000). *Lifespan Development*. (2nd ed.). Boston: Houghton Mifflin Co.
- Santrock, J. (2007) *A Topical Approach to Life- Span Development*, New York, USA: McGraw Hill.
- Schiamberg, L.B. & Schiamberg, G.S. (1985). *Human Development*. Macmillan.

1.8.7. BMPSW2.7. Foundations in Mathematics and Computer Applications

Overview

Course Name	Foundations in Mathematics and Computer Applications	Course code	BMPSW2.7
Sem 2	Credits: 2	Hours: 30	
Course type: Theoretical inputs with practical and reflective learning			

Course description:

This course will expose students to fundamentals in mathematics and logic reasoning. The students will discover the joy of learning mathematics through fun and games. They will also learn basic skills of computer applications such as Excel.

Course Content

	Foundations in Mathematics & Computer Applications	BMPSW2.7
Learning Outcomes:	The students will be able to: 1. Explain and apply basic concepts of sets, logic, and reasoning to simple problem-solving situations. 2. Construct and interpret logical statements and relationships using truth tables and Venn diagrams. 3. Organize and summarize quantitative data using tables, graphs, and charts. 4. Compute and interpret simple statistical measures. 5. Demonstrate basic proficiency in Microsoft Excel	
Topics/lesson plan	Unit 1: Sets Introduction to sets, simple examples including finite and infinite sets, dos and don'ts. Empty set, subsets, equality of sets, Union, Intersection and complements Venn diagrams, simple properties of Union, Intersection and Complements using Venn diagrams. Illustrative examples from real-life and the classroom.	6 hours
	Unit 2: Logic and reasoning Introduction to statements, and, or, nor, implications Negation and Truth Tables Deduction and Inference	8 hours
	Unit 3: Data Analysis & Interpretation Introduction to basic descriptive statistics using Excel Classifying raw data, pie charts, bar charts, histograms (shapes, normal curve), scatter plots Percentages, mean, mode, median, percentiles Relationship between quantities, depiction using graphs, interpretation of such graphs Excel - All topics in this are to be reinforced through practical applications on Excel.	10 hours
	Unit 4: Awareness and Reasoning Symmetry Symmetry in Escher's art Perspective in art	6 hours

Teaching/Learning Method

Classroom exercises besides lectures. Games, puzzles and computer based learning

Assessment & Evaluation

Internal Assessment - Assignment/class test; and end semester exam

References

- Bagai, S. Habib A and Venkataraman G. (2024). Mathematics for Social Scientists: Learning Essential Foundational Skills, Taylor and Francis, Routledge India [\[PDF\]](#) [Mathematics for Social Scientists by Shobha Bagai | 9781040086957](#)
- Bagai, S. Jain P. and Venkataraman G. (2009). Mathematical Awareness, Institute of Life Long Learning, University of Delhi, 2009. (Print version of e-lessons.)
- Fractals: An introductory lesson, www.arcytech.org/java/fractals/
- Handling data: www.bbc.co.uk/schools/revisewise/maths/data/
- www.maths.surrey.ac.uk/hosted-sites/R.Knott/Fibonacci/fibnat.html
- Wooland J. Maths for liberal arts, Florida State University www.math.fsu.edu/~wooland/.

Documentaries:

- Marcus du Sautoy, The Story of Maths, four-part series for BBC 4 and Open University
- UK. <http://www.open2.net/storyofmaths/index.html>.
- Simon Singh, Fermat's Last Theorem, The TV Film. [http://www.simonsingh.net/The TV Film.html](http://www.simonsingh.net/The_TV_Film.html)

Movies:

- A Beautiful Mind,
- http://en.wikipedia.org/wiki/A_Beautiful_Mind_%28film%29.
- Enigma, http://en.wikipedia.org/wiki/Enigma_%282001_film%29.
- Good Will Hunting, http://en.wikipedia.org/wiki/Good_Will_Hunting.
- Proof, http://en.wikipedia.org/wiki/Proof_%282005_film%29.
- Stand and Deliver, http://en.wikipedia.org/wiki/Stand_and_Deliver.

Puzzles:

<http://philosophy.hku.hk/think/logic/puzzles.php>

Additional reading

- <http://www.folj.com/puzzles/>
- Sylvia Nasar, 'A beautiful mind: The Life of a Mathematical Genius', Simon and Schuster, New York, 1998.
- Robert Kanigel, 'The man who knew infinity: A life of the genius
- Ramanujan', Indian Edition, Rupa, 1992.

1.8.8. BMPSW2.8. Field Work II (NGO/Community)

Overview

Course Name	Field Work II	Course code	BMPSW2.8
Sem 2	Credits: 6	Hours: 180	
Course type: Practical, experiential and reflective learning			

Course description

This course will build on the skills labs and observational visits of the first semester. It is designed to equip students with the analytical and practical skills necessary to engage critically with vulnerabilities, social realities and contexts of communities. It emphasizes the use of strengths assessment in practice. The students will also be exposed to workshops on supervision and documentation. This course will provide for application of classroom learning in the field in the form of field-based interventions. Fieldwork over two days a week serves as a core component, allowing students to apply critical analysis to real-world contexts. Individual and group conferences (IC/GC) will support reflective practice and supervision. Students will be encouraged to initiate preliminary processes of change, grounded in ethical and inclusive approaches to social work.

Course Content

Field Work II (NGO/community)		BMPSW2.8
Learning outcomes/ Competencies	The students will be able to: 1. Understand and analyse vulnerabilities, social realities and contexts in communities. 2. Undertake strengths assessment of client/community problems/concerns 3. Apply skills of and write social work recordings 4. Develop an appreciation for social work supervision 5. Implement social work methods in fieldwork 6. Demonstrate professional behaviour in fieldwork	
Topics/lesson plan	Activity 1: Fieldwork recording workshop	180 hours
	Activity 2: Fieldwork supervision Workshop on social work supervision, individual conferences, group conferences, mid-term review, evaluation conference	
	Activity 3: Community/NGO based fieldwork including but not limited to - mapping resources, visits to agency, - collateral contact visits, visits to local health centres, undertake basic interventions with individuals, groups, family and community	

Teaching/Learning Method

Fieldwork at the agency/organisation twice a week, with an emphasis on community work under the supervision of a field contact person or supervisor.

Assessment & Evaluation

Regular individual conferences, group conferences and End semester evaluation conference

References

- Nair R and Gulalia P. Paper 07: Field work and field supervision: M-17: Application of Principles of the Social Work Practice in the Field.
<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=xN+GvFnx4ockQG2FkhaD+W==>
- Nair R and Gulalia, Poonam: Paper 07: Field work and field supervision: M-26 and M:27- Techniques for direct and indirect practice
- <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=xN+GvFnx4ockQG2FkhaD+W==>
- Nigudkar, N. (2020). Recording and documentation in fieldwork. In R. Nair, S. Juvva and V.V. Nadkarni (Eds.), *Field instruction in social work education: The Indian experience*, pp. 105-126. Oxon: Routledge
- Talvelkar, K. (2020). Supervision using conferences in social work practicum. In R. Nair, S. Juvva and V.V. Nadkarni (Eds.), *Field instruction in social work education: The Indian experience*, pp. 127-152. Oxon: Routledge

Additional reading

- Nichols, Q (2012). Connecting core competencies. A workbook for social work students. Saddle River, NJ: Allyn & Bacon.
- Shulman L. (2005). Signature Pedagogies in the Professions. *Daedalus*, Vol 134 (3), 52–59.

YEAR 2, SEMESTER 3

Semester 3: Distribution of Credits

Semester Wise Distribution of Credits			
Year-1	1.	22 Credits	43 Credits
	2.	21 Credits	
Year-2	3.	22 Credits	45 Credits
	4.	23 Credits	
Year-3	5.	24 Credits	47 Credits
	6.	23 Credits	
Year-4	7	25 Credits	49 Credits
	8	24 Credits	
Total Credits: 184 Credits			

Semester 3: Courses

			Hours		421	Credits 22
Sl. No	Course	Lecture credits	Practical credits	Project credits	Hours in total	Credits in total
3.1	Introduction to Medical & Clinical Social Work	30	0	0	30	2
3.2	Social Work with Individuals (Case work)	30	0	0	30	2
3.3	Social and Commercial Determinants of Health & Mental health	30	0	0	30	2
3.4	Counselling	30	0	0	30	2

			Hours		421	Credits 22
Sl. No	Course	Lecture credits	Practical credits	Project credits	Hours in total	Credits in total
3.5	Participatory Health Communication	30	0	0	30	2
3.6	Social Work Research Methods	60	0	0	60	4
3.7	Fieldwork III (NGOs/community)	0	240	0	240	8

1.9.1.BMPSW3.1. Introduction to Medical, Psychiatric and Clinical Social Work

Overview

Course Name	Introduction to Medical, Psychiatric and Clinical Social Work	Course code	BMPSW3.1
Sem 3	Credits: 2	Hours: 30	
Course type: Theoretical inputs with practical, and reflective learning			

Course description

Medical and Psychiatric Social Work provides a foundational understanding of the roles and skills required in healthcare settings. Exploring historical development, ethical challenges, and practical scenarios, this course equips students with essential knowledge and skills for compassionate and ethical practice in medical and psychiatric social work.

Course Content

Introduction to Medical, Psychiatric and Clinical Social Work		BMPSW3.1
Learning outcomes/ Competencies	By the end, the students will be able to: A. Comprehend and apply the skills and competencies of a medical social worker in assessment and planning interventions B. Demonstrate the understanding of psychiatric social work and apply this in different mental health settings. C. Undertake tasks and function as a social worker in clinical settings.	
Topics/lesson plan	Unit I: Foundations of Medical, Psychiatric and Clinical Social Work. Definition, scope, and importance of medical, psychiatric and clinical social work. Historical Development	7 hours
	Unit II: Role and Functions Role of Medical Social Worker: Primordial, Primary, Secondary and Tertiary prevention Role of Medical Social Worker in different Departments of the hospital, (including in-patient, out-patient, ICUs and specialised departments): Psychosocial assessments, patient and welfare activities, psychosocial interventions, psycho education Medical Social Work Interventions: Social case Work and group work, Sharing information about the patient condition, Referrals, Resource Mobilization, Public Relations	8 hours
	Unit III: Medical Social Work Practice in Different settings: Skills and Competencies required for Social Workers in Health Settings Teamwork and Multidisciplinary Approach & in a medical setting Role of medical social worker in Fertility Clinics, Diabetic Clinics, Leprosy hospital, TB Hospitals, S.T.I. Clinics, HIV Clinics (VCTCs & ARTCs), Blood Bank, Cancer Hospitals, Hospice and Palliative Care; Disability and rehabilitation in health setting, medical college hospitals	7 hours

Introduction to Medical, Psychiatric and Clinical Social Work		BMPSW3.1
	Unit IV: <i>Psychiatric Social Work Practice in Different Settings</i> Mental health Centres, child guidance clinics, geriatric clinics, Deaddiction centers, Rehabilitation Centres (Half Way Homes, Long Term rehabilitation centres, sheltered workshops etc.), Community based rehabilitation and community mental health programmes, community psychiatry, General hospital psychiatry, Therapeutic community. Primary HC, CHC, district hospitals, cadaver donation counselling	8 hours

Teaching/Learning Method

Seminars, assignments, group discussions, interactive lectures and observational visits

Assessment & Evaluation

Internal assessments, assignments and seminar presentations

References

- Austrian, S. (2005). Mental Disorders, Medications, and Clinical Social Work (third edition). Columbia University Press.
- Siddaramu B. (2012). Social Work Interventions in Psychiatric Setting. LAP Lambert Academic Publishing.
- Bland, R., Drake, G., & Drayton, J. (2021). Social Work Practice In Mental Health: An Introduction (3rd edition). Routledge.
- Bogg, D. (2010). Values and Ethics in Mental Health Practice: 1545 (1st edition). Learning Matters.
- Carranza, D. C. S. M. G. S. (2013). Social Work in the Hospital Setting: Interventions. Trafford Publishing.
- Cowles, L. A. (2003). Social Work in the Health Field: A Care Perspective, Second Edition (2nd edition). Routledge Member of the Taylor and Francis Group.
- Daines, B. (2007). Medical and Psychiatric Issues for Counsellors (Second edition). SLE Pound.
- Francis, A. P. (2014). Social Work in Mental Health (First Edition). SAGE India.
- Gould, N. (2009). Mental Health Social Work in Context (1st edition). Routledge.
- Jyothi, & Mubasheer, N. (2021). A Handbook of Medical Social Work and Preventive & Social Medicine. Walnut Publication.
- Lloyd M (2010) A Practical Guide to Care Planning in Health and Social Care, Maidenhead, England: Open University Press
- Payne, M. (2020). How to Use Social Work Theory in Practice: An Essential Guide. Policy Press.
- Payne, T. (2023). Medical Social Work 101. Independently Published.

- Saxena, A. (2014). Medical Social Work. Centrum Press.
- Schlesinger, E. (1985). Health Care Social Work Practice. Merrill Publishing Company
- Sundar, D. I. (2014). Principles of Medical Social Work (2014th edition). Serials Publications

Additional reading

- Goldstine, D. (1956), Readings in the Theory and practice of Medical Social Work, Chicago: The University of Chicago Press
- Annapurna, M. (1997), Mentally Handicapped Children and Family Stress. Discovery Publishing House.
- Pathak, S.H. (1961). Medical Social Work in India.
- Power, P. W., Power, P. W., & Dell, A. E. (1980). Role of the Family in the Rehabilitation of the Physically Disabled. Pro-Ed.
- Singh A.J. (2020). Health Social Work: Selected Area of Practice. Rapid Book Service. ISBN: 978-93-82462-64-4
- Singh, P. (2024). Social Work in Hospital: Helping Profession. 2nd edition. Rapid Book Service. ISBN: 978-93-82462-83-5
- Singh N.K. (2020) Psychiatric Social Work: Practice in Different Settings. Rapid Book Service. ISBN: 978-93-82462-59-0
- Singh, P.K. and Mishra SK, (2021). Health Social Work: New Horizons. Rapid Book Service. ISBN: 978-93-82462-67-5
- Verma, R. (1991). Psychiatric Social work in India:
- French L.M. (1940). Psychiatric Social Work. New York, Oxford University Press.

1.9.2. BMPSW3.2 Social Work with individuals (Case work)

Overview

Course Name	Social Work with individuals (Case work)	Course code	BMPSW3.2
Sem 3	Credits: 2	Hours: 30	
Course type: Theoretical inputs with practical, experiential and reflective learning			

Course description

This course introduces the principles, process, and skills of case work as a primary method of social work. Emphasis will be placed on its application in medical and psychiatric settings, where social workers deal with patients, caregivers, and their psychosocial concerns.

Course Content

Social Work with individuals (Case work)		BMPSW3.2
Learning outcomes/ Competencies	The students will be able to: 1. To understand the meaning, nature, and importance of social case work in social work practice. 2. To learn the principles and process of case work. 3. To develop interviewing, recording, and case work skills. 4. To apply case work methods in medical, psychiatric, clinic and community health contexts.	
Topics/lesson plan	Unit I – Introduction to Social Case Work Meaning, definition, and objectives of case work Historical development of case work method Relevance of case work in medical and psychiatric social work Case work as helping process in health and hospital settings	6 Hours
	Unit II – Principles and Components of Case Work Principles: individualization, acceptance, non-judgmental attitude, confidentiality, client self-determination, controlled emotional involvement, person-centred Approach Components: person, problem, place, process Client–worker relationship: empathy, trust, and professional boundaries	6 Hours
	Unit III – Process of Case Work and Models Steps in case work: Study, Diagnosis, Treatment/Intervention, Follow-up & Evaluation Recording and documentation: types, importance, case sheet writing in hospital context Models of casework practice: Social Diagnosis (Richmond), Problem Solving approach (Perlman), Task centred, Cognitive restructuring Cultural competence required in helping process.	6 Hours
	Unit IV – Skills & Techniques in Case Work Interviewing techniques: listening, questioning, probing, summarizing Counselling basics in case work context Resource mobilization, advocacy for patient welfare Ethical issues in case work: confidentiality, professional boundaries, cultural sensitivity	6 Hours

Social Work with individuals (Case work)		BMPSW3.2
	Unit V – <i>Application of Case Work in Medical & Clinical Social Work</i> Case work in hospitals: chronic illness, terminal illness, accidents, organ donation, medico-legal cases Case work with families in crisis: grief, trauma, psychiatric illness, substance abuse Role of MSW in rehabilitation and reintegration of patients Practical exposure to case work	6 Hours

Teaching/Learning Method

Brainstorming, Interactive Lectures, Seminars, Group Discussion and Role Plays and case illustrations.

Assessment & Evaluation

Internal Assessment Tests, Individual Assignments and Group Assignments

References

- Beistek FP. (1957). Case Work Relationship. Chicago: Loyola University Press
- Hamilton Gordon, (1976). Principles of social case recording. New York: Columbia University Press.
- Hepworth & Larsen (2010). Direct Social Work Practice: Theory and Skills (Eighth Edition). Belmont, CA: Brooks/Cole/ Thompson.
- Mathew G. (1992). Introduction to Social Case Work. Bombay: Tata Institute of Social Sciences.
- Woods, M. & Hollis, F. (2000). Casework: A Psycho-Social Therapy. New York: McGraw Hill Inc.

Additional reading

- Perlman, H. H. (1957). Social Case Work: A Problem-Solving Process. Chicago: University of Chicago Press.
- Roberts, R. W., Nee R. H. (1970). Theories of Social Case Work. Chicago: University of Chicago Press.

1.9.3. BMPSW3.3: Social and Commercial Determinants of Health & Mental Health

Overview

Course Name	Social and commercial Determinants of Health & mental health	Course code	BMPSW3.3
Sem 3	Credits: 2	Hours: 30	
Course type: Theoretical inputs with reflective learning			

Course description

The course aims to develop critical awareness and practical skills for assessing and addressing social determinants in professional health practice, policy, and community engagement. By the end of the course, learners will be able to identify and assess social and commercial determinants in individual, community, and policy contexts and analyse how structural inequities - such as poverty, gender, caste, race, and geography - shape health outcomes. They will acquire skills to integrate assessment of SDoH/CDoH into health and mental health practice. They will be able to apply social and behavioural theories to understand community and individual health behaviour. They will also be able to identify intersectoral strategies to promote equity and social justice in health systems. They will also develop skills for assessing, documenting, and addressing SDoH/CDoH within clinical, public health, and community settings and explain how marketing, lobbying, and global trade policies influence disease and behaviour.

Course Content

Social and Commercial Determinants of Health & Mental Health		BMPSW3.3
Learning Outcomes/ Competencies	The students will be able to: 1. Examine the influence and role of social, political, and commercial systems in shaping health and mental health outcomes. 2. Understand the frameworks that link structural inequities (poverty, gender, caste, and geography) and market forces (corporate practices, trade, and consumerism) to disease patterns and access to care. 3. Integrate social determinants into clinical assessment and care planning demonstrate reflectivity and culturally competent practice 4. Advocate for sensitive policies and programs that are community oriented and address the social barriers.	

Social and Commercial Determinants of Health & Mental Health		BMPSW3.3
Topics/lesson plan	Unit 1: Key concepts and frameworks of social and commercial determinants of health (SDoH & CDoH)- Key concepts: health equity, social justice, intersectionality. Distinction between risk factors, causes, and determinants. Biomedical to social models, WHO Commission on SDoH and CDoH UN Sustainable Development Goals (SDG 3 & SDG 10),	4 hours
	Unit 2: Theoretical models The Social Ecological Model (Bronfenbrenner)., Dahlgren and Whitehead's "Rainbow Model." Marmot's Social Gradient of Health. Political economy of health and structural determinants. And Commercial Determinants of Health Framework (Kickbusch et al., 2016)	6 hours
	Unit 3: Public policy, governance, and industry regulation Understand and evaluate their role on shaping health outcomes Analysis of the influence of structural and commercial systems on health and mental health of population Pharmaceuticalization and medicalization of distress. Corporate practices and mental well-being at the workplace.	6 hours
	Unit 4: Social and ethical frameworks Real-world case studies and practice contexts in a chosen health or mental health condition. e.g., Media, beauty and body image, and mental health; technology, social media, and algorithmic harms.	6 hours
	Unit 5: Intersectoral strategies to promote health equity Social accountability, citizen monitoring, and health literacy accountability. Conflicts of interest and transparency in global and local health. Frameworks for ethical health communication and community engagement.	8 hours

Teaching/Learning Method

Interactive lectures and guest talks, case studies, and practice-based reflection, group analysis of a national health issue using the SDoH and CDoH lenses

Assessment and evaluation

Classroom participation and assessment, group assignment on SDoH/CDoH, end of course examination

References

- Baum, F., Anaf, J., & Ziersch, A. (2020). *Freely Available? The Commercial Determinants of Health in the 21st Century*. Oxford: Oxford University Press.
- Compton, M. T., & Shim, R. S. (Eds.). (2015). *The Social Determinants of Mental Health*. American Psychiatric Publishing.
- Kickbusch, I., Allen, L., & Franz, C. (2016). "The Commercial Determinants of Health." *The Lancet Global Health*, 4(12), e895–e896.
- Lund, C., Brooke-Sumner, C., et al. (2018). "Social Determinants of Mental Disorders and the Sustainable Development Goals: A Systematic Review." *The Lancet Psychiatry*, 5(4), 357–369.
- Marmot, M., & Bell, R. (2012). "Fair Society, Healthy Lives." *Public Health*, 126(Suppl 1), S4–S10.
- Marmot, M., & Wilkinson, R. G. (Eds.). (2005). *Social Determinants of Health*. Oxford University Press.
- Moodie, R., Stuckler, D., Monteiro, C., et al. (2013). "Profits and Pandemics: Prevention of Harmful Effects of Tobacco, Alcohol, and Ultra-processed Food and Drink Industries." *The Lancet*, 381(9867), 670–679.
- Patel, V., & Kleinman, A. (2003). "Poverty and Common Mental Disorders in Developing Countries." *Bulletin of the World Health Organization*, 81(8), 609–615.
- Solar, O., & Irwin, A. (2010). *A Conceptual Framework for Action on the Social Determinants of Health*. Geneva: WHO.
- Stuckler, D., & Nestle, M. (2012). "Big Food, Food Systems, and Global Health." *PLoS Medicine*, 9(6), e1001242.
- World Health Organization. (2008). *Closing the Gap in a Generation: Health Equity through Action on the Social Determinants of Health*. Geneva: WHO.

Additional reading

- Bhattacharya, S., & Chatterjee, S. (2017). Health Inequities in India: The Need for Social Justice in Public Health. *Indian Journal of Medical Ethics*.
- Farmer, P. (2005). *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. University of California Press.
- Wilkinson, R., & Pickett, K. (2010). *The Spirit Level: Why Equality is Better for Everyone*. London: Penguin.

1.9.4. BMPSW3.4. Counselling

Overview

Course Name	Counselling	Course code	BMPSW3.4
Sem 3	Credits: 2	Hours: 30	
Course type: Theoretical inputs with experiential and reflective learning			

Course description

This course intends to equip the students with basic knowledge about counselling. The students will learn to understand the steps and processes and its use in different settings. This will also help to acquire basic skills to work with clients and also the emerging trends.

Course Content

Counselling		BMPSW3.4
Learning outcomes/ Competencies	The students will be able to: 1. Gain foundational knowledge in counselling skills. 2. Apply the principles and techniques of counseling in medical and psychiatric settings 3. Undertake psychosocial interventions for individuals, families, and groups. 4. Gain skills in problem-solving. 5. Skills of counselling patients to cope with illness, stress, and stigma.	
Topics/lesson plan	Unit I: Basics of Counselling Definition, principles, and goals of counselling. Stages of counselling process: Preparation, assessment, intervention, termination Qualities of an effective counsellor.	4 hours
	Unit II: Techniques and Skills in Counselling Basic skills in counselling - Building rapport, active listening, empathy, communication skills, questioning, reflection, summarization, paraphrasing, etc. Client centered approach in counselling Ethical issues and confidentiality Practical applications of techniques in class	10 hours
	Unit III: Psychosocial Interventions Individual counselling Family counselling in chronic illness. Group counselling - Support groups and peer counselling. Crisis intervention and stress management.	8 hours

Counselling		BMPSW3.4
	Unit IV: Counselling in Medical and Psychiatric Settings - Counselling in HIV/AIDS, cancer, and chronic illnesses. Counseling families: Caregiver stress, marital issues, family coping Counselling for substance use disorders. Psychoeducation Counseling in psychiatric hospitals: depression, anxiety, psychosis. Documentation and reporting. Emerging trends-tele counseling, online interventions Instruments governing health practice	8 hours

Teaching/Learning Method

Interactive lectures, assignments and seminar presentations, supervised case discussions. Observations and role plays

Assessment & Evaluation:

Internal assessments, case reports evaluation and end written examinations.

References

- Ahuja, N. (2011). A short textbook of psychiatry (7th ed.). Jaypee Brothers Medical Publishers.
- Capuzzi, D., & Stauffer, M. D. (Eds.). (2016). Counselling and psychotherapy: Theories and interventions (6th ed.). American Counselling Association.
- Corey, G. (2021). Theory and practice of counselling and psychotherapy (10th ed.). Cengage Learning.
- Egan, G. (2019). The skilled helper: A problem-management and opportunity-development approach to helping (11th ed.). Cengage Learning.
- Geldard, K., & Geldard, D. (2012). Basic personal counselling: A training manual for counsellors (7th ed.). Cengage Learning.
- Kottler, J. A. (2018). On being a therapist (5th ed.). Oxford University Press.
- Nelson-Jones, R. (2015). Practical counselling and helping skills: Text and activities for the life skills counselling model (6th ed.). Sage Publications.
- World Health Organization. (2021). Guidelines on mental health interventions and services: mhGAP and community-based approaches. World Health Organization.

Additional reading

- Rao, K. S., Sudhir, P. M., & Math, S. B. (2015). Clinical psychology and psychotherapy in India: Theoretical and practical perspectives. Springer India.
- Verma, S. K., & Verma, A. (2014). Psychological counselling: A practical approach. CBS Publishers & Distributors.

1.9.5. BMPSW3.5. Participatory Health Communication

Overview

Course Name	Participatory Health Communication	Course code	BMPSW3.5
Sem 3	Credits: 2	Hours: 30	
Course type: Theoretical inputs with demonstrations, digital practice and reflections			

Course description

This course introduces students to participatory approaches in health communication through a critical and practice based social work lens. It explores how communities, health systems, and media interact to shape health knowledge, access, and equity. Drawing from participatory action research, Freirean pedagogy, and critical communication theories, the course emphasizes empowerment, dialogue, and co-creation of health messages and to influence behaviour and social change. Students will critically engage with global and local health campaigns, examine power and representation in communication practices, and develop participatory strategies for use in diverse community contexts. By the end of this course, students will develop an understanding on the theoretical underpinnings and evolution of participatory communication within health and development contexts. With a grounding on dominant paradigms of health communication and their implications for health equity, the students will be equipped to examine the intersections of social determinants, cultural practices, and power relations in health communication. They can use these learnings and apply participatory methods such as dialogue, theatre, photovoice, storytelling, and digital media for health promotion. They will learn the skills of reflecting on the ethical, political, and institutional challenges when implementing participatory communication strategies. Through this process, they will learn to design community-based participatory health communication interventions that are grounded in social work values of participation, empowerment, and inclusion.

Course Content

Participatory Health Communication		BMPSW3.5
Learning outcomes/ Competencies	The students will be able to: 1. Examine the theoretical and applicational foundations of participatory methods 2. Explore and critically analyse the communication strategies and practices in clinical, community and public health globally and in India. 3. Develop skills to plan, design and apply contextually relevant participatory communication tools and methodologies 4. Develop media and technology integration skills in participatory designing and delivery.	
Topics/lesson plan	Unit 1. Perspectives on Participatory Methodology Historical and theoretical foundations (feminist, postcolonial, and rights-based perspectives) of participatory health communication and behaviour change.	4 hours
	Unit 2. Understanding Context, Principles, Utility, Strengths, Challenges and Limitations of Participatory Methodology. Understand and appreciate learning styles and approaches, Kolbs Experiential learning cycle. Adult Learning principles. 'Self' in participatory practice (as trainer/facilitator). Facilitation in participatory health communication: Role, skills and characteristics of an effective facilitator. Practical: Demonstrations of Practice Skills in practice sessions and as a trainer.	6 hours
	Unit 3. Participatory Processes & methods Critique the top-down health education models and analyse existing communication practices in clinical, community and public health engagement. Understanding individual & group behaviour in participatory processes. Need & audience analysis (N&AA): Concept, and methods for conducting N&AA.	8 hours

Participatory Health Communication		BMPSW3.5
	Participatory Methods and tools: ice breakers, energisers & community / group building activities, brainstorming, and large group discussion, Creative communication such as community theatre, photovoice, social mapping, and storytelling. for use in fieldwork or community settings to address both social and commercial determinants of health. Practicals: Structured exercises such role play, experiential exercises such as drama. Understanding context where participatory methods can be used e.g., relationship building, capacity building & training and research.	
	Unit 4: Understanding Behaviour change communication Foundations (Concept and evolution) of Behaviour Change Communication, Difference between IEC, BCC, and Social and Behaviour Change Communication (SBCC). Theoretical Frameworks for Behaviour Change (Health Belief Model, Theory of Planned Behaviour, Social Learning / Social Cognitive Theory, Stages of Change (Transtheoretical Model), Socio-ecological model and collective behaviour change), Designing BCC Interventions -Identifying priority behaviours and audiences, Message framing and cultural relevance, Selection of communication channels (interpersonal, group, media, digital), Integrating gender, equity, and inclusion in messaging	4 hours
	Unit 5. Media, Communication & Technology Using different tools and techniques to enhance the methods/sessions; audio visual aids, online methods, apps, digital games, video sharing, online forums, using different editing & writing tools/apps and canva. Developing communication campaigns using mid-media or middle of the funnel activities such as interactive street theatre and puppetry.	4 hours

Participatory Health Communication		BMP SW3.5
	Unit 6. Mass Communication and Mass media Mass communication – concept, significance, functions and elements Print media: types, nature, characteristics, reach, access. Radio: types, nature, characteristics, reach, access. Televisions, characteristics, reach and access. Online and digital modalities. Safeguards and regulations.	2 hours
	Unit 7. Evaluation of participatory methodologies Methods/ Techniques of evaluation of participatory methodology: Different schools of thought in evaluation What and when to evaluate - Blocks to effective evaluation.	2 hours

Teaching/Learning Method

The teaching approach will be dialogic with critical reflection. Workshop methodology will be used to facilitate participatory communication design. Students will carry out community work and build mini field based projects. Students will be provided opportunities for case study analysis and simulation exercises. Where possible, guest lectures from experienced field practitioners and community or public health and social work communicators. Assessment & Evaluation

Internal assessment - assignments/participatory communication campaign in fieldwork;
End semester examination

Suggested Readings

- Abdi, R. A., & Arya, S. A. (2019). Participatory training methods and approaches for adult learning: A review of literature. *International Journal of Lifelong Education*, 38(4), 447–463.
- Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum.
- Hall, S. (1997). *Representation. Cultural Representations and Signifying Practices*. London: The Sage Publications, The Open University.
- Hochman, E. (2021). Tools and Methods to Create Participative Learning. <https://www.worldofinsights.co/wp-content/uploads/2021/04/padlet-tools.pdf>
- Jones, M. (2020). The effectiveness of participatory training in adult learning. *International Journal of Training and Development*, 24(3), 245–259.
- McQuail, D., & Windahl, S. (1993). *Communication Models for the Study of Mass Communications*. London: Longman.
- Melkote, S. R., & Steeves, H. L. (2015). *Communication for Development: Theory and Practice for Empowerment and Social Justice, Third Edition*. BGSU Faculty Books, 5.

https://scholarworks.bgsu.edu/bgsu_books/5

- Nancy, S., & Dongre, A. R. (2021). Behaviour Change Communication: Past, Present, and Future. *Indian J Community Med*, 46(2), 186–190. https://doi.org/10.4103/ijcm.IJCM_441_20
- Shah, P. (1996). *Participatory Methods for Social Development*. Ahmedabad: PRIA.
- Singhal, A., & Rogers, E. M. (1999). *Entertainment-Education: A Communication Strategy for Social Change*.
- Tufte, T., & Mefalopulos, P. (2009). *Participatory Communication: A Practical Guide*. World Bank Working Paper No. 170, Washington, DC: World Bank. <http://documents.worldbank.org/curated/en/682081468166154717>
- Waisbord, S. (2001). *Family Tree of Theories, Methodologies and Strategies in Development Communication*. The Rockefeller Foundation.

Additional Readings

- A Resource Book for Front Line Workers of Development Organizations (2002) Participatory Training, A Book of Readings, PRIA, New Delhi.
- Beresford, P. (2019), Public participation in health and social care: exploring the co-production of knowledge. *Frontiers in Sociology*, 3,
- By Kevin B. Wright, Lisa Sparks, et al. (2013). *Health Communication in the 21st Century*, Blackwell publishing limited, 2013, first edition
- Campbell, P., & Burnaby, B. (2001), *Participatory Practices in Adult Education*. New Jersey: LEA Inc
- Chambers R. (2003) *Participatory Workshop: A Sourcebook of 21 Sets of Ideas and Activities*: New Delhi: Earthscan India
- Harrington, C., Erete, S., & Piper, A. M. (2019) Deconstructing community-based collaborative design: Towards more equitable participatory design engagements. *Proceedings of the ACM on Human-Computer Interaction*, 3(CSCW), 1-25.
- Trace. (1980) *Training Animators in Conscientization and Education*, Nandurbar, Nagpur

1.9.6. BMPSW3.6. Social Work Research Methods

Overview

Course Name	Social Work Research Methods	Course code	BMPSW3.6
Sem 3	Credits: 4	Hours: 60	
Course type: Theoretical inputs			

Course description

This course introduces students to the foundational principles, processes, and applications of research in social work. It explores the nature and scope of research, distinguishing between social work research and general social research. Students will learn both quantitative and qualitative approaches, including research designs, data collection methods, and analysis techniques. Emphasis is placed on literature review, sampling strategies, ethical considerations, and the use of software tools such as SPSS, Atlas-ti, and NVivo. The course also covers statistical concepts essential for social work research, including measures of central tendency, dispersion, correlation, and inferential statistics. Through practical exercises and critical engagement, students will develop competencies in designing, conducting, analysing, and reporting research relevant to social work practice.

Course Content

Social Work Research Methods		BMPSW3.6
Learning outcomes/ Competencies	The students will be able to: 1. Understand the relevance of research in Social Work 2. Apply the basic steps of research and implement the process of research 3. Conceptualize quantitative, qualitative and mixed methods research 4. Develop tools for data collection, collect, interpret and analyse data 5. Write research reports 6. Demonstrate competence in implementing ethical research	
Topics/lesson plan	Unit 1: Introduction to Social Work Research Concept, meaning and nature of research Research as a method of Social Work; differences between Social Work research and social research Approaches to research, quantitative - levels of measurement, variable - and qualitative research - differences; case study, phenomenology, grounded theory, narrative approaches in qualitative	10 hours

Social Work Research Methods		BMPSW3.6
	Research design - exploratory, descriptive, diagnostic, experimental etc. Assumptions and characteristics of qualitative research	
	Unit 2: Process of Research Identifying a research topic Literature review - how to read a research article, annotate and build a rationale for research, conduct and write a literature review and gaps in existing research. Uses of Databases, Literature search, developing search strategies, Boolean operators, accessing and utilizing databases Formulating objectives, research questions, identifying variables, research hypothesis in quantitative research Identifying theoretical frameworks underpinning the research Conceptualising qualitative research - designing conceptual maps, identifying participants, Sampling - Universe, population, sampling frame, unit; design, inclusion & exclusion criteria Data Collection - Sources of data, Methods of data collection, Tools of data collection - including reflexive field notes, memos in qualitative research, Steps in developing tools of data collection, Pilot and pre-test of tools	14 hours
	Unit 3: Data Management and Analysis Data management - Basic steps in data editing/cleaning, developing and using a code book, Transcription and translation in qualitative research, storing data - quantitative and qualitative data Quantitative Data Analysis - classification, tabulation, frequency distribution, diagrammatic and graphic presentations, data analysis - interpretation and report writing Qualitative Data Analysis - Principles of data analysis; Data sorting, coding, visualisation and presentation of data (manual, data software); Analysis based on the approaches used - case study, phenomenology, grounded theory, narrative; Software for coding and analysis: Atlas ti, Nvivo Mixed Methods Research - philosophy, designs, steps, triangulation, presentation of data	16 hours

Social Work Research Methods		BMPSW3.6
	Unit 4: Report Writing and presentation of data Writing a research report Reporting guidelines for Qualitative Studies - SRQR, STROBE, CARE, COREQ (COREQ (Consolidated criteria for reporting qualitative research) Referencing and citation Ethics in research - ethical concerns in health research; IRB/IEC; ICMR guidelines for health research	10 hours
	Unit 5: Statistics in social work research Measures of central tendency- Mean, Median, Mode Measures of dispersion - range, interquartile range, and standard deviation Descriptive and inferential statistics Measures of correlation Introduction to SPSS- practical Practical: Use of Software - SPSS, Atlas-ti, NVivo	10 hours

Teaching/Learning Method

Lectures & Demonstrations, Hands-on Workshops, Group Activities, Case Studies & Role Plays, End semester examination

Assessment & Evaluation

Internal Assessment - Written Assignments, Practical Tests: SPSS and qualitative software usage; End semester examination

References

- Ahuja R. (2003). Research Methodology: Methods and Techniques. Jaipur: Rawat Publication.
- Alston M.& Bocoles, W. (2003). Research for social workers: An introduction to methods. Jaipur: Rawat Publications
- Andrews, Richard. (2005). Research questions. London: Continuum
- Bryman A. (2016). Social Research Methods (5th ed.). London: Oxford University Press.
- Denzin, N.K., Lincoln, Y.S. (ed). (1994). Handbook of qualitative research. New Delhi: Sage Publications.
- Gupta. S.P. (1985). Statistical Methods. New Delhi: Sultan Chand & Sons Publishers
- Kidder, Louise H. (1981) Research Methods in Social Relations, New York: CBS
- Kothari, C. R. (2004) Research Methodology: Methods & Techniques. New Delhi: New Age International Publishers

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- LalDas .D.K., (2000). Practice of Social Research. Jaipur: Rawat Publications.
- Rubin, A., Babbie, E. (2010). Methods for Social Work Research. New Delhi: Brooks/Cole.

Additional reading

- Anastasia, J.W. 1999. Research design for social work and human services, New York: Columbia University Press.
- Bhandarkar, P. L., Wilkinson, T. S. (2002). Methodology and Techniques of Social Research. Mumbai: Himalaya Publications.
- LalDas. D.K. (2000). Practice of Social Research. Jaipur: Rawat Publications.

1.9.7. BMPSW3.7. Fieldwork III (NGOs/community)

Overview

Course Name	Fieldwork III (NGOs/Community)	Course code	BMPSW3.7
Sem 3	Credits: 8	Hours: 240	
Course type: Practical, experiential and reflective learning			

Course description

This course is designed to equip students with the analytical and practical skills necessary to engage critically with systemic factors affecting individuals, communities, and public health. It emphasizes the intersection of health, social justice, and community dynamics, encouraging students to reflect on macro-level influences such as policy, socio-economic structures, and cultural norms that shape lived realities. Through a combination of classroom learning and field-based interventions, students will explore diverse issues within the health sector, urban communities, and occupational health settings.

The course integrates theoretical frameworks with experiential learning, enabling students to work directly with individuals, groups, and communities. Fieldwork - conducted two days a week or in block placements - serves as a core component, allowing students to apply critical analysis to real-world contexts. Individual and group conferences (IC/GC) will support reflective practice and supervision. Students will be encouraged to initiate preliminary processes of change, grounded in ethical and inclusive approaches to social work.

Course Outline

Fieldwork III (NGOs/community)		BMPSW3.7
Learning outcomes/ Competencies	The students will be able to: 1. Critically analyse the systemic factors that have influence on people's lives and health 2. Critically reflect on the influence of macro contexts on the issues, lives and realities of people 3. Engage with preliminary processes of change based on critical analysis 4. Acquire the skill of engaging with diverse issues within the health sector. 5. Engage and work with communities, groups and individuals.	
Topics/lesson plan	Field interventions – working with individuals, groups and communities. Field work two days a week- days to be decided/ block field work. Individual conference/group conference will be done. Sectors include health, urban communities, occupational health	240 hours

Teaching/Learning Method

- Fieldwork (2 days/week or block placement): Hands-on engagement with individuals, groups, and communities
- Reflective Journaling: Promote critical self-awareness and documentation of field experiences
- Individual and Group Conferences (IC/GC): Facilitate reflective supervision and personalized guidance.
- Case Studies: Explore real-world scenarios to understand power dynamics and systemic influences.
- Participatory Workshops: Develop skills in community engagement, advocacy
- Peer Learning and Group Discussions: Encourage collaborative reflection on identity, power.

Assessment & Evaluation

- Fieldwork Evaluation: Based on engagement, documentation, and application of principles, tools, techniques
- Report Submission: Assessed for depth of insight, reflection, and integration of theory with practice.
- IC/GC Participation: Evaluated on preparedness, reflection, and responsiveness to feedback.
- Case Study Analysis

- Group Presentation: Collaborative exploration of a community issue with proposed interventions.
- Final Review: Oral assessment of field learning, engagement, and professional growth.
- Attendance and Participation: Active involvement in discussions, feedback from agency supervisors.

References

- Anand M. (2017). Role of rural camps in nurturing field practicum: narrative from a faculty of social work, Delhi, India, *Social Work Education*, 36 (5), 521-528 DOI: 10.1080/02615479.2017.1307334
- Nadkarni V. and Joseph S. (2014). Envisioning a professional identity: charting pathways through social work education in India in Carolyn Noble, Strauss H and Littlechild B (eds) *Global social work: Crossing borders, blurring boundaries*, Australia: Sydney University Press
- Nair R and Gulalia P. Paper 07: Field work and field supervision: M-17: Application of Principles of the Social Work Practice in the Field. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=xN+GvFnx4ockQG2FkhaD+w==>
- Nair R and Gulalia, Poonam: Paper 07: Field work and field supervision: M-26 and M:27- Techniques for direct and indirect practice, <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=xN+GvFnx4ockQG2FkhaD+w==>

Additional Reading

- Nichols Q. (2012). *Connecting core competencies. A workbook for social work students*. Saddle River, NJ: Allyn & Bacon.
- Shulman L. (2005). Signature Pedagogies in the Professions. *Daedalus*, 134(3), 52–59.

YEAR 2, SEMESTER 4

Distribution of Credits

Semester wise Distribution of Credits			
Year-1	1.	22 Credits	43 Credits
	2.	21 Credits	
Year-2	3.	22 Credits	45 Credits
	4.	23 Credits	
Year-3	5.	24 Credits	47 Credits
	6.	23 Credits	
Year-4	7	25 Credits	49 Credits
	8	24 Credits	
Total Credits: 184 Credits			

Semester 4: Courses

		Hours			Total Hours 480	Credits 23
Sl. No	Course	Lecture hours	Practical hours	Project hours	Hours	Credits
4.1	Introduction to Mental Health Disorders	30	0	0	30	2
4.2	Advanced Counselling	30	30	0	60	3
4.3	Clinical Social Work Practice	30	0	0	30	2

		Hours			Total Hours 480	Credits 23
Sl. No	Course	Lecture hours	Practical hours	Project hours	Hours	Credits
4.4	Health Policy & Legislation	30	0	0	30	2
4.5	Social Work Administration	30	0	0	30	2
4.6	Health Epidemiology and Biostatistics	30	0	0	30	2
4.7	Electives I	30	0	0	30	2
4.8	Fieldwork (Clinical settings)	0	240	0	240	8

1.10.1. BMPSW4.1. Introduction to Mental Health Disorders

Overview

Course Name	Introduction to Mental Health Disorders (100-103)	Course code	BMPSW4.1
Sem 4	Credits: 2	Hours: 30	
Course type: Theoretical inputs with practical, experiential and reflective learning			

Course description

This course aims to provide students with a comprehensive understanding of mental health issues and psychopathology, equipping them with the knowledge and skills necessary to engage in effective social work practice.

Course Outline

Introduction to Mental Health Disorders (100-103)		BMPSW4.1
Learning outcomes/ Competencies	The students will be able to: 1. Understand the basic concepts of mental health and mental illness. 2. Get an overview of common mental disorders and their psychosocial impact. 3. Understand the role of social workers in promoting mental health and supporting individuals with disorders. 4. Learn the impact of stigma in treatment seeking behaviours, and the rights and ethical issues in mental health practice.	
Topics/lesson plan	Unit I : Understanding Mental Health and Mental Illness Definition and dimensions of mental health. Difference between mental health, mental illness, and mental well-being. Determinants of mental health: biological, psychological, social, cultural. Myths and misconceptions about mental illness.	6 hours
	Unit II: Classification and Overview of Mental Disorders Introduction to classification systems (ICD, DSM – only orientation). Neurodevelopmental disorders (e.g., intellectual disability, autism). Mood and anxiety disorders. Psychotic disorders (schizophrenia spectrum). Substance use disorders.	6 hours
	Unit III: Psychosocial Aspects of Mental Disorders Impact of mental disorders on individuals, families, and society. Stigma, discrimination, and labeling. Coping and resilience in families. Importance of community support systems.	8 hours

Introduction to Mental Health Disorders (100-103)		BMPSW4.1
	Unit IV: Policies, Programs, and Emerging Issues in Mental Health Hospital, Community and NGO based mental health model in the Country, National Mental Health Programme (NMHP) and District Mental Health Programme (DMHP). Mental Healthcare Act, 2017 – rights and provisions (basic orientation). Community mental health and rehabilitation. Integrated yoga therapy units in medical colleges Emerging issues: suicide prevention, digital mental health, workplace mental health. Practical: Visits to CMH sites of practice	10 hours

Teaching/Learning Method

Seminars, Group Discussions, Role Plays, Field Visits and Workshops by experts in the field.

Assessment & Evaluation

Seminars, case study analysis and written exams

References

- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders: DSM-5*. Washington, D.C.: American Psychiatric Association.
- Hamilton, M. (1994). *Fish's Clinical Psychopathology*. Bombay: Varghese Publishing House.
- Richard, Cowen, P. (2001). *Shorter Oxford Textbook of Psychiatry*. New Delhi: Oxford University Press.
- Sadock, B., Kaplan, H., & Sadock, V. (2000). *Comprehensive Textbook of Psychiatry*. Hagerstown: Lippincott Williams & Wilkins.
- Vyas, J. N., & Ahuja, N. (2003). *Textbook of Postgraduate Psychiatry*. New Delhi: JAYPEE Brothers. Vol. 1 & 2.
- World Health Organization. (2002). *ICD-10 Classification of Mental and Behavioral Disorders*. Geneva: WHO. (Also available at www.who.int/entity/classifications/icd/en/bluebook.)

Additional Readings

- Caplan, G. (1961). *An Approach to Community Mental Health*. London: Tavistock Publications.
- Gelder, M., & Mayou, R. (2009). Namboothiri, V. M. D. *Concise Textbook of Psychiatry*. Gurgaon: Elsevier Health Sciences.

1.10.2. BMPSW4.2. Advanced Counselling

Overview

Course Name	Advanced Counselling	Course code	BMPSW4.2
Sem 4	Credits: 3	Hours: 60	
Course type: Theoretical inputs with practical, experiential and reflective learning			

Course description

This course builds upon the basic counselling paper studied earlier. It helps students learn how to handle more complex counselling situations, use different counselling approaches, and apply their skills in medical, psychiatric, and community settings.

Course Outline

Advanced Counselling (2 Theory & 1 Practicum)		BMPSW4.2
Learning outcomes/ Competencies	The students will be able to: A. Understand advanced concepts, stages, and approaches in counselling. B. Apply counselling models and skills for individuals, families, and groups. C. Handle difficult emotions and crisis situations using appropriate techniques. D. Integrate ethical and culturally sensitive practices in counselling. E. Demonstrate applied counselling skills through supervised practice.	
Topics/lesson plan	Unit I – Counselling Process and Advanced Skills Review of basic counselling concepts and micro-skills (from previous semester) Stages of counselling: relationship building, problem exploration, goal setting, action, and termination Advanced skills: confrontation, immediacy, summarizing, and interpretation Managing silence, resistance, and transference Self-awareness and reflective practice of the counsellor	6 Hours + 10 hours practical

Advanced Counselling (2 Theory & 1 Practicum)		BMPSW4.2
	Unit II – Major Theoretical Approaches in Counselling Psychodynamic approach (brief overview) Cognitive Behaviour Therapy (CBT): principles and techniques Humanistic approach – person-centred counselling Behavioural techniques in counselling (reinforcement, relaxation, desensitization) Solution-Focused and Strengths-Based Counselling	6 Hours
	Unit III – Counselling in Health and Clinical Settings Counselling in hospitals and medical settings (chronic illness, pain, terminal illness) Counselling in mental health settings (stress, anxiety, depression, adjustment problems) Family counselling and couple counselling – basic principles Counselling for children and adolescents Interdisciplinary teamwork in clinical counselling	6 Hours + 6 hours practical
	Unit IV – Crisis and Special Situations in Counselling Counselling for crisis and trauma situations (grief, loss, suicidal ideation) Counselling survivors of abuse and domestic violence Crisis intervention models (ABC model, Psychological First Aid) Managing counsellor stress and burnout Referral and networking for specialized care	6 Hours + 4 hours practical
	Unit V: Professional Ethics, Documentation, and Cultural Competence Ethical issues in counselling: confidentiality, informed consent, boundaries Record keeping, progress notes, and documentation standards Working with diverse clients – gender, culture, disability, and socio-economic contexts Supervision in counselling practice Emerging trends – online counselling, telehealth, and technology use	6 Hours + 10 hours practical

Teaching/Learning Method

Interactive lectures, role plays and case discussions, workshops by experts, experience sharing by counselling practitioners from different fields, feedbacks and reflections

Assessment & Evaluation

Internal assessments, seminar presentations, end of term examination

References

- Geldard, K. & Geldard, D. (2016). Basic Personal Counselling: A Training Manual for Counsellors. Cengage Learning.
- Corey, G. (2017). Theory and Practice of Counselling and Psychotherapy. Brooks/Cole.
- Nelson-Jones, R. (2015). Practical Counselling and Helping Skills: Text and Activities for the Life skills Counselling Model. Sage Publications.
- Capuzzi, D. & Gross, D.R. (2018). Counselling and Psychotherapy: Theories and Interventions. American Counselling Association.
- Beck, J. S. (2020). Cognitive Behaviour Therapy: Basics and Beyond (3rd Ed.). Guilford Press.
- WHO (2021). Mental Health Gap Action Programme (mhGAP) Intervention Guide.
- Carroll, K. M. & Rounsaville, B. J. (2010). A Vision of Psychosocial Intervention Research in the 21st Century.

Additional reading

Verma, R. (2019). Counselling Skills for Social Workers. Rawat Publications, Jaipur

1.10.3. BMPSW4.3. Clinical Social Work Practice

Overview

Course Name	Clinical Social Work Practice	Course code	BMPSW4.3
Sem 4	Credits: 2	Hours: 30	
Course type: Theoretical inputs with practical, experiential and reflective learning			

Course description

This course provides foundational knowledge and essential skills for effective professional practice in clinical social work. It familiarizes students with the principles, values, and ethical standards guiding practice in mental health and medical settings. Students will develop competence in interviewing, psychosocial assessment, and mental status examination (MSE). The course emphasizes inter-professional collaboration, appropriate referral processes, and crisis intervention strategies. Students will also be introduced to therapeutic approaches including supportive counselling, cognitive-behavioural strategies, and therapeutic group work. Through experiential learning, case studies, and reflective exercises, the course aims to build the students' ability to engage empathetically, assess systematically, and intervene effectively within clinical contexts.

Course outline

Clinical Social Work Practice		BMPSW4.3
Learning outcomes/ Competencies	The students will be able to: 1. Introduce students to the principles and skills of clinical social work practice. 2. Develop competence in interviewing, psychosocial assessment, and mental status examination (MSE). 3. Understand the process of referrals and inter-professional collaboration. 4. Equip students with knowledge of therapeutic interventions, including group work and crisis management.	
Topics/lesson plan	Unit I: Foundations of Clinical Social Work Practice Definition, scope, and principles of clinical social work. Role of clinical social workers in mental health and medical settings. Therapeutic relationship: empathy, trust, boundaries, and self-awareness. Ethics and professional values in clinical practice.	7 hours
	Unit II: Interviewing and Assessment in Clinical Social Work Purpose and process of client interviews: engagement, rapport building, questioning, active listening. Psychosocial assessment: history taking, genogram, eco-map, identifying strengths and needs. Mental Status Examination (MSE): structure, domains, and documentation. Case recording and reporting skills.	8 hours
	Unit III: Referrals, Collaboration, and Crisis Intervention Referral process: when, where, and how to make referrals. Networking with mental health professionals (psychiatrists, psychologists, nurses, occupational therapists). Crisis intervention: principles and steps. Role of social workers in emergency, trauma, and suicide prevention.	7 hours

Clinical Social Work Practice		BMPSW4.3
	Unit IV: Therapeutic Interventions in Clinical Social Work Introduction to therapeutic approaches: supportive counselling, cognitive-behavioral strategies (basic orientation). Therapeutic group work: stages, techniques, and applications (e.g., support groups, psychoeducation groups). Family interventions and psychoeducation. Case vignettes and role plays in therapeutic contexts	8 hours

Teaching/Learning Method

Interactive lectures, demonstration and role plays, case study discussions, observation visits, seminars and guest lectures.

Assessment & Evaluation

Internal assessments, assignments, seminar presentations and end of semester examinations.

References

- Ahuja, N. (2011). A short textbook of psychiatry (7th ed.). Jaypee Brothers Medical Publishers.
- Barker, R. L. (2014). The social work dictionary (6th ed.). NASW Press.
- Bhatt, S. (2012). Social work practice: The Indian perspective. Rawat Publications.
- Kar, N. (2018). Handbook of psychiatry for social work professionals. NIMHANS Publication Division.
- Mathew, G. (2014). An introduction to social case work. Roshni Nilaya Publications.
- Roberts, A. R., & Ottens, A. J. (2005). The seven-stage crisis intervention model: A road map to goal attainment, problem-solving, and crisis resolution. *Brief Treatment and Crisis Intervention*, 5(4), 329–339.
- Saleebey, D. (2013). The strengths perspective in social work practice (6th ed.). Pearson.
- Shulman, L. (2015). The skills of helping individuals, families, groups, and communities (8th ed.). Cengage Learning.

Additional reading

- Desai, M. (Ed.). (2006). Mental health and social work. Rawat Publications.
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K., & Larsen, J. A. (2017). Direct social work practice: Theory and skills (10th ed.). Cengage Learning.

1.10.4. BMPSW4.4. Health Policy & Legislation

Overview

Course Name	Health Policy & Legislation	Course code	BMPSW4.4
Sem 4	Credits: 2	Hours: 30	
Course type: Theoretical inputs with application and reflective learning			

Course description

The students learn about the health policy landscape and legal frameworks governing health and mental health care in India. It explores how health legislation embodies constitutional rights, ethical obligations, and social justice principles. The course equips social work students to interpret, apply, and advocate for equitable health policies and understand their role in supporting client rights within institutional and community contexts. Students will develop understanding on national health policy goals and governance mechanisms and be able to interpret key provisions of health-related laws. They will understand the historical and policy evolution of health and mental health policies, legislation and reform processes in India. They will develop an understanding on, and be able to, develop competencies in implementation mechanism and examine the rights of people and vulnerable groups and also provide the knowhow on how to make clients and community participation a reality. They will also be able to understand legal instruments and mechanisms for marginalised and weaker sections and for legal support. Students will be able to develop knowledge on how they can engage in policy-oriented social work interventions such as advocacy and awareness on health entitlements.

Course Outline

Health Policy & Legislation		BMPSW4.4
Learning outcomes/ Competencies	The students will be able to: 1. Equip social work students to interpret, apply, and advocate for equitable health policies 2. Examine policies from the perspectives of rights of the clients and social justice perspectives 3. Understand their role as social workers in supporting client rights within institutional and community contexts 4. Support clients to ascertain their rights through processes of advocacy and legal support.	

Health Policy & Legislation		BMPSW4.4
Topics/lesson plan	Unit 1: Foundations of Health Policy and Legislation Meaning, scope, and relevance. Constitutional assertions, Directive Principles and Fundamental Rights, health policy formulation Health policies in India (from Bhore Committee to National Health Policy 2017, MHCA 2017, Health Research Policy, Digital Personal Data Protection Act 2025, NCAHP 2021, The transplantation of human organs act, PNDT Act, The registration of birth and Death act, etc)	6 hours
	Unit 2. National and State Health Systems and Policy Frameworks Understanding the National, State and local Health and Policy framework and approach and governance mechanism - National Health Mission (NHM), Ayushman Bharat, and Health & Wellness Centres. Health financing and insurance models. Section 135 of Companies Act, 2013 (CSR) & other Innovative financing for health (SSE, HNIs, venture capital for social enterprises etc).	6 hours
	Unit 3. Key Health and Mental Health Legislations and their implications for social workers Major legislations: Mental Healthcare Act, 2017, NDPS 1985, Rights of Persons with Disabilities Act, 2016. National Population Policy –2005, National Rural Health Mission (NRHM) and National Urban Health Mission (NUHM). National Commission for Allied and Healthcare Professions Act, 2021, Clinical Establishments Act, 2010; The Digital Personal Data Protection Act (DPDP Act) 2023 Information Technology Act, 2000. Reproductive, Maternal, and Child Health Legislations: MTP Amendment Act, 2021 PCPNDT Act, 1994. HIV/AIDS (Prevention and Control) Act, 2017. Public Health Bill (Draft), 2021, Telemedicine and TelePSW guidelines Practical: Application of laws and policies	8 hours

Health Policy & Legislation		BMP SW4.4
	Unit 4. Social Policies and Legislations: Gender, ethics, and rights of relevance for health. POCSO 2023, POSH Act 2013, DV Act 2005, Juvenile Justice (Care and Protection of Children) Act, 2015, The Occupational Safety, Health and working conditions code, 2019	6 hours
	Unit 5. Advocacy, Ethics, and Social Work Practice Code of Practice for NCAHPs, Social Work Ethics and Health Practice, Advocacy for health reform for equity and access. Free legal aid services at national, state and district level. and for Legal support through community action (RTI, PIL Lok Adalats, Writ petitions, Affidavits, Social Information Report, Bail application etc). Constitutional Remedies - Habeas corpus, mandamus, prohibition warrants, certiorari. Policy research and evaluation. Practical: Application	4 hours

Teaching/Learning Method

interactive lectures and discussions using case law and policy document analysis, guest lectures, application of learnt knowledge during their field visits, analysis of policy implementation gaps.

Assessment & Evaluation

Project on law and policy analysis, class participation and end of term examination

References

- Ramachandrudu G. (1997). *Health Planning in India* (eds G. Ramachandrudu). A.P.H. Publishing Corporation.
- Kronenfeld, J. J. (2002). *Health Care Policy: Issues and Trends*. Praeger.
- Ministry of Health & Family Welfare. (2017). *National Health Policy*.
- Ministry of Health & Family Welfare. (2021). *MTP Amendment Guidelines*.
- Ministry of Law & Justice. (2016). *Rights of Persons with Disabilities Act*.
- Nagpurkar, K. (2023). A review of literature on health policy in India.
- NIMHANS. (2018). *Guide to the Mental Healthcare Act, 2017*.
- Reisman, D. A. (2007). *Health Care and Public Policy*. UK: Edward Elgar Publishing.

- Sriram, V., Ramani, S., & Prashanth, N., Srinivas, P. N. (2024). Health policy processes in India: institutions, interests, ideas and contemporary debates. *World Journal of Pharmacy and Pharmaceutical Sciences*, 12(7), 327–346. <https://doi.org/10.20959/wjpps20237-25228>
- UNFPA. (2020). *Reproductive Rights and Health in India*.
- WHO. (2019). *Health and Human Rights*.

Additional reading

- [https://mohfw.gov.in/?q=en/pressrelease-206#:~:text=The%20Mental%20Healthcare%20Act%2C%202017,Rights%20of%20Persons%20with%20Disabilities%20\(](https://mohfw.gov.in/?q=en/pressrelease-206#:~:text=The%20Mental%20Healthcare%20Act%2C%202017,Rights%20of%20Persons%20with%20Disabilities%20(https://www.indiacode.nic.in/handle/null)
- <https://www.indiacode.nic.in/handle/null>

1.10.5. BMPSW4.5. Social Work Administration

Overview

Course Name	Social Work Administration	Course code	BMPSW4.5
Sem 4	Credits: 2	Hours: 30	
Course type: Theoretical inputs with practical learning			

Course description

This course introduces the principles of social work administration and the structure of health and welfare organizations. It also provides an understanding of theories, models and skills of welfare administration, types of organisations and registration of voluntary organisations and working with CSR. Special focus is on the role of medical and psychiatric social workers in coordinating with hospital administration.

Course Outline

Social Work Administration		BMPSW4.5
Learning outcomes/ Competencies	The students will be able to: 1. Learn and apply the basic concepts of social work administration as a method course 2. Apply principles of administration in health and welfare organizations and engage in organisational administration. 3. Foster collaborative skills and community engagement strategies to work effectively with diverse stakeholders 4. Assist patients and families in accessing social security entitlements and contribute to medical social welfare Unit 5. Undertake documentation, liaison, and advocacy for scheme implementation.	
Topics/lesson plan	Unit 1: Introduction to Social Work Administration Concept, nature, and scope of social work administration - Welfare State, concepts, perspective and approach - from residual to institutional-charity to rights and care (linkage between welfare, justice and equity) Scope of Social Work administration in health and welfare settings; ethics and practice	2 hours
	Unit 2: Administration of Health & Welfare Organisations (Government & NGOs) Role of Non-government Interventions - Mapping the Social Sector: Role of civil society, types of organisations; organizational structure and characteristics and nature of welfare response - by orientation, type of service, levels of operation, partnerships with government, community linkages and challenges. Mapping the Social Sector: Role of civil society, types of organisations; organizational structure and characteristics and nature of welfare response - by orientation, type of service, levels of operation, partnerships with government, community linkages and challenges. Preparing Memoranda of Administration and understanding Structure and functioning of hospitals, CHCs, NGOs, Administrative hierarchy in health systems Practical: Visit to hospital administration units/NGOs	6 hours

Social Work Administration		BMPSW4.5
	Unit 3: Theories, Models and Skills of Administration Contextualising administration – state and non-state actors Skills of Administration: Planning, Organizing, Staffing, Directing, Coordinating, Reporting (event reporting, annual reports, letters and minutes of meetings and so on) and Budgeting Principles and functions (planning, organizing, staffing, directing, controlling, evaluation), Budgeting	14 hours
	Unit 4: Role of Social Worker in Administration of Health services Providing guidance to patients/families for schemes Procedures - documentation and application process Liaison services in Medical Social Welfare Unit/Poor Patient Assistance Cells, Role in Organ Donation & Transplantation (ORBO committees)	4 hours
	Unit 5: Registration of Voluntary Organisations Types of Voluntary organisations, CSR, functions Registration of organizations - Societies Registration Act, Trust Act and Companies Act Introduction to fundraising and networking	4 hours

Teaching/Learning Method

Classroom lectures and group discussions, case studies and simulation exercises

Assessment & Evaluation

Internal assessment - assignments/class test; end semester examination.

References

- Akhup, A. (2020). Strengthening Social Welfare Administration Practice in India: A Context Centric Social Work Approach 50 8), pp.2354–2371 <https://doi.org/10.1093/bjsw/bcaa211>
- Akhup, A. and Tripura, B. (2019). Revisiting the method of Social Welfare Administration, Indian Journal of Dalit and Tribal Studies and Action, 4 (1), pp.63-75.
- Chalekian, P (2016). "Instantiations of POSDCORB: A Framework-Theory-Model Approach". Administration & Society. 48 (3): 316–343. doi:10.1177/0095399713481599
- Chowdhry, P. Paul (2011). Introduction to Social Work Administration.
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Additional reading

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1.10.6. BMPSW4.6. Health Epidemiology and Biostatistics

Overview

Course Name	Health Epidemiology and Biostatistics	Course code	BMPSW4.6
Sem 4	Credits: 2	Hours: 30	
Course type: Theoretical inputs with practical, experiential and reflective learning			

Course description

This course helps the students understand the fundamental concepts of health, disease, and epidemiology. Also, the occurrence and distribution of diseases, basic epidemiological methods, and disease surveillance. It also helps to study the patterns of disease occurrence, transmission, prevention, and control using epidemiological principles. To Analyze basic epidemiological methods to measure disease frequency and investigate outbreaks.

This course provides a foundational understanding of epidemiology and biostatistics, essential for students. It introduces key concepts such as the natural history of disease, the epidemiological triad (agent, host, environment), and modes of disease transmission. Students will explore disease distribution patterns based on time, place, and person characteristics and learn about prevention and control strategies across different levels. The course covers the epidemiology of communicable and non-communicable diseases (CDs and NCDs), including measures of disease frequency like incidence and prevalence. It introduces disease surveillance and investigation techniques, including outbreak analysis, types of epidemics, and surveillance systems. Students will gain insight into research designs - observational and experimental - and their applications in public health studies.

Biostatistics will help students understand about the types of data, scales of measurement, descriptive statistics (mean, median, mode, range, standard deviation), data visualization techniques, probability distributions (normal, binomial), hypothesis testing, and common statistical tests such as chi-square and t-tests. Practical sessions will familiarize students with statistical software, data interpretation and data visualisation and online platform for dissemination.

Course Content

Health Epidemiology and Biostatistics		BMPSW4.6
Learning outcomes/ Competencies	The students will be able to: 1. Understand the key epidemiological concepts and their relevance 2. Analyze disease patterns and transmission dynamics using epidemiological tools. 3. Apply principles of disease prevention and control in community settings. 4. Design and interpret observational and experimental studies. 5. Use biostatistical methods to summarize, visualize, and analyze health data. 6. Conduct basic hypothesis testing and interpret statistical results. 7. Understand and apply surveillance and outbreak investigation protocols	
	Unit 1: Concepts of disease prevention and control Levels of prevention Transmission and control of communicable diseases Epidemiology of CDs and NCDs Measures of disease frequency: incidence & prevalence Disease Surveillance & Investigation Concepts of outbreak, endemic, epidemic, pandemic Types of epidemics Steps in outbreak investigation Surveillance systems (passive & active)	6 hours
	Unit 2: Overview of designs Study Observational studies: Descriptive, Analytical, cross sectional, Case-Control, Cohort designs, Survey design Experimental studies: Non randomised designs and Randomised controlled trials, Field trials and community trials	6 hours

Health Epidemiology and Biostatistics		BMP SW4.6
	Unit 3: Introduction to Biostatistics Types of Data, Scales of Measurement Descriptive Statistics: Mean, Median, Mode, Range, Standard Deviation Data Visualization: Tables, Charts, Graphs Probability Concepts and Distributions (Normal, Binomial) Introduction to Hypothesis Testing: p-values, Confidence Intervals	8 hours
	Unit 4: Common Statistical Analysis Chi-Square, t-test, f test, correlation, sensitivity, etc. Practicals of using statistical analysis	10 hours

Teaching/Learning Method

Lectures, Case Studies: To apply epidemiological principles in real-world contexts, Hands-on Workshops: For data analysis and software training, Group Discussions & Peer Learning: To foster collaborative understanding

Assessment & Evaluation

Internal Assessment - Written Tests & Quiz/ Practical Assignments/Group Projects; end semester examination

References

- Sundar PSS & Richard, J. (1996). An Introduction to Biostatistics: A manual for students in Health Sciences: Prentice Hall, New Delhi.
- Daniel, W.W. (1991). Bio-Statistics: A foundation for Analysis in the Health Sciences., John Wiley and Sons Publishers
- Rao, KV (1996). Bio-Statistics: A Manual of statistical methods for use in the Health, Nutrition and Anthropology. Jaypee Brothers Medical Publishers.
- Verma, B.L., Shukla, G.D. (1993). Bio-Statistics perspective in Health care research and practice: , et., al C.B.S. Publishers.

Additional reading

- Krishnaiah, P.K. Rao, C.R. (ed). (1991). Handbook of Statistics: Elsevier Science Publishers.
- S.K. Lwanga & Lemeshow (1988). Sample Size Determination in Health Sciences – A Practical Manual World Health Organization, Geneva.
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- Kulkarni AP. (2013). Basics of Research Methodology. Power Publication, Calcutta

1.10.7. BMPSW4.7. Electives I

BMPSW 1.10.7. Electives I: Psychosocial Issues and Interventions with Older Adults

Overview

Course Name	Electives 1 Psychosocial Issues and Interventions with Older Adults	Course code	BMPSW4.7.1
Sem 4	Credits: 2	Hours: 30	
Course type: Theoretical inputs with practical, experiential and reflective learning			

Course description

This focuses on the interplay between psychological, social, and physical factors that affect older adults' mental and emotional health and the emerging issues. This course will introduce learners to aging, demography, and the psychosocial aspects of aging, including bereavement and grief. It will also acquaint them with the concept of healthy ageing and strategies as well analyse the existing policies and schemes for older adults in India.

Course Content

Electives I Psychosocial Issues and Interventions with Older Adults		BMPSW4.7
Learning outcomes/ Competencies	The students will be able to: 1. Understand social, cultural, and economic factors influencing the ageing process and the psychosocial aspects of ageing 2. To appreciate the diversity of issues and challenges pertaining to the ageing process. 3. To identify strategies to promote positive mental health and well-being and use laws and policies specific for older adults 4. To develop skills and qualities needed to promote well-being in older adults.	
Topics/Lesson Plan	Unit 1: Introduction to Ageing population/ Ageism Ageism-vulnerability in older adults, Demographic Aspects: Population Ageing, Indian Scenario & global trends. Active aging, healthy aging - meaning, definition, key factors that influence healthy ageing Stereotypes, and attitudes towards aging Legislations pertaining to older adults	6 hours
	Unit 2: Psychosocial Aspects of Ageing Major psychosocial theories of aging-disengagement theory, activity theory, and continuity theory. Psychosocial needs and challenges faced by older adults. Changing Family and Kinship Structure; Transition in Roles and Relationships - social networks; Generation Gap; Issues of Acceptance, Rejection and Belongingness. & impact of cultural and social factors on aging Mental health of older adults - including issues such as loneliness, Isolation, depression, anxiety, and dementia, Issues of Acceptance, Rejection and Belongingness Elder abuse & neglect, Generation gap, grandparenting, Widowhood, Death, Bereavement, Euthanasia; Palliative care and issues in rehabilitation and residential care needs of older adults	8 hours

Electives I Psychosocial Issues and Interventions with Older Adults		BMPSW4.7
	Unit 3: Grief, Bereavement, Coping with Death and Dying Coping mechanisms and self-care strategies-practicing gratitude, seeking support, and focusing on personal growth Self-Concept and Self Esteem; its relation with grief	4 hours
	Unit 4: Skills to promote healthy aging Skills of counselling, Recreation and Use of Leisure Time, mindfulness practices techniques, and strategies for cultivating positive thinking-acceptance, active engagement, adaptability, purpose, social connections, lifelong learning, physical activity, healthy eating, stress management, and spirituality. Physical activity. Practical application of skills	8 hours
	Unit 5: Policies and Schemes for older Adults in India Policies and Programmes for Senior Citizens by the Ministry of Social Justice and Empowerment, Govt of India- National Policy on Older People (NPOP) -1999; National Policy on Senior Citizen 2011, National Council for Older Persons (NCOP). Schemes - Integrated Programmes for the Older Persons, Indira Gandhi National Old Age Pension Scheme (IGNOPS). State specific schemes Role of NGOs and residential institutions in promoting wellbeing of older adults	4 hours

Teaching/Learning Method

Classroom teaching, discussions, case studies, simulation experiences

Assessment & Evaluation

Internal assessment - field-based assignment; end semester examination

References

- Annapuranam K. (2025). Challenges of Older Adults in India: A Qualitative Study of Institutional Care, Preferences, and Government Initiatives. *Research on Ageing and Social Policy*, 13 (1), 1-22. <http://dx.doi.org/10.17583/rasp.14536>
- Chitturu, S. (2020). Older Women and Health Inequality. In: Leal Filho, W., Azul, A., Brandli, L., Lange Salvia, A., Wall, T. (eds) *Gender Equality. Encyclopedia of the UN Sustainable Development Goals*. Springer, Cham. https://doi.org/10.1007/978-3-319-70060-1_67-1
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- Shankardass MK (2021). *Ageing Issues in India: Practices, Perspectives and Policies* (MK Shankardass Ed. 1st Edition. Springer Singapore)
- Soletti, A. B. (2024). *Contemporary Issues in Late Adulthood: Perspectives from India* (A. Banu. Soletti, Ed.1st ed.). Springer Nature Singapore. <https://doi.org/10.1007/978-981-97-4449-7>
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- Cavanaugh, J. C., & Blanchard-Fields, F. (2018). *Adult development and aging*. Cengage Learning
- Desai, M., Raju, S. (2000). *Gerontological Social Work in India: Some Issues & Perspectives*. India: B.R. Publishing Corporation
- Fratiglioni, L., Marseglia, A., & Dekhtyar, S. (2020). Ageing without dementia: can stimulating psychosocial and lifestyle experiences make a difference? *The Lancet Neurology*, 19(6), 533-543.
- Lekalakala-Mokgele, E. (2018). Death and dying: elderly persons' experiences of grief over the loss of family members. *South African Family Practice*, 60(5), 151-154.
- Leming, M. R., & Dickinson, G. E. (2020). *Understanding dying, death, and bereavement*. Cengage Learning.

BMPSW 1.10.7. Electives I: School Social Work

Overview

Course Name	Electives 1 School Social Work	Course code	BMPSW4.7.2
Sem 4	Credits: 2	Hours: 30	
Course type: Theoretical inputs with experiential and reflective learning			

Course description

This course traces the concept and history of school social work, critically analyses the existing school health programmes, and equips students with the skills of assessment, designing strategies and interventions with different stakeholders of the school system. Child rights frameworks and the principle of the best interest of the child underpin the entire course. The course foregrounds child-centric interventions related to school social work practice. The course addresses contemporary issues such as digital wellbeing of children and comprehensive social work interventions in schools.

Course Outline

Electives I		BMPSW4.7
Learning outcomes/ Competencies	The students will be able to: 1. Understand the concept and history of school social work and the social construction of childhood 2. Critically analyse and utilise school health and mental health programmes in India with a focus on intersections between health, nutrition, psychosocial wellbeing and inclusive education and the role of social work in them. 3. Develop competencies and skills to apply social work methods in school contexts and work with different stakeholders in the school ecosystem in keeping with the best interests of the child. 4. Design and implement ethical child-centric school-health related interventions in a school setting.	
Topics/Lesson Plan	Unit 1: Introduction to School Social Work with Children Definition, scope and evolution of school social work. The school health as a site of practice. Understanding the social construction of childhood Child Rights: Survival, Development, Protection and participation.	6 hours

Electives I		BMPSW4.7
	Unit 2: Issues pertaining to children in schools Overview of issues of children: Childhood Disorders, Abuse of children in school (physical, emotional, sexual), substance abuse, child trafficking, and learning difficulties/disabilities. Truancy, suicide, victims of family violence, behavioural disorders, speech and language disorders, Children with special needs. Digital wellbeing, online schooling health risks, mental health crisis. Role of the health social worker in school settings.	6 hours
	Unit 3: Policies, Schemes and Programmes for Children Overview of school health programmes in India Physical health: screenings, immunisation, vision/hearing checks, hygiene; Nutrition & midday meals, anaemia prevention; Mental health - life skills education, psychosocial wellbeing in schools; Education - Elementary Education, Girl Child, Children with Special Needs, Early Childhood Care and Education, Inclusive education, Prevention of School Drop-out	6 hours
	Unit 4: Social Work interventions in Schools Working individually with children/adolescents (assessment, counselling, referral). Group work with students, peer groups, teachers; classroom-based health promotion. Working with Community, parents, school-community liaison, policy advocacy for school health. Designing and implementing school health and mental health programmes Working collaboratively with teachers, health staff, school management committees. Practical applications	10 hours
	Unit 5: Ethics in School Social Work Practice Ethical issues: confidentiality, child protection, consent, working with minors.	2 hours

Teaching/Learning Method

Lecture, classroom discussion and simulation exercises

Assessment & Evaluation

Assignment and examination

References

- Anand M. (2021). Strengthening social work practice in schools in India: Reflections from theory. *Educere BCM Journal of Social Work*, 17(2), 102-121.
- Balli, D. (2016). Role and challenges of school social worker in facilitating and supporting the inclusiveness of children with special needs in regular schools, Pp 170-179. *Academicus: International Scientific Journal*. DOI:10.7336/ACADEMICUS.2016.14.10
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- UNICEF (2017). *The State of the World's Children 2017: Children in a Digital World*, UNICEF

Additional reading

- Anand, M. (2014). *Gender and school education: Challenges and strategies*. New Delhi: Regal Publications.
- Clark, J. and Alvarez, M. (2010). *Response to intervention: A guide for school social workers*. New York: Oxford Press

- Kumar, K. (2016). Studying Childhood in India. *Economic and Political Review*, 51(23).
- Nigudkar, M. (2023). Child Rights and Child Protection in India: A Commentary, *National Police Academy Journal*, Vol. LXXII, No. 1, pp.1-19

1.10.8. BMPSW4.8. Field Work (Clinical Settings)

Overview

Course Name	Field work (Clinical Settings)	Course code	BMPSW4.8
Sem 4	Credits: 8	Hours: 240	
Course type: Practical, experiential and reflective learning			

Course description

The fieldwork curriculum aims to engage students with social realities and challenges of identities, culture, plurality, systems, and democratic processes. It will enable students to critically analyse the interconnectedness of systemic and historical factors, socio-economic, and political factors contributing to health, human wellbeing and development. It emphasizes the intersection of health, social justice, and community dynamics, encouraging students to reflect on macro-level influences such as policy, socio-economic structures, and cultural norms that shape lived realities. Fieldwork will engage and equip students with practice skills of working together with people, communities, social structures, and systems of governance to address exclusion, marginalization, and development challenges. The fieldwork will inculcate the service with ethical practice(s), promote social change, social cohesion, empowerment of people and responsible citizenship.

Twice a week fieldwork in hospitals, health outposts, health clinics/wellness centres and other health related settings allow students to apply critical analysis to real-world contexts. Individual and group conferences (IC/GC) will support reflective practice and supervision. Students will be encouraged to initiate preliminary processes of change, grounded in ethical and inclusive approaches to social work.

Course Outline

Fieldwork (Clinical settings)		BMPSW4.8
Learning outcomes/ Competencies	The students will be able to: 1. critically analyse the systemic factors that have influence on people's lives and health 2. critically reflect on the influence of macro contexts on the issues, lives and realities of people 3. engage with preliminary processes of change based on critical analysis 4. acquire the skill of engaging with diverse issues within the health sector. 5. to engage and work with communities, groups and individuals.	
Topics/lesson plan	Field interventions Working with individuals, groups and communities. Field work two days a week- days to be decided/ block field work. Individual conference/Group conference will be done. Sectors include hospitals, health outposts, health clinics/wellness centres, occupational health settings.	

Teaching/Learning Method

Fieldwork (2 days/week or block placement) through hands-on engagement with individuals, groups, and communities in health specific and medical settings. Fieldwork recording, Individual and Group Conferences (IC/GC): Facilitate reflective supervision and personalized guidance.

Assessment & Evaluation

Fieldwork evaluation conference and regular performance in fieldwork supervisory conferences, along with varied recordings. OSLE for case assessment, case formulation and planning.

References

- Dash BM, and Roy S. (2020). Fieldwork Training in Social Work; New York; Routledge
- Nair R, Juvva S. & Nadkarni,V. (2020). Field Instruction in Social Work Education: The Indian Experience, New York: Routledge
- Nair R and Gulalia P. Paper 07: Field work and field supervision: M-30: Students understanding and use of Self ,
<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=xN+GvFnx4ockQG2FkhaD+w==>
- Nair R and Gulalia P. Paper 7: Field work and field supervision: M-16: Ethical Concerns and issues,
<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=xN+GvFnx4ockQG2FkhaD+w==>
- Nair R and Gulalia P. Paper 7: Field work and field supervision: M-07: Reflective and Critical Thinking ,
<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=xN+GvFnx4ockQG2FkhaD+w==>

Additional reading

- Nichols Q. (2012). Connecting core competencies. A workbook for social work students. Saddle River, NJ: Allyn & Bacon.
- Shulman L. (2005). Signature Pedagogies in the Professions. Daedalus, 134(3), 52–59.

YEAR 3**4.11. SEMESTER 5****Semester 5: Distribution of Credits**

Semester wise Distribution of Credits			
Year-1	1.	22 Credits	43 Credits
	2.	21 Credits	
Year-2	3.	22 Credits	45 Credits
	4.	23 Credits	
Year-3	5.	24 Credits	47 Credits
	6.	23 Credits	
Year-4	7	25 Credits	49 Credits
	8	24 Credits	
Total Credits: 184 Credits			

Semester 5: Courses

			Hours		Total hours 495	Total credits 24
Sl. No	Course	Lecture hours	Practical hours	Project hours	Hours in total	Credits in total
5.1	Psychosocial & Therapeutic Interventions in Medical & Psychiatric Social Work	45	30	0	75	4
5.2	Public Health Social Work	30	0	0	30	2
5.3	Community Health Interventions	30	0	0	30	2

			Hours		Total hours 495	Total credits 24
Sl. No	Course	Lecture hours	Practical hours	Project hours	Hours in total	Credits in total
5.4	Social Security Schemes: Implications for Health and Mental Health	30	0	0	30	2
5.5	Health Advocacy & Action	30	0	0	30	2
5.6	Introduction to Research Project	15	0	15	30	2
5.7	Electives II	30	0	0	30	2
5.8	Fieldwork (Government systems)	0	240	0	240	8

1.11.1. BMPSW5.1 Psychosocial & Therapeutic Interventions in Medical & Psychiatric Social Work

Overview

Course Name	Psychosocial & Therapeutic Interventions in Medical & Psychiatric Social Work	Course code	BMPSW5.1
Sem 5	Credits: 4	Hours: 75	
Course type: Theoretical inputs with practical, experiential and reflective learning			

Course description

This course provides an in-depth understanding of therapeutic approaches and their application across health care, rehabilitation, and mental health settings. It equips students with foundational skills in engaging individuals, families, and groups through basic therapeutic interventions. Emphasis is placed on culturally relevant and integrative models practiced in India, fostering sensitivity to diverse psychosocial contexts. The course also introduces major therapeutic frameworks used in medical and psychiatric social work, preparing students for advanced training and specialization in therapeutic and rehabilitative practices.

Course Outline

Psychosocial & Therapeutic Interventions in Medical & Psychiatric Social Work		BMP5W5.1
Learning Outcomes/ Competencies	The students will be able to: To understand application of therapies in health care, rehabilitation, and mental health settings. To develop skills in basic therapeutic interventions with individuals, families, and groups. To familiarize students with culturally relevant and integrative approaches in India. To prepare students for advanced training and specialization in therapeutic practices. To introduce students to therapeutic models used in medical and psychiatric social work practice.	
Topics/lesson plan	Unit I: Fundamentals of Therapeutic Interventions- Concept of therapy and therapeutic relationship. Difference between counselling and therapy. Ethics and boundaries in therapeutic practice. Role of social workers in therapeutic teams.	6 hours
	Unit II: Individual Therapeutic Interventions Cognitive Behavioural Therapy (CBT): principles and applications. Behaviour Therapy: reinforcement, exposure, relaxation techniques. Supportive Psychotherapy: techniques and use in medical illness. Motivational Interviewing for substance use and chronic illness. Narrative therapy, mindfulness etc.	12 hours + Practical 8 hours
	Unit III: Family and Group Interventions Family therapy: structural and systemic approaches. Psychoeducation for patients and families. Group therapy: dynamics, techniques, therapeutic factors. Support groups: cancer survivors, caregivers, de-addiction groups.	10 hours + Practical 6 hours

Psychosocial & Therapeutic Interventions in Medical & Psychiatric Social Work		BMP5W5.1
	Unit IV: Psychosocial and Culturally Relevant Interventions (10 hours) Crisis intervention and trauma-focused interventions. Grief and bereavement counselling. Stress management and coping enhancement. Use of indigenous and culturally sensitive approaches (e.g., yoga-based interventions, mindfulness, spirituality in care).	10 hours + Practical 8 hours
	Unit V: Therapeutic Interventions in Health and Mental Health Settings (12 hours) Applications in chronic illness (HIV/AIDS, cancer, diabetes). Interventions in psychiatric settings (depression, anxiety, psychosis). Role in palliative care and end-of-life care. Integration with multidisciplinary teams: doctors, psychologists, nurses, occupational therapists.	7 hours + Practical 8 hours

Teaching/Learning Method

Role plays, simulated sessions, case illustrations, observations in hospitals and mental health settings.

Assessment & Evaluation

Internal assessments, case report evaluation, seminar presentations and theory exams at the end of the semester.

References

- Beck, J. S. (2021). Cognitive behaviour therapy: Basics and beyond (3rd ed.). Guilford Press.
- Corey, G. (2021). Theory and practice of counselling and psychotherapy (10th ed.). Cengage Learning.
- Joshi, K., & Verma, P. (2022). Role of yoga in social work: Review and relevance. Indian Journal of Humanities and Social Sciences Studies, 8(3), 77–82.
- Nichols, M. P., & Davis, S. D. (2020). Family therapy: Concepts and methods (12th ed.). Pearson.
- Prochaska, J. O., & Norcross, J. C. (2018). Systems of psychotherapy: A transtheoretical analysis (9th ed.). Oxford University Press.
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- Yalom, I. D., & Leszcz, M. (2020). The theory and practice of group psychotherapy (6th ed.). Basic Books.

Additional reading

- Mechanic, D. (1980). The Management of Psychosocial Problems in Primary Medical Care: A Potential Role for Social Work. *Journal of Human Stress*, 6(4), 16–21. <https://doi.org/10.1080/0097840X.1980.9936103>
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1.11.2. BMPSW5.2. Public Health Social Work

Overview

Course Name	Public Health Social Work	Course code	BMPSW5.2
Sem 5	Credits: 2	Hours: 30	
Course type: Theoretical inputs with practical application			

Course Description

This course introduces undergraduate social work students to the principles, systems, and practices of public health, emphasizing how social work contributes to achieving health equity and justice. It helps students examine the structure and delivery of public health systems in India and develop an understanding on the emerging challenges to public health and design effective strategies to address public health challenges. It situates public health within the broader context of India's developmental priorities, including the Sustainable Development Goals (SDGs), the National Health Policy, the Ayushman Bharath Health Mission and national programmes addressing health sectoral priorities and community health. Students will examine the historical evolution and contemporary structure of public health in India, exploring key issues such as communicable and non-communicable diseases, nutrition, sanitation, occupational health, and mental health. They will also critically engage with emerging challenges - such as urbanization, migration, gender-based disparities, environmental degradation, and the commercial determinants of health. It will train social work students to understand the interconnectedness of health, society, and justice,

Course Outline

Public Health Social Work		BMPSW5.2
Learning outcomes/ Competencies	By the end of the course the students will be able to: 1. Provide comprehensive understanding of the intersection between public health and social work, enabling them to 2. apply public health principles and structural interventions to promote and enhance public health outcomes in diverse public health settings in India and globally.	
Topics/lesson plan	Unit 1: Foundations of Public Health: Concept and principles of public health. Understanding health systems in India- public, private and NGOs in health systems. Evolution of public health in India and globally. Right to Health. importance of international treaties and instruments for Health. Constitutional rights, directive principles and health policies in India. Introduction to National Health Programmes – for example, National Health Mission, National AIDS Control Programme, Ayushman Bharat, National Mental Health Programme. Indian Public Health Standards. Public health ethics and rights-based approaches for health equity and access.	4 hours
	Unit 2: Overview of India's Health Profile and Priorities Epidemiological transition in India from infectious to lifestyle diseases. Current health indicators (IMR, MMR, DALYs, life expectancy, etc.). Maternal mortality and morbidity, Infant mortality and morbidity. TB and HIV rates. NCD indicators. Health of Marginalized and Vulnerable Populations: women, SC/ST, migrants, LGBTIQ. Epidemiological triad, Risk factors & social determinants. Regional and rural–urban-tribal disparities in health outcomes.	6 hours

Public Health Social Work		BMP5W5.2
	Special foci in health- sexual and reproductive health including maternal and child health, adolescent health, geriatrics, LGBT, marginalised groups, migrants, prison residents and homelessness. Global Health Observatory and India's position in SDG-3 indicators.	
	Unit 3: Public Health Systems and Programs in India History of development of health care delivery system in India. Reports of different committees on health systems. Organization of public health care delivery: sub-centers, PHCs, CHCs, district hospitals. National Health Mission, Ayushman Bharat, Health & Wellness Centers and Urban health infrastructure. Role of Panchayati Raj Institutions and NGOs in public health. Health care providers (Government, Private, Voluntary/NGO, Indigenous). Alternative systems of medicine (AYUSH). Integrated health care delivery-Preventive, promotive, curative & rehabilitative Inter-sectoral approach for health care delivery. Decentralized health care delivery system. Privatization, commercialization & globalization of health care. Public- Private partnership.	6 hours
	Unit 4: Public Health Interventions Concepts of wellbeing- PQLI & HDI, Disease - Concept, Natural history of diseases: Concepts and levels of prevention and control. Indian Public Health Standards. Communicable Diseases: Control and Elimination Strategies & non-communicable diseases (NCDs) and lifestyle Disorders. Intersectoral and interdepartmental convergence- environmental health (climate change), WASH, Occupational health issues, health during pandemic, humanitarian crisis and disaster, substance use, urbanization, housing, and mental wellbeing),	10 hours

Public Health Social Work		BMPSW5.2
	Demography & Population Control. Primary Health Care, Nutritional Interventions, Structural interventions alongside policy, legal, political and media interventions Core monitoring functions: assessment, policy development, and assurance. Health management information systems (HMIS) and digital health initiatives. Practical applications	
	Unit 5: Role of Social Workers in Public Health Practice. Social work roles in health care delivery and health education. Epidemiological surveillance. Advocacy for equitable access and community participation. Case management and rehabilitation in chronic illness. Public Health Interventions –Health Literacy, Policy Interventions, Structural Interventions, Communisation and collectivization in health. Interprofessional and Interdepartmental and Inter-agency collaboration. Ethics for public health.	4 hours

Teaching/Learning Method

Interactive lectures and discussions, real life public health case studies and problem-based learning, dialogues for reflective learning and suggest practical interventions, participatory and skills-based workshops and/or group projects, use of ICT and Digital Learning Resource and community mapping exercises.

Assessment and evaluation

Individual assignment, group-based assignment, class participation, end of term examination

References

- Balgir, R. S. (n.d.). Tribal Health Problems, Disease Burden and Ameliorative Challenges in Tribal Communities with Special Emphasis on Tribes of Orissa. *Proceeding of National Symposium on Tribal Health*. <https://www.nirth.res.in/publications/nsth/22.RS.Balgir.pdf>
- Detels, R., McEwen, J., Beaglehole, R., et al. (Eds.). (2002). *Oxford Textbook of Public Health* (4th ed.). Oxford University Press.
- Park, K. (2025). *Preventive and Social Medicine* (28th ed.). Punjab: Bansaridas Bhanot Publishing House.
- Ruth, B. J., & Marshall, J. W. (2017). A History of Social Work in Public Health. *American Journal of Public Health*, 107 (Supple 3), S236–S242. <https://doi.org/10.2105/AJPH.2017.304005>
- Sathe, P. V., & Sathe, A. P. (1991). *Epidemiology and Management for Health Care*. Mumbai: Popular Prakashan.
- Schneider, M. J. (2021). *Introduction to Public Health* (6th ed.). Jones and Bartlett Publishers, Inc.
- Wallace, R. (1998). *Maxcy-Rosenau-Last Public Health & Preventive Medicine* (14th ed.). McGraw-Hill Education.
- World Health Organization. (2023). *Report on Infectious Diseases and Report on Multidrug Resistance*. Geneva: World Health Organization.

Additional readings

- <http://www.who.int/>
- <https://www.unicef.org/>
- <https://mohfw.gov.in/>
- <http://www.nhm.gov.in>
- NHM Audio-visual materials,
- WHO open courses, and
- Coursera modules (e.g., *Essentials of Global Health*, *Public Health Foundations*).

1.11.3. BMPSW5.3. Community Health Interventions

Overview

Course Name	Community Health Interventions	Course code	BMPSW5.3
Sem 5	Credits: 2	Hours: 30	
Course type: Theoretical inputs with practical, experiential and reflective learning			

Course description

This course blends theory and experiential learning to help learners understand how health challenges are shaped by local realities, poverty, housing, gender and food security, and can be responded better with increasing access to care, and collective resilience. Students will examine how communities identify their own health priorities, mobilize local resources, and design culturally grounded, participatory interventions. Through case studies from tribal, rural and urban India, students will learn how grassroots action, community participation, and intersectoral collaboration can transform health outcomes within the cultural contexts and the health priorities of the local area. Further, they will learn the concepts and principles of community health and differentiate it from public health. They will learn to apply the concept of social and commercial determinants of health at the local level through baseline studies and needs assessment. As they analyse the structure and functioning of community health systems in India, they will be able to tailor-make and apply participatory and rights-based approaches in community health interventions. Emphasis will be placed on the role of social workers as facilitators - linking people with services, advocating for their rights, and co-creating sustainable health solutions with communities. The course will also highlight ethical and inclusive practices that centre dignity, empowerment, and experiential components in public health action.

Course Outline

Community Health Interventions		BMPSW5.3
Learning outcomes/ Competencies	The students will be able to: 1. Learn and apply advanced community health practice within systems and structures including ayushman arogya mandirs, programs for preventive and promotive health, primary health care, and community participation` 2. Use biopsychosocial perspective and participatory health programs at local level	
Topics/lesson plan	Unit 1. Introduction to Community Health Concepts: Health, disease, wellness, illness, and well-being. Evolution of community health in India. Principles and approaches to community health. Accessibility, affordability, availability, approachability, Role of WHO, UNICEF, and national policies in shaping community health. Primary health care and the concept of Community Health and Wellness Centres- understanding population norms, Health systems strengthening to improve the overall health related outcomes. India public health standards and National quality assurance standards (NQAS). Governance, leadership and evaluation.	5 hours

Community Health Interventions		BMPSW5.3
	Unit 2: Community Health Assessment Meaning, purpose, and importance of community health assessment. Differences between medical diagnosis and community diagnosis. Principles of community health assessment: inclusivity, participation, and equity. Frameworks and Models for Assessment- Epidemiological triad and ecological models. The PRECEDE–PROCEED model (health promotion planning). Baseline and needs assessment. Situational Analysis. Community-based participatory research (CBPR). Participatory tools - Social and resource mapping, Transect walks, seasonal calendars, problem ranking, venn diagrams (stakeholder analysis). Data analysis and prioritization of community health needs. Practical implementation of community health assessment	5 hours
	Unit 3: Community Participation Concept and dimensions of participation: functional, interactive, and transformative. Ladder of participation (Arnstein’s model) and its application in health. Community systems strengthening. Principles of participatory learning and action (PLA). Communitisation - Building trust and rapport with the community. Patient rights, Inclusion of marginalized voices in participatory processes. Citizen charter. Community processes and Practical Considerations: Understanding community dynamics of participation, Community resilience, power, collective decision making, local ownership and sustained participation. Practical skills of community participation	4 hours

Community Health Interventions		BMPSW5.3
	Unit 4: Community Health Action Converting assessment findings into community health plans. Developing local, district and state health action plans. Setting community-driven priorities as goals. Mobilizing local resources and partnerships (ASHA, NGOs, PRIs) and communities. Facilitation for collective decision-making. Capacity building. Cultural sensitivity and reflexivity. Intersectoral Convergence- School Health and Wellness Ambassador Initiative. Village Health Sanitation and Nutrition Committees (VHSNC), UHNDs and Community Action for Health. Jan Arogya Samitis and/or ICDS, Youth and sports - Fit India, Panchayati Raj Institutions, ICT for health. Intersectoral Convergence. Ethical dilemmas. Practical implementation	8 hours
	Unit 5: Achieving and maintaining an acceptable standard of quality of care at public health facilities, community projects and programs. Stakeholder analysis and stakeholder engagement, Mapping of services. Patient and community centric services. Monitoring of programs. external monitoring; these include patient satisfaction surveys, Social accountability through Jan Arogya Samitis and/or Panchayati Raj Institutions, community surveys and jan sunawais and jan samvads and community surveys, community-based monitoring such as social accountability. Community health promotion activities and campaigns. Regular monitoring by Village Health Sanitation and Nutrition Committees (VHSNC), UHNDs for tracking of missed out and left out ANC/PNC, high risk pregnancies, vaccinations, cold chain etc. Documenting and communicating health processes and actions. Periodic reporting of the HWC performance in the monthly review meeting. Importance of grievance redressal mechanism - (e.g. complaints box, receipt provided for a complaint letter or meet the CHO). Practical application	8 hours

Teaching/Learning Method

Interactive lectures, interactive dialogues and critical reflection, supportive stories, case examples, participatory discussion workshops on community mapping, participatory rural appraisal (PRA), focus group discussions, needs assessment, digital and blended learning for digital storytelling, community mapping tools, reflective reports, and community feedback.

Assessment and evaluation

Group project intervention proposal writing assignment, class participation, end of term written examination

References

- Chambers, R. (1997). *Whose Reality Counts? Putting the First Last*. Nepal: Intermediate Technology Publication.
<https://staff.washington.edu/jhannah/geog335aut07/readings/Chambers%20-%20WhoseReality%20Ch1&2.pdf>
- Cornwall, A., & Jewkes, R. (1995). What is participatory research? *Social Science & Medicine*, 41(12), 1667–1676.
- Dutta, M. (2008). *Communicating Health: A Culture-Centred Approach*. Cambridge: Polity Press.
- Lal, S., & Adarsh, P. (2024). *Textbook of Community Medicine. Preventive and Social Medicine* (8th ed.). New Delhi: CBSPD.
- Park, K. (2025). *Preventive and Social Medicine* (28th ed.). Punjab: Bansaridas Bhanot Publishing House.
- Rifkin, S. B. (2014). Examining the links between community participation and health outcomes: a review of the literature. *Health Policy and Planning*, 29(Suppl 2), ii98–ii106. <https://doi.org/10.1093/heapol/czu076>
- WHO. (2001). *Community Participation in Local Health and Sustainable Development: Approaches and Techniques*. European Sustainable Development and Health Series: 4. EUR/ICP/POLC 06 03 05D (rev. 1).
<https://iris.who.int/server/api/core/bitstreams/5a417c07-a600-45b6-9b0e-15c10a203270/content>

Additional reading

Frans H. Coenen, J.M. 2009. Public Participation and Better Environmental Decisions. The Promise and Limits of Participatory Processes for the Quality of Environmentally Related Decision-making. Springer Science+Business Media B.V.

1.11.4. BMPSW5.4. Social Security Schemes: Implications for Health and Mental Health

Overview

Course Name	Social Security Schemes: Implications for Health and Mental Health	Course code	BMPSW5.4
Sem 5	Credits: 2	Hours: 30	
Course type: Theoretical inputs with practical, experiential and reflective learning			

Course description

This course provides an in-depth understanding of India's social security framework and its critical role in promoting health and mental well-being. It explores how social protection measures - such as health insurance, pensions, maternity benefits, disability support, and livelihood programs - act as social determinants of health. Students will examine the historical evolution, policy context, and institutional mechanisms of social security schemes in India, with a particular focus on their accessibility, equity, and effectiveness in addressing vulnerabilities across diverse populations. They will be oriented to the key provisions and mechanisms of Indian social security systems and be able to map existing health and mental health-related welfare schemes. They will be able to assess gaps in implementation and suggest social work interventions and suggest solutions for ensuring entitlement and inclusion in services. By the end of the course, students will be able to analyse, evaluate, and apply knowledge of social security programs to enhance holistic well-being and social justice in community and clinical practice contexts.

Overview

Social Security Schemes: Implications for Health and Mental Health		BMP5W5.4
Learning outcomes/ Competencies	The students will be able to: 1. Understand the concept, evolution, and significance of social security in India. 2. Identify the major programs under health, mental health, and social protection. 3. Gain knowledge and skills to guide clients to access the social security schemes especially the eligibility criteria and procedures to be followed. Also understand online procedures for the same. 4. Analyze the gaps in accessibility and adequacy of social security measures for people on the margin. 5. Examine the role of social workers in linking individuals and communities to social security schemes. 6. Critically appraise emerging challenges in implementing social protection in health and mental health sectors. 7. Demonstrate practice skills in advocacy strategies and approaches to increase access & equity.	
Topics/lesson plan	Unit 1: Framework of Social Security Definition, objectives, and types of social security: social insurance, social assistance, and universal schemes. Evolution of social security in India: constitutional and policy framework. International conventions and the role of ILO, WHO, and UN in promoting social protection.	5 hours
	Unit 2: Social security as a determinant of health and wellbeing. Concept of health security and mental health as human rights.	2 hours

Social Security Schemes: Implications for Health and Mental Health		BMPSW5.4
	Unit 3: Schemes addressing health and mental illness, disability, and chronic disease. Health Insurance and Financial Protection Schemes: e.g. Ayushman Bharat (PM-JAY), Central Government Health Scheme (CGHS), Employees' State Insurance (ESI), Rashtriya Swasthya Bima Yojana (RSBY). (ii) Reproductive and Child Health Schemes: e.g. Janani Suraksha Yojana (JSY), Janani Shishu Suraksha Karyakram (JSSK), Rashtriya Kishor Swasthya Karyakram (RKSK), POSHAN Abhiyaan. (iii) Disability and Mental Health: National Trust Act, 1999; Rights of Persons with Disabilities Act, 2016; District Mental Health Programme (DMHP). Practical implementation of any one scheme	15 hours
	Unit 4: Social Assistance and Welfare for Vulnerable Group: Schemes for older persons, widows, and persons with disabilities, National Social Assistance Program (NSAP), IGNOAPS, IGNWPS, IGNDPS). Unorganized sector and gig economy: PMDS and participatory tools for entitlement tracking and practical implementation of welfare schemes	8 hours

Teaching/Learning Method

Conceptual lecture sessions, policy analysis of flagship programs, mapping of available welfare schemes, problem-based participatory learning, simulations and role-plays, demonstrations of the online government portals, practical learning.

Assessment and evaluation

Quiz sessions, group assignment and presentation, end of term examination

References

- Baru, R. V. (2020). Health Systems and Social Protection in India: Towards Universal Health Coverage. *Indian Journal of Human Development*.
- Bhat, R., & Jain, N. (2007). Analysis of Public and Private Health Insurance Programmes in India. Indian Institute of Management Ahmedabad.
- Bhattacharya, D. (2013). *Social Security Systems in India: An International Comparative Analysis*. Springer.
- Bhattacharyya, R. (2021). *Social Protection in India: Policies, Programmes, and Institutional Mechanisms*. Routledge.
- Desai, S., & Thakkar, U. (Eds.). (2007). *Women in Indian Society*. National Book Trust – Chapters on social security and women's welfare.
- Dev, S. M., & Ranade, A. (2001). *Social Protection for the Poor in India: Policies and Programmes*. International Labour Organization (ILO).
- Guhan, S. (1994). Social Security Options for Developing Countries. *International Labour Review*, 133(1).
- Mishra, R. (1999). *Globalization and the Welfare State*. Edward Elgar Publishing.
- Ministry of Finance. (2023). *Economic Survey of India – Chapter on Social Sector Expenditure*.
- Patel, V., et al. (2018). The Lancet Commission on Mental Health and Sustainable Development. *The Lancet*, 392(10157).
- Purohit, B., & Chauhan, A. (2019). Health Insurance in India: Past, Present, and Future. *Journal of Health Management*.
- Saxena, S., & Setoya, Y. (2014). Social Protection and Mental Health: An Overview. *World Psychiatry*.

Policy Documents and Government Reports

- **National Health Policy (2017)** – Ministry of Health and Family Welfare, Government of India.
- **National Mental Health Policy (2014)** – Ministry of Health and Family Welfare.
- **National Policy for Persons with Disabilities (2006)** – Department of Empowerment of Persons with Disabilities.
- **NITI Aayog (2021)**. *Report on Social Protection Floors for India*.
- **International Labour Organization (ILO)**. *World Social Protection Report (latest edition)*. Geneva.

Additional Reading on Online Resources / Portals

- <https://www.niti.gov.in> – Reports on social sector initiatives.
- <https://pmjay.gov.in> – Ayushman Bharat – Pradhan Mantri Jan Arogya Yojana.
- <https://nsap.nic.in> – National Social Assistance Programme.
- <https://eshram.gov.in> – e-SHRAM portal for unorganized workers.
- <https://labour.gov.in> – Ministry of Labour and Employment: Acts and Schemes.

1.11.5. BMPSW5.5. Health Advocacy and Action

Overview

Course Name	Health Advocacy and Action	Course code	BMPSW5.5
Sem 5	Credits: 2	Hours: 30	
Course type: Theoretical inputs with practical, experiential and reflective learning			

Course description

This course introduces students to the concepts, processes, and skills of health advocacy, rights-based approaches, and social action within health and mental health contexts and health movements. Students will explore systemic inequities, mobilize communities, and engage with stakeholders and policy systems to promote health equity, access, and justice. Through participatory exercises, campaigns, and field engagement, they will learn to translate theory into meaningful action. The students will gain clarity on the role of social workers as advocates, facilitators, and catalysts for change in health systems and communities.

Course Outline

Health Advocacy and Action		BMPSW5.5
Learning outcomes/ Competencies	The students will be able to: 1. Articulate the principles of advocacy, empowerment, and social justice in health contexts. 2. Identify key health issues requiring advocacy and develop strategic action plans for each practice context. 3. Demonstrate skills in communication, negotiation, coalition-building, and policy engagement as applicable to the particular setting. 4. Design small-scale advocacy initiatives or campaigns for clinical, public health and mental health. 5. Reflect critically on ethical dilemmas in advocacy and the professional role of social workers in various settings of practice.	
Topics/lesson plan	Unit 1: Foundations of Health Advocacy and Action Meaning, scope, and evolution of health advocacy. Advocacy, empowerment, and social work. Rights-based and equity frameworks in health advocacy. Advocacy priority identification- importance of research and stakeholder assessment Ethics and accountability in advocacy and activism.	4 hours

Health Advocacy and Action		BMPSW5.5
	Unit 2: Determinants and Contexts for Health Advocacy Social, commercial, and political determinants of health. Power, privilege, and marginalization in health systems. Community participation and voice in health policy processes. Health rights movements in India (e.g., Right to Health Campaign, Jan Swasthya Abhiyan) Advocacy in contexts of gender, disability, caste, sexuality, and mental health.	6 hours
	Unit 3: Strategies and Tools for Advocacy and Action Steps in planning advocacy: problem identification to policy influence. Tools: policy briefs, petitions, campaigns, digital advocacy, and media engagement. Building coalitions and networks for collective action. Working with local governance systems and panchayats. Communication for advocacy – framing, messaging, and storytelling. Practical implementation of strategies	10 hours
	Unit 4: Engaging with Systems and Policy Processes Government structures and opportunities for citizen participation. Role of NGOs, social movements, and international agencies in health advocacy. Advocacy in health programme implementation and monitoring. Social accountability tools: social audits, public hearings, and RTI. Role of social media, youth networks, and technology in advocacy.	4 hours
	Unit 5: Designing and Implementing Advocacy Action Projects Integrating research and evidence into advocacy. Planning advocacy campaigns: objectives, targets, timelines, and indicators. Mobilizing resources and partnerships. Monitoring and evaluating advocacy efforts. Reflective practice and documentation. Practical identification of M&E indicators	6 hours

Teaching/Learning Method

The students will learn through interactive lectures and seminars and guest lectures from health activists, journalists, and policymakers. Using case studies on social and health movements the students will learn and analyse the processes followed, the outcomes achieved and the challenges they faced to achieve the goal. Various methods such as group discussions and debates, simulation exercises and role-plays and community projects will help students get hands-on skills to develop competencies, negotiation skills and develop advocacy kits.

Assessment and evaluation

Internal assessment - field-based assignment/class test; end semester examination

References

- Global Health Advocacy Incubator. (2024) Advocacy Action Guide. Four Phases to Health Policy Success. https://assets.advocacyincubator.org/uploads/Advocacy_Action_Guide_2023.pdf?_gl=1*diikvh*_gcl_au*ODk1MTE0NjMuMTc2MTA3NDM3OA..
- Jan Swasthya Abhiyan (2004). *The People's Health Movement: A Reader*.
- London, L., & Schneider, H. (2012). *Globalisation and Health Inequities: Advocacy for Health Equity*.
- UNICEF (2020). *Advocacy Toolkit: A Guide to Influencing Decision-Making*.
- USAID & IREX. *Media Advocacy Toolkit Media Empowerment for a Democratic Sri Lanka Program (MEND)* <https://www.irex.org/sites/default/files/Media%20Advocacy%20Toolkit%20English.pdf>
- WHO (2018). *Advocacy for Health: A Policy Development Guide*.

Additional Reading

- WHO (2021). *Social Participation for Universal Health Coverage*.
- Mishra, A., & Nair, T. K. (2012). *Social Work Practice in Health and Mental Health*. Rawat Publications.

1.11.6. BMPSW 5.6. Introduction to Research Project

Overview

Course Name	Introduction to Research Project	Course code	BMPSW5.6
Sem 5	Credits: 2	Hours: 30	
Course type: Theoretical inputs with practical, experiential and reflective learning			

Course description

This course is designed to support students in the early stages of their dissertation journey by guiding them through the process of conceptualizing a research topic. It provides a structured and reflective space to explore research ideas, engage with academic literature, and develop the foundational skills required for independent inquiry. Through interactive discussions, peer feedback, and practical exercises, students will examine their reading and writing experiences, articulate research concerns, and refine their academic voice. The course emphasizes the importance of conducting review of literature for identifying research problems. Students will learn to navigate the research process - from identifying a topic and conducting literature reviews to understanding citation styles and reviewing dissertations. A key component includes developing a draft paper based on a literature review, which will be presented and revised through feedback and peer engagement. Interaction with experienced researchers and practitioners will further enhance students' understanding of field realities and ethical considerations.

Course Outline

Introduction to Research Project		BMPSW5.6
Learning outcomes/ Competencies	The students will be able to: 1. Identify a research topic and conceptualise it 2. Engage with academic literature and synthesize key ideas. 3. Reflect on ethical issues and fieldwork challenges in research. 4. Apply academic writing conventions and citation styles. 5. Present and revise a draft research paper based on literature review.	
Topics/lesson plan	Ideas for research; the research process; conceptualise a topic for research project/dissertation 1. Reading academic articles, annotation and writing literature review 2. Sharing: written work, giving and receiving feedback (individual/group exercises, discussion) 3. Getting set for fieldwork: navigating the field, communication about the study, concerns, recognising ethical issues (discussion; interaction with researcher/practitioners)	

Introduction to Research Project		BMP5W5.6
	4. Reading and synthesis (individual/group exercise) 5 Manual of style (group work and presentations) 6. Review of dissertations (group work and presentations) 7 Seminar: student presentations - draft paper based on literature review (individual presentations) - as assignment with 3 components - draft submission, presentation, final submission as draft chapter	

Teaching/Learning Method

Workshops: read academic paper, annotation, conducting literature review, academic writing styles, citation practices, and structuring research documents.

Assessment and evaluation

The outputs pertaining to conceptualising research and conducting a literature review will be evaluated.

References

- Ballenger, B. (2009) The Curious Researcher: A Guide to Writing Research Papers. New York: Longman.
- Becker, H.S. (1986) Writing for Social Scientists: How to Start and Finish your Thesis, Book, or Article. London: University of Chicago.
- Grant, B and Knowles, S. (2000) Flights of Imagination: Academic Women Be(com)ing Writers. International Journal for Academic Development. 5 (1): 6-19.
- Jayaram, N. (2019) Manual of Style (Eighth Revised Edition). National Law School of India University, Bengaluru

Additional reading

Truss, L. (2003) Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation. New York: Gotham Books, Penguin.

1.11.7. BMPSW 5.7. Electives II

1.11.7i. BMPSW 5.7.1. Electives II: Health Social Work Interventions in Gender Based Violence

Overview

Course Name	Electives II Health Social Work Interventions in Gender Based Violence	Course code	BMPSW5.7.1
Sem 5	Credits: 2	Hours: 30	
Course type: Theoretical inputs with practical, experiential and reflective learning			

Course description

This course focuses on understanding gender based violence from multiple perspectives, developing strategies and building skills and competencies for social work practice in this sector. The concepts of gender and power will be analysed in depth and the psychosocial consequences and vulnerabilities will be explored. The course aims to offer a broad perspective on legislations, policies and provisions pertaining to gender based violence and social work interventions that are pro-women and whole systems.

Course Outline

Electives II		BMPSW5.7.1
Learning outcomes/ Competencies	The students will be able to: 1. Understand core gender concepts and their relation to power, patriarchy, and social inequality. 2. Identify forms, prevalence, and determinants of gender based violence and its implications in India. 3. Describe health and psychosocial consequences of GBV and the role of social workers in health settings. 4. Critically analyse, interpret and apply key legal and policy frameworks relevant to GBV in India. 5. Demonstrate basic skills for sensitive survivor-centered, ethical, trauma-informed interventions and advocacy. 6. Design simple prevention or awareness activities within health and community contexts	

Electives II		BMPSW5.7.1
Topics/lesson plan	Unit 1: Understanding key concepts of Gender and Power Concepts: sex, gender, patriarchy, power, intersectionality, feminist perspectives Gender norms, stereotypes, and their influence on psychosocial health Social construction of gender and implications for social work practice	4 hours
	Unit 2: Understanding Gender based Violence Definition, scope, and typology of GBV (domestic violence, sexual violence, emotional and economic abuse, cyber violence) Magnitude and patterns of GBV in India – NFHS-5, NCRB data Structural causes: patriarchy, inequality, caste, class, disability, sexuality, sociocultural norms	6 hours
	Unit 3: Gender based Violence and its Consequences Health and psychosocial consequences: physical injuries, reproductive & sexual health, mental health (PTSD, depression), disability effects Implications of Gender based violence on families, children and communities Social work implications: Role of social workers in identifying vulnerability, assessment of violence, referral and providing basic trauma-informed care and sensitive survivor-centred practice	8 hours
	Unit 4: Legal and Policy Frameworks Protection of Women from Domestic Violence Act (2005) Sexual Harassment of Women at Workplace Act (2013) POCSO Act (2012) Institutional responses - role of law enforcement, health sector, and NGOs International conventions: CEDAW, SDG-5 (Gender Equality)	4 hours

Electives II		BMPSW5.7.1
	Unit 5: Social Work Interventions in Gender based violence Primary, secondary, tertiary prevention of gender based violence Community mobilization and empowerment models (Self-help groups, Mahila Samakhya, etc.) Social work interventions with individuals, families and groups. Community organization, policy advocacy and networking Role of social worker Ethical practices and use of self in addressing gender based violence Practical component of skill demonstration	8 hours

Teaching/Learning Method

Classroom discussions, case study

Assessment and evaluation

Internal assessment - field-based assignment/class test; end semester examination

References

- Arora, S., Rege, S., Bhate-Deosthali, P.Thwin, SS, Amin, A. Garcia-Moreno C and Meyer SR (2021). Knowledge, attitudes and practices of health care providers trained in responding to violence against women: a pre- and post-intervention study. *BMC Public Health* **21**, 1973 (2021). <https://doi.org/10.1186/s12889-021-12042-7>
- Bhasin, K. (2022). *Understanding Gender*. Women Unlimited, New Delhi
- Harbishettar, V., & Math, S. B. "Violence against women in India: Comprehensive care for survivors." *Indian Journal of Medical Research*. 2021-22.
- International Institute for Population Sciences (IIPS) and ICF. National Family Health Survey (NFHS-4), 2015–16: India. Mumbai: IIPS; 2017.
- Ministry of Health and Family Welfare (2023). *National Guidelines on Gender-Based Violence Management in Health Facilities*.
- Ravindran STK. Sivakami M. Bhushan A. Rashid SF and Khan KS (2024). Handbook on Sex, Gender and Health: Perspectives from South Asia. Springer Nature
- Rege, S., Bhate-Deosthali, P., & Ravindran, T.K.S. (2020). *Violence against Women and Girls: Understanding Responses and Approaches in the Indian Health Sector*. Routledge
- UN Women India (2022). *Handbook on Gender-Responsive Health and Social Work Practice*.

Additional reading

- Anand, M. (2008). Gender in Social Work Education and Practice in India. *Social Work Education*, 28(1), 96–105. <https://doi.org/10.1080/02615470802404226>
- Vindhya, U., & Lingam, L. (2019). Social Action Committees: Community Intervention to Reduce Gender-based Violence. *Indian Journal of Gender Studies*, 26(3), 263-287. <https://doi.org/10.1177/0971521519861160>

1.11.7ii. BMPSW5.7.2. Electives: Palliative Care Social Work

Overview

Course Name	Electives II Palliative care and social work	Course code	BMPSW5.7.2.
Sem 5	Credits: 2	Hours: 30	
Course type: Theoretical inputs with practical, experiential and reflective learning			

Course description

This course introduces undergraduate social work students to the philosophy, principles, and practice of palliative care within a holistic and community-based framework. Drawing on social work perspectives, it emphasizes biopsychosocial–spiritual care, ethical decision-making, cultural sensitivity, and interprofessional collaboration. The course combines theoretical understanding from global palliative care frameworks with practical exposure to home-based and community models developed in India.

Course Content

Electives II		BMPSW5.7.2
Learning outcomes/ Competencies	The students will be able to: 1. Understand the concept, evolution, and principles of palliative care. 2. Recognize the social worker's role in multidisciplinary palliative care teams. 3. Assess psychosocial, cultural, and spiritual needs of patients and families. 4. Develop communication and counseling skills for end-of-life and bereavement care. 5. Apply the palliative care models in social work practice. 6. Reflect on self-care, empathy, and ethical dilemmas in palliative contexts.	

Electives II		BMPSW5.7.2
	Unit 1: Evolution WHO definitions, Philosophy and principles; distinction between curative and palliative approaches; relevance in Indian context	4 hours
	Unit 2: Social work perspectives Assessment of psychosocial, cultural, and spiritual needs; family-centered care; ethical issues; socio-ecological lens Empathy, listening skills, handling difficult conversations, discussing death and dying, barriers to communication; reflective exercises	6 hours
	Unit 3: Responses to illness Anxiety, anger, grief, loss, spirituality, and meaning-making; techniques for support and referral Models; volunteer and family participation; home visits; mobilizing social support and local resources Cultural humility, autonomy, consent, confidentiality, and equitable access; social justice in palliative practice Stages of dying, rituals and cultural responses, bereavement support, compassionate presence Practice based component	14 hours
	Unit 4: Self care Burnout prevention, reflective journaling, supervision, resilience practices for caregivers	6 hours

Teaching and Learning Methods

Interactive Lectures with case discussions

Assessment and Evaluation

Internal assessment - field-based assignment/class test; end semester examination.

References

- Katherine Murray edited by Ann Mary Gilbert (2023) Integrating a Palliative Approach: Essentials for Personal Support Workers - Workbook second Edition, Revised. Life and Death Matters Inc
- Palliative Care – A Workbook for Carers (2022) (WHO Collaborating Centre for Community Participation in Palliative Care
- The Oxford Textbook of Palliative Social Work (2nd Ed., Oxford University Press) Pall care Social Work text book
- WHO (2016). Planning and Implementing Palliative Care Services: A Guide for Programme Managers.

Additional readings

- Gwyther, L. P., Altilio, T., Blacker, S., Christ, G., Csikai, E. L., Hooyman, N., ... Howe, J. (2005). Social Work Competencies in Palliative and End-of-Life Care. *Journal of Social Work in End-of-Life & Palliative Care*, 1(1), 87–120. https://doi.org/10.1300/J457v01n01_06
- Small, N. (2001). Social Work and Palliative Care. *The British Journal of Social Work*, 31(6), 961–971. <http://www.jstor.org/stable/23716473>

1.11.7iii.. BMPSW5.7.3. Electives II: Disaster Management

Overview

Course Name	Electives II Disaster Management	Course code	BMPSW5.7.3
Sem 5	Credits: 2	Hours: 30	
Course type: Theoretical inputs with practical, experiential and reflective learning			

Course description

This course provides a comprehensive overview of disaster management, focusing on the concepts, processes, and mechanisms that guide effective disaster preparedness, response, recovery, and mitigation. Students will explore different types of hazards - natural, technological, and human-induced - and learn how disasters impact individuals, communities, and systems at local, national, and global levels. The course will also help to understand the role of social workers and community practitioners in disaster management - addressing psychosocial needs, facilitating community resilience, promoting equity, and ensuring inclusive recovery efforts.

Course Outline

Electives II		BMPSW5.7.3
Learning Outcomes/ Competencies	The students will be able to: 1. Understand the concepts, terminologies and developments in the field of Disaster Management 2. Apply the knowledge on administering Psychological First Aid 3. Examine the role of social workers in disaster response, including psychosocial support, community engagement, and advocacy. 4. Demonstrate an inclusive attitude toward a diverse population, respecting human rights and value systems	
Topics/lesson plan	Unit 1 Concepts of Disaster Disaster - Definition, Types, dimensions, phases Hazard – Definition; types of hazards Vulnerability - Definition; Types of vulnerability Disaster Risk – Definition; Significance; Factors of disaster risk	4 hours
	Unit 2 Disaster Management Cycle Disaster Management - Definition; Components of Disaster Management Disaster Management Cycle- Prevention, Mitigation, Preparedness, Disaster, Response, Recovery, Reconstruction Disaster risk reduction - The Sendai Framework for Disaster Risk Reduction Crisis Management – Rescue, Relief, Rehabilitation and Reconstruction Crisis Management Plan Community-Based Disaster Preparedness	8 hours
	Unit 3 Mechanisms for Disaster Management Disaster management policy, Disaster Management Act 2005 Disaster Management Authority at National, State, District and local levels- Roles and responsibilities Funding for Disaster Management – State Disaster Mitigation fund, State Disaster response fund (SDRF), National Disaster Response Fund (NDRF), Prime Minister National Relief Fund (PMNRF), Chief Minister Relief Fund, National Disaster Response Force (NDRF), State Disaster Response Force (SDRF)	8 hours

Electives II		BMP5W5.7.3
	Unit 4 Social Work Intervention in Disaster Management Social Work Responses in Disaster Management Roles of Social Workers in Disaster Management Cycle, Skills required in Disaster Management Climate change and disaster interventions Psycho-Social Support, Psychological First Aid Resource Management & Networking, Disaster Emergency Kit, Disaster Relief Camp Management Human Rights Violation during Disaster and the Role of Social Workers, ethical considerations Practical application of skills	10 hours

Teaching/Learning Method

Interactive lecture, Workshops, Group discussions

Assessment and evaluation

Internal assessment - field-based assignment/class test; end semester examination

References

- Alston, M., Hazeleger, T., & Hargreaves, D. (2019). Social Work and Disasters: A Handbook for Practice (1st edition). Routledge.
- Banasode, C. (2022). Disaster Management and Social Work. Current Publications.
- Carter, W. N. (1992). Disaster Management: A Disaster Manager's Handbook. Asian Development Bank.
- Coppola, D. P. (2015). Introduction to International Disaster Management (3rd edition).
- Butterworth-Heinemann. Lopez-Carresi, A., Fordham, M., Wisner, B., Kelman, I., & Gaillard, J. (Eds.). (2013). Disaster Management: International Lessons in Risk Reduction, Response and Recovery (1st edition). Routledge.
- Mishra, V. (Ed.). (2016). Disaster Management and Social Work. Delve Publishing.
- Modh, S. (2009). Introduction to Disaster Management. Macmillan.
- NASW. (2023). Disaster Resources for Social Workers and Clients. NASW.
- National Disaster Management Authority. (2014). National Disaster Management Guidelines: Community Based Disaster Management. Government of India.
- Raju, C. A. K., & Sri, T. S. (n.d.). Disaster management in Social Work.
- Sulphrey. (2016). Disaster Management. PHI Learning Private Limited.

Additional reading

Ministry of Home Affairs, Government of India. (2011). Disaster Management in India. Ministry of Home Affairs, Government of India

1.11.8. BMPSW5.8. Fieldwork

Overview

Course Name	Fieldwork (Government systems - PHC/CHC/District hospitals)	Course code	BMPSW5.8
Sem 5	Credits: 8	Hours: 240	
Course type: Practical, experiential and reflective learning			

Course description

The fieldwork curriculum aims to engage students with social realities and challenges of identities, culture, plurality, systems, and democratic processes. It will enable students to critically analyse the interconnectedness of systemic and historical factors, socio-economic, and political factors contributing to health, human wellbeing and development. It emphasizes the intersection of health, social justice, and community dynamics, encouraging students to reflect on macro-level influences such as policy, socio-economic structures, and cultural norms that shape lived realities. Fieldwork will engage and equip students with practice skills of working together with people, communities, social structures, and systems of governance to address exclusion, marginalization, and development challenges. The fieldwork will inculcate the service with ethical practice(s), promote social change, social cohesion, empowerment of people and responsible citizenship.

Block fieldwork government health systems such as primary health centre, community health centres, district hospitals and health related settings allow students to apply critical analysis to real-world contexts. Individual and group conferences (IC/GC) will support reflective practice and supervision. Students will be encouraged to initiate preliminary processes of change, grounded in ethical and inclusive approaches to social work.

Course Outline

Fieldwork (Government Systems - PHC/CHC/District hospitals)		BMPSW5.8
Learning outcomes/ Competencies	The students will be able to: 1. understand the functioning of the public health system and identify the scope for social work interventions. 2. apply the skills of strengths assessment, analysis of social work and counselling interventions in public and community health settings. 3. function responsibly within interdisciplinary and multidisciplinary teams, as well as independently. 4. apply skills of critical analysis using large secondary data along the micro-macro continuum for SW intervention. 5. Comprehend and navigate the complexity of ethical issues and challenges during practice	
Topics/lesson plan	Fieldwork Preparatory Workshops and inputs Field interventions – working with individuals, groups and communities. Field work for five weeks in block format. Individual conference /Group conference will be done. Sectors include hospitals, PHC/CHC/District hospitals outposts, health clinics/wellness centres, occupational health settings Plan, develop and design health education & intervention programmes	240 hours

Teaching/Learning Method

Fieldwork (2 days/week or block placement) through hands-on engagement with individuals, groups, and communities in health specific and medical settings. Fieldwork recording, Individual and Group Conferences (IC/GC): Facilitate reflective supervision and personalized guidance.

Assessment & Evaluation

Fieldwork evaluation conference and regular performance in fieldwork supervisory conferences, along with varied recordings.

OPSE mechanisms, given below, will be used:

- Objective Structured Long Examination Record (OSLER) will be used for case assessment, formulation, intervention planning.
- The Mini Case Evaluation Exercise (Mini-CEX) will be used for direct observation and feedback on specific aspects of client interaction, such as rapport building, psychosocial history taking, or clinical documentation.

- Case-Based Discussion (CBD) will be used to encourage analytical thinking and reflection through assessing how students conceptualize and manage clinical cases, integrating theory with practice.
- Direct Observation of Procedural Skills (DOPS) to assess practical social work procedures - such as conducting psychosocial assessments, administering standardized tools, or facilitating family meetings.
- Portfolio Assessment - a reflective collection of the student's fieldwork experiences, case studies, learning logs, supervision notes, and self-assessments that document progressive professional growth.
- Multi-Source Feedback (MSF) encourages gathering feedback from supervisors, peers, interdisciplinary team members, and clients to assess professional behaviour, communication, and teamwork skills.

References

- Dash BM, and Roy S. (2020). Fieldwork Training In Social Work; New York; Routledge
- Nair R, Juvva S. & Nadkarni, V. (2020). Field Instruction In Social Work Education: The Indian Experience, New York: Routledge
- Nair R and Gulalia P. Paper 07: Field work and field supervision: M-30: Students understanding and use of Self, <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=xN+GvFnx4ockQG2FkhaD+w==>
- Nair R and Gulalia P. Paper 7: Field work and field supervision: M-16: Ethical Concerns and issues, <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=xN+GvFnx4ockQG2FkhaD+w==>
- Nair R and Gulalia P. Paper 7: Field work and field supervision: M-07: Reflective and Critical Thinking, <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=xN+GvFnx4ockQG2FkhaD+w==>

Additional reading

- Nichols Q. (2012). Connecting core competencies. A workbook for social work students. Saddle River, NJ: Allyn & Bacon.
- Shulman L. (2005). Signature Pedagogies in the Professions. Daedalus, 134(3), 52–59.

YEAR 3, 1.12. SEMESTER 6

Semester 6: Distribution of Credits

Semester wise Distribution of Credits			
Year-1	1.	22 Credits	43 Credits
	2.	21 Credits	
Year-2	3.	22 Credits	45 Credits
	4.	23 Credits	
Year-3	5.	24 Credits	47 Credits
	6.	23 Credits	
Year-4	7	25 Credits	49 Credits
	8	24 Credits	
Total Credits: 184 Credits			

Semester 6: Courses

			Hours		600	Total Credits 23
Sl. No	Course	Lecture hours	Practical hours	Project hours	Hours in total	Credits in total
6.1	Health Programme Management	30	0	0	30	2
6.2	Administration of Hospitals & Health Systems	30	0	0	30	2
6.3	Advanced Therapeutic Interventions	30	30	0	60	3
6.4	Research Project (Part 1)	10	0	20	30	2
6.5	Fieldwork (Industry/CSR)	0	420	0	420	14

1.12.1. BMPSW6.1. Health Programme Management

Overview

Course Name	Health Programme Management	Course code	BMPSW6.1
Sem 6	Credits: 2	Hours: 30	
Course type: Theoretical inputs and reflective learning			

Course description

In this course, the students will learn about the lifecycle of health programmes: from needs assessment and goal setting to designing interventions, mobilizing resources, managing human and financial inputs, monitoring progress, and evaluating outcomes. The course highlights community-based and participatory approaches that promote equity, inclusion, and sustainability in health service delivery. Special focus will be given to national and state-level health initiatives in India such as the National Health Mission, NRHM/NURM, Reproductive and Child Health (RCH) Programme, Ayushman Bharat, and National Mental Health Programme. Through practical exercises, case studies, and field exposure, students will develop the skills to plan, coordinate, and assess health programmes in governmental, non-governmental, and community settings. By the end of the course, students will have insights and skills to manage health programs in community, public and institutional contexts understand key concepts and models of health programme management and apply the learnings for planning and evaluation projects in health and mental health contexts. They will hold demonstrable skills in community engagement, data use, and inter-sectoral coordination. Furthermore, they will be capable of analysing challenges in implementing health programmes and proposing strategies for improvement.

Course Outline

Health Programme Management		BMPSW6.1
Learning outcomes/ Competencies	The students will be able to: 1. Learn basic principles, strategies and processes of health program management. 2. Develop skills in planning, organizing, budgeting and managing health programs. 3. Apply tools for assessing, monitoring of, evaluating and learning from, projects. 4. Develop skills in documenting, reporting and disseminating findings and lessons learnt 5. Understand and minimise risks and challenges in implementation of projects	
Topics/lesson plan	Unit 1. Project Planning Systems approach to project planning and management. Evidence generation- Baseline & endline, needs assessment, situational analysis, SWOT Analysis, Problem Tree & Objective Tree- Matrices. Project Planning and organizing. Personnel, Finances. Operational planning, staffing, directing and controlling. Logical Framework Analysis (LFA), theory of change, and systems concepts. Means of verification. Risks and assumptions Budgeting and Scheduling Practicum	8 hours
	Unit 2: Project Life Cycle Problem identification, Goal setting, objectives, and target formulation, concept preparation & solution formulation. Project Proposal Writing. Project budgeting and financing. Project review and approval. Project execution/implementation- Personnel, financial & material management	4 hours

Health Programme Management		BMPSW6.1
	Unit 3: Project management Work plans, Roles & Responsibilities, Types of management (Strategic management, Operations management, Materiality management, Crisis management, Finance Management, Personnel Management), Participatory approaches, People centeredness, design thinking and Community ownership of projects Behavior change and innovation. Convergence and Networking. Models of Program Management- Management by objectives. Results based management. Prince 2, PMI, Six Sigma Practical application	8 hours
	Unit 4: Project evaluation Internal and external evaluation, Participatory evaluation Methods, Developing the evaluation question, Terms of reference, Tools & Techniques (SROI, RBM, OECD framework, PERT, CPM, Outcome mapping and outcome harvesting, Development Evaluation) & Indicators & performance assessment. Stakeholder analysis	8 hours
	Unit 5. Fund raising for projects Traditional fund raising through donors and retail, innovative financing such as SSE and High Net Income persons, CSR, government projects, faith based and other non-governmental funding, public private partnership	2 hours

Teaching/Learning Method

Interactive lecture, workshops, group discussions, case studies, role play, organization visit

Assessment

Quiz, internal assessment tests, assignments, presentations, seminar, semester end examination

References

- Dwyer, J., Stanton, P., & Thiessen, V. (2004). *Project Management in Health and Community Services-Getting good ideas to work*. London: Routledge.
- Earl, S., Carden, F., & Smutylo, T. (2001). *Outcome Mapping: Building Learning and Reflection into Development Programs*. International Development Research Centre.
- Jens, B. A. (2000). Logical Framework Approach and PRA - mutually exclusive or complementary tools for project planning? *Development in Practice*, 10(5), 687–690.
- O'Flynn, S. (2004). *The ABCs of Program or Project Planning*. Houston: Strategic Book Rights and Publishing Company.
- Patton, M. (2010). *Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use*. New York: Guilford Press.
- Prennushi, G., Rubio, G., & Subbarao, K. (2000). Monitoring and Evaluation. In *Sourcebook for Poverty Reduction Strategies*. Washington, D.C.: World Bank.
- Shirley, D. (2011). *Project Management for Healthcare*. Boca Raton: CRS Press.
- UNDP. (2002). *Handbook on Planning, Monitoring and Evaluation for Development Results*. UNDP. <http://web.undp.org/evaluation/handbook/>
- UNICEF. (2017). *Results Based Management Handbook: Working together for children*. https://open.unicef.org/sites/transparency/files/2022-02/RBM_Handbook_Working_Together_for_Children_July_2017.pdf
- <https://www.scielo.org.mx/pdf/conver/v23n72/1405-1435-conver-23-72-00069-en.pdf>

Additional Reading

- Fujita, N. (ed.). 2010. Beyond logframe: Using systems concepts in evaluation, Tokyo: FASID. https://www.fasid.or.jp/english/files/web_library/h21-3.pdf
- Goel, S. L. (2009). *Health Care Management and Administration*. New Delhi: Deep & Deep Publications.
- WHO. (2025). Governance for public health across the health and allied sectors: a report to guide country-level institutional capacity for essential public health functions underpinning multisectoral approaches. Accessed at <https://www.who.int/publications/i/item/9789240113596>

1.12.2. BMPSW6.2. Administration of Hospitals & Health Systems

Overview

Course Name	Administration of Hospitals & Health Systems/	Course code	BMPSW6.2
Sem 6	Credits: 2	Hours: 30	
Course type: Theoretical inputs with reflective learning			

Course description

This course introduces the concepts and practices of hospital and health-system administration with a focus on management processes, organizational behaviour, and financing mechanisms in health and welfare institutions. Students will learn administrative structures, planning, budgeting, coordination, monitoring, evaluation, and social accountability within hospitals and health programmes. The course also covers public–private partnerships, insurance schemes, and resource mobilization strategies relevant to the role of medical and psychiatric social workers in both government and NGO settings.

Course Outline

Administration of Hospitals & Health Systems		BMPSW6.2
Learning outcomes/ Competencies	The students will be able to: 1. Explain the structure and functions of hospital and health-care administration systems in India. 2. Demonstrate understanding of planning, staffing, budgeting, and evaluation in hospital administration. 3. Describe the role of medical social workers in administrative decision-making, patient-welfare, and social accountability. 4. Explain concepts and sources of health financing including insurance and government welfare schemes. 5. Apply principles of management and administration in health and social welfare institutions.	
Topics/lesson plan	Unit I: Introduction to Hospital Administration • Definition, scope, and importance of hospital administration. • Types of hospitals: public, private, teaching, specialty, multispecialty. • Organizational structure of hospitals. • Roles and responsibilities of hospital administrators and staff.	4 hours

Administration of Hospitals & Health Systems		BMPSW6.2
	Unit II: Hospital Management Functions • Planning, organizing, staffing, directing, coordinating, reporting, budgeting (POSDCORB). • Strategic and operational management. • Hospital policies, standard operating procedures (SOPs). • Medical social worker's contribution in administrative processes.	5 hours
	Unit III: Healthcare Systems • Overview of health systems in India: public health, private sector, NGOs. • National Health Programmes, National Health Policy. • Primary, secondary, tertiary care services. • Referral systems, patient flow management, and role of medical social workers.	5 hours
	Unit IV: Hospital Support, Patient-Welfare and Quality Assurance Medical Social Welfare Unit / Poor Patient Assistance Cell (PPAC): structure and functions, financial, social, and emotional support; medical social worker as coordinator. Admission–discharge procedures, referral systems, record management. Hospital committees (ethics committee, mortality & morbidity, infection control, patient grievance). Organ Donation / Transplantation Committee – medical social worker as member; family counselling, consent facilitation, ethical and psychosocial responsibilities. Safety, biomedical waste management Grievance redressal, ethical and legal issues in patient care. Monitoring, evaluation and quality assurance: hospital information systems, NABH standards, audit and social accountability. Railway rules for railway concessions for patients Role of medical social workers in ensuring patient satisfaction, feedback systems, and ethical service delivery.	5 hour
	Unit V: Financial and Resource Management Hospital budgeting, cost centers, resource allocation. Revenue generation, insurance, billing systems, reimbursement. Role of medical social workers in insurance support, patient aid, and liaison with funding agencies.	3 hours

Administration of Hospitals & Health Systems		BMPSW6.2
	Unit VI – Skill Component Emergency Care Orientation & Basic Life Support (BLS) Skills Introduction to Casualty/Emergency Room services and triage system Role of Medical Social Worker in emergency situations (trauma, accident, disaster, medico-legal cases) Basics of CPR and first aid (theoretical orientation + hospital demonstration) Participation in hospital mock drills and disaster preparedness exercises Crisis communication with patient families in emergency context Practical applications	8 hours

Teaching/Learning Method

- Interactive lectures and seminars with audio-visual aids, guest lectures
- Case studies on hospital administration and financing models.
- Field visits to public and private hospitals.
- Group work on budget planning and resource mobilization.
- Guest lectures by hospital administrators / finance officers.
- Reflective journals and presentations.

Assessment & Evaluation

Internal Assessment: Assignments; end semester examination

References

- Goel, S. L. (2010). *Health Care Administration and Management*. Deep & Deep Publications.
- Gupta, M., & Joshi, R. (2019). *Hospital Administration and Management*. Jaypee Brothers.
- Ministry of Health and Family Welfare. (2022). *National Health Policy Documents*.
- NABH. (2020). *Accreditation Standards for Hospitals*. Quality Council of India.
- WHO. (2021). *Health System Strengthening: Framework for Action*.

Additional reading

- Park, K. (2023). *Textbook of Preventive and Social Medicine*. Banarsidas Bhanot.
- Ramesh, M., & Mishra, R. (2017). *Public Policy and Health Care Administration in India*. Routledge.

1.12.3. BMPSW6.3. Advanced Therapeutic Interventions (2 Theory & 1 Practicum)

Overview

Course Name	Advanced Therapeutic Interventions (2 Theory & 1 Practicum)	Course code	BMPSW6.3
Sem 6	Credits: 3	Hours: 60	
Course type: Theoretical inputs with practical, experiential and reflective learning			

Course description

This course introduces students to advanced therapeutic approaches used by psychiatric social workers in clinical and community mental health settings. Emphasizing evidence-based practice, psychosocial rehabilitation, and creative therapeutic methods, it helps students gain practical competence in conducting individual, family, and group interventions. Learners will explore supportive, cognitive-behavioural, and family-based therapies, alongside innovative modalities such as art, music, and animal-assisted interventions. The course also develops ethical awareness, teamwork, and self-care skills essential for effective and compassionate mental health practice.

Course Outline

Advanced Therapeutic Interventions (2 Theory & 1 Practicum)		BMPSW6.3
Learning outcomes/ Competencies	The students will be able to: 1. Understand advanced psychosocial and therapeutic models used in psychiatric settings. 2. Learn to apply supportive, behavioural, and family-based therapies under supervision. 3. Integrate creative and expressive arts approaches into mental health practice. 4. Demonstrate skills in planning, conducting, and documenting therapeutic interventions. 5. Practice ethically and professionally within multidisciplinary mental health teams.	

Advanced Therapeutic Interventions (2 Theory & 1 Practicum)		BMPSW6.3
Topics/lesson plan	Unit I: Frameworks and Role of Psychiatric Social Worker in Therapeutic Settings Role of Psychiatric Social Worker in therapy and rehabilitation Recovery-oriented, trauma-informed, and person-centred approaches Understanding therapeutic alliance, empathy, and boundaries Working with multidisciplinary mental health teams Role of Psychiatric Social Worker in different settings: Schools, Educational institutions, Industry, In patient-Out Patient settings and in community Ethical responsibilities and self-care of the therapist Family counselling and support group facilitation Group therapy and social skills training Community reintegration and rehabilitation support	6 Hours
	Unit II: Evidence-Based Individual Therapies in Psychiatric Settings Supportive psychotherapy – principles and techniques Behaviour therapy: relaxation, exposure, reinforcement Cognitive Behaviour Therapy (CBT): identifying thoughts, restructuring, and coping skills Motivational Interviewing and problem-solving counselling Working with clients having anxiety, depression, and substance use disorders	6 Hours + Practical 6 hours
	Unit III: Family and Group-Based Interventions Family dynamics and communication patterns in mental illness Psychoeducation for families – relapse prevention and medication adherence	6 Hours + Practical 8 hours

Advanced Therapeutic Interventions (2 Theory & 1 Practicum)		BMPSW6.3
	Unit IV: Creative and Expressive Therapies in Psychiatric Social Work Use of art, music, storytelling, and play as therapeutic tools Somatic, Movement and relaxation-based approaches for stress reduction Creative arts therapy for children, adolescents, and adults with psychiatric conditions Animal-Assisted Therapy: concept, benefits, and ethical use in mental health care Role of social worker in planning and conducting creative group activities.	6 Hours + Practical 10 hours
	Unit V: Contemporary Practices and Documentation in Therapeutic Work Working with clients in crisis and high-risk situations Use of digital and tele-mental health platforms in therapy Case documentation, progress notes, and treatment planning Professional supervision and reflective practice Emerging trends in psychiatric social work therapy and rehabilitation	6 Hours + Practical 6 hours

Teaching/Learning Method

- Observation of individual, family, and group therapy sessions
- Participation in creative or group therapeutic activity (music, art, or storytelling)
- Exposure to rehabilitation programs or community mental health centres
- Maintaining case reports, intervention plans, and reflective journal

Assessment & Evaluation

Internal assessment, seminar presentations and viva.

References

- Ahuja, N. (2011). A short textbook of psychiatry (7th ed.). Jaypee Brothers Medical Publishers.
- Corey, G. (2021). Theory and practice of counselling and psychotherapy (10th ed.). Cengage Learning.
- Fine, A. H. (2019). Handbook on animal-assisted therapy: Foundations and guidelines for animal-assisted interventions (5th ed.). Academic Press.
- Jacob, K. S. (2016). Psychiatric social work in India: Contemporary perspectives. NIMHANS Publications.
- Malchiodi, C. A. (2015). Creative interventions with traumatized children (2nd ed.). Guilford Press.
- Nezu, A. M., Nezu, C. M., & Reinecke, M. A. (2013). Evidence-based practice in clinical social work. Springer.
- Ponnuchamy, L., & Venkatesan, S. (2016). Psychosocial rehabilitation of persons with mental illness. NIMHANS Publications.
- Yalom, I. D., & Leszcz, M. (2020). The theory and practice of group psychotherapy (6th ed.). Basic Books.

Additional reading

- Richard A. Van Dorn, Scheyett A. Jeffrey W. Swanson, Marvin S. Swartz, Psychiatric Advance Directives and Social Workers: An Integrative Review, *Social Work*, Volume 55, Issue 2, April 2010, Pages 157–167, <https://doi.org/10.1093/sw/55.2.157>
- Singer, J. B., Gray, S. W., & Miehl, D. (2012). An Educator's Guide to the Development of Advanced Practice Competencies in Clinical Social Work. *Journal of Teaching in Social Work*, 32(5), 451–470. <https://doi.org/10.1080/08841233.2012.726206>

1.12.4. BMPSW6.4. Research Project (Part 1)

Overview

Course Name	Research Project (Part 1)	Course code	BMPSW6.4
Sem 6	Credits: 2	Hours: 30	
Course type: Theoretical, and applicational learning			

Course description

This workshop is designed to equip students with the essential skills and knowledge required to conceptualize, design, and prepare a research proposal. It focuses on developing the ability to formulate relevant research questions grounded in social relevance and academic rigor. Students will learn how to conduct a comprehensive literature review, critically engage with scholarly texts, and identify research gaps to build a robust theoretical framework.

The course emphasizes the importance of aligning research questions with appropriate methodologies. Students will explore both qualitative and quantitative research paradigms, understand the logic of inquiry, and learn to design coherent methodological frameworks. Special attention will be given to the construction and adaptation of data collection tools, including surveys, interview guides, observation checklists, and participatory methods.

Through a combination of workshops, peer feedback, and hands-on exercises, students will gain practical experience in reading academic literature, synthesizing theoretical insights, and designing research tools. By the end of the course, students will have developed a well-structured research proposal, ready for implementation in their dissertation or field-based projects.

Course Outline

Research Project (Part 1)		BMPSW6.4
Learning outcomes/ Competencies	The students will be able to: Formulate the research questions. Conduct a comprehensive literature review to identify research gaps. Develop a coherent theoretical framework to guide their research. Design an appropriate methodology aligned with research objectives. Construct or adapt valid and reliable tools for data collection.	
Topics/lesson plan	Design feasible research by formulating relevant and novel research questions Synthesize a robust theoretical framework for the research after performing an extensive review of the literature review: How to read articles, books and summarise to draw inferences from literature, identify research gaps Developing a well-designed methodology for the research Construct/adopt appropriate tools for data collection Plagiarism & tools Present a research proposal	30 hours

Teaching/Learning Method

- Workshops, Hands-on Tool Design Sessions, research guidance
- Guest Lectures: Invite experienced researchers to share insights on research design and field challenges.

Assessment & Evaluation

Literature Review, Proposal presentation, and tool construction.

References

- Bell, J. (1999). Doing your research project: a guide for first-time researchers in education and social science. Open University Press: Philadelphia
- Herr, K., and Anderson, G.L. (2015). The action research dissertation, New Delhi: Sage.
- Kornuta, H.M., and Germane, R.W. (2019). A concise guide to writing a thesis or dissertation, London: Routledge.
- Kumar, R. (2014). Research methodology: a step-by-step guide for beginnersSage: New Delhi.
- Lyons, P., and Doueck, H. J. (2010). The dissertation. OUP: New Delhi.
- Wolcott, H.F. (1990). Writing up qualitative research. Sage: Newbury Park, California Publication.

Additional reading

- Silverman, D., and Marvasti, A. (2008). Doing qualitative research: A comprehensive guide. Sage: New Delhi.
- Uwe., F. (2017). Introducing Research Methodology: A Beginner's Guide to Doing a Research Project, 2nd Ed,. Sage: Los Angeles
- <https://web.stanford.edu/class/cs114/reading-keshav.pdf>

1.12.5. BMPSW6.5. Fieldwork (Industry/CSR)

Overview

Course Name	Fieldwork (Industry/CSR)	Course code	BMPSW6.5
Sem 6	Credits: 14	Hours: 420	
Course type: Practical application and skills for interventions			

Course description

The fieldwork curriculum aims to engage students with social realities and challenges of identities, culture, plurality, systems, and democratic processes. It will enable students to critically analyse the interconnectedness of systemic and historical factors, socio-economic, and political factors contributing to health, human wellbeing and development. It emphasizes the intersection of health, social justice, and community dynamics, encouraging students to reflect on macro-level influences such as policy, socio-economic structures, and cultural norms that shape lived realities. Fieldwork will engage and equip students with practice skills of working together with people, communities, social structures, and systems of governance to address exclusion, marginalization, and development challenges. The fieldwork will inculcate the service with ethical practice(s), promote social change, social cohesion, empowerment of people and responsible citizenship. Emphasis will be placed on audience specific and need specific documentation and recording.

Block fieldwork in the industry specifically corporate social responsibility settings in the health sector allow students to apply critical analysis to real-world contexts. Individual and group conferences (IC/GC) will support reflective practice and supervision. Students will be encouraged to initiate preliminary processes of change, grounded in ethical and inclusive approaches to social work.

Course Content

Fieldwork (Industry/CSR)		BMPSW6.5
Learning outcomes	The student will be able to : 1. Understand, identify and include health while working in CSR or industry settings and identify the scope for social work interventions. 2. Apply the skills of strengths assessment, analysis of social work and counselling interventions. 3. Function responsibly with other professionals and multidisciplinary teams, as well as independently. 4. Apply skills of critical analysis along the micro-macro continuum for SW intervention. 5. Comprehend and navigate the complexity of ethical issues and challenges during practice 6. Learn skills of various types of social work recordings as per the need of the fieldwork setting 7. Utilize supervision to foster learning and growth 8. Apply digital skills for intervention	

Fieldwork (Industry/CSR)		BMP SW6.5
Topics/lesson plan	Fieldwork Preparatory Workshops and inputs Field interventions – working with individuals, groups and communities. Field work for five weeks in block format. IC/GC will be done. Sectors include CSR projects, industry that may or may not focus on health. The student will identify ways to include health as an agenda for intervention. The student may identify a mini research including needs assessment.	420 hours

Teaching/Learning Method

Block fieldwork (for 6 weeks) through hands-on engagement with individuals, groups, and communities in health specific and medical settings. Fieldwork recording, Individual and Group Conferences (IC/GC): Facilitate reflective supervision and personalized guidance. Maintain process and case recordings

Assessment & Evaluation

Fieldwork evaluation conference and regular performance in fieldwork supervisory conferences, along with varied recordings. OSCE - to screen, identify illness, interviewing skills, make referrals, critical thinking & decision making skills and skills of health interventions.

References

- Dash BM, and Roy S. (2020). Fieldwork Training in Social Work; New York; Routledge
- Nair R, Juvva S. & Nadkarni,V. (2020). Field Instruction in Social Work Education: The Indian Experience, New York: Routledge
- Nair R and Gulalia P. Paper 07: Field work and field supervision: M-30: Students understanding and use of Self, <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=xN+GvFnx4ockQG2FkhaD+w==>
- Nair R and Gulalia P. Paper 7: Field work and field supervision: M-16: Ethical Concerns and issues, <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=xN+GvFnx4ockQG2FkhaD+w==>
- Nair R and Gulalia P. Paper 7: Field work and field supervision: M-07: Reflective and Critical Thinking, <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=xN+GvFnx4ockQG2FkhaD+w==>

Additional reading

- Nichols Q. (2012). Connecting core competencies. A workbook for social work students. Saddle River, NJ: Allyn & Bacon.
- Shulman L. (2005). Signature Pedagogies in the Professions. *Daedalus*, 134(3), 52–59

YEAR 4**1.13. SEMESTER 7****Semester 7: Distribution of Credits**

Semester wise Distribution of Credits			
Year-1	1.	22 Credits	43 Credits
	2.	21 Credits	
Year-2	3.	22 Credits	45 Credits
	4.	23 Credits	
Year-3	5.	24 Credits	47 Credits
	6.	23 Credits	
Year-4	7	25 Credits	49 Credits
	8	24 Credits	
Total Credits: 184 Credits			

Semester 7: Courses

Credits		22	Hours		421	Course 7
Sl. No	Course	Lecture hours	Practical hours	Project hours	Hours in total 630	Credits in total 25
7.1	Contemporary Issues in Health Social Work	30	0	0	30	2
7.2	Psychiatric Social Work	30	30	0	60	3
7.3	Professional Ethics and Leadership	25	0	5	30	2
7.4	Research Project (Part 2)	0	0	30	30	2
7.5	Fieldwork (Specialised & Clinical settings)	0	480	0	480	16

1.13.1. BMPSW7.1. Contemporary Issues in Health Social Work

Overview

Course Name	Contemporary Issues in Health Social Work	Course code	BMPSW7.1
Sem 7	Credits: 2	Hours: 30	
Course type: Theoretical inputs with reflective dialogues			

Course description

This course provides an overview of the emerging and contemporary issues influencing health and well-being, viewed through the lens of social work practice in India and across the globe. It explores how social, economic, cultural, political, and environmental factors shape health outcomes, health-seeking behaviour, and access to care through thought leadership and solutions within intersectional social determinants, health policy, systems, technology and ethics. The course encourages students to critically engage with the intersections of health, social justice, and human rights, preparing them to respond to the complex realities of health practice in today's changing world. Students will examine pressing public health challenges such as non-communicable diseases, mental health concerns, aging populations, gender-based health inequities, health impacts of climate change, digital health transitions, pandemics, and migration. The course also focuses on stigma, social exclusion, and the role of social determinants in perpetuating health disparities.

Course Outline

Contemporary Issues in Health Social Work		BMPSW7.1
Learning outcomes/ Competencies	The students will be able to. 1. Examine current and emerging issues shaping health and social work practice in India. 2. Understand the consequences of the emerging health issues on vulnerable and marginalized groups and people 3. Analyze the structural and social determinants that challenge and impede the existing health systems, and response frameworks including policies and programs 4. Develop rights-based and ethical perspective within a biopsychosocial and ecological framework 5. Explore and advocate for ethical and innovative practices and technologies in health service delivery.	

Topics/lesson plan	Unit 1: Revisiting Contemporary Determinants of Health Social, commercial and environmental determinants of health and response patterns. Resilience and preparedness for pandemics and disasters. workforce challenges and reforms.	8 hours
	Unit 2: Emerging Technology, Innovation and Ethical challenges in Health and Social Work Digital health, telemedicine, health technology and health workforce restructuring in India. AI and data ethics in health care.	8 hours
	Unit 3: Changing landscape in health communication and social media advocacy. Emerging National and Global health movements: One Health, Planetary Health, and Health in All Policies (HiAP), Patient and family coalitions for support and advocacy. Global health diplomacy and India's role in South–South cooperation	8 hours
	Unit 4: Future of social work in digital and hybrid health systems. Innovations in hospital, institutional and community-based health and mental health programs. Incorporating interactive tools like Padlet, Mentimeter, or digital storytelling for engagement.	6 hours

Teaching/Learning Method

Thematic lectures will introduce key contemporary health issues and real-world case examples, news reports and short documentaries to encourage critical thinking and dialogue. The students will be encouraged to analyse the recent health crises (e.g., COVID-19 pandemic, mental health crisis among youth, climate-related health issues). They will review and critique national and global health policies (e.g., National Health Policy 2017, Mental Health Care Act 2017, Sustainable Development Goals) in the context of emerging health issues.

Through these case discussions, policy analysis, and field-based reflections, students will develop a deeper understanding of the social worker's role in advocacy, prevention, and psychosocial support within diverse health systems and community contexts.

Assessment & Evaluation

Group review paper on a select contemporary health issue, class participation and presentation, end of term examination

References

- Baru, R. (2020). Health Systems and Social Inequities in India: Emerging Concerns. *Indian Journal of Human Development*.
- Desai, S., & Kannan, K. P. (2021). COVID-19, Inequality, and Social Protection in India. *Economic and Political Weekly*, 56(32).
- Eileen de Jong, Marjanneke J. Vijge From Millennium to Sustainable Development Goals: Evolving discourses and their reflection in policy coherence for development
<https://www.sciencedirect.com/science/article/pii/S258981162030046X>
- George, A., & Ramaswamy, G. (2022). Gender, Care, and Health: Revisiting the Social Work Mandate. *Indian Journal of Social Work*.
- Hemphill, M., & Tennenbaum, A. (2023). Contemporary Issues in Healthcare. In *The Practice of Clinical Social Work in Healthcare* (pp. 285–297). Springer.
- IFSW. (2021). Global Definition of Social Work and Ethics in Health Contexts.
- Julia Morgan, & Vincent La Placa (Eds.). (2025). *Contemporary Issues in Health and Social Care Policy and Practice: A Comparative Introduction*. Abingdon, UK: Routledge Taylor & Francis.
- Lancet Commission on Global Mental Health. (2018).
- Marmot, M. (2020). Social Determinants of Health Inequalities Revisited. *Public Health*, 186.
- Mohawk College. Digital Project Tools. https://ats.mohawkcollege.ca/hc/en-ca/articles/30873046011156-Digital-Project-Tools#h_01JAFW9EGATS8S156GWB6R5N8K
- Nair, T. K. (2021). Social Work and Health in Contemporary India.
- Patel, V., et al. (2018). The Lancet Commission on Global Mental Health and Sustainable Development. *The Lancet*, 392(10157).
- Ragesh, G., Zacharias, L., & Thomas, P. T. (2017). Palliative Care Social Work in India: Current Status and Future Directions. *Indian Journal of Palliative Care*, 23(1), 93–99. <https://doi.org/10.4103/0973-1075.197949>
- UNESCO, WHO, UNICEF. (2021). The Digital Environment and Children's Mental Health: Opportunities and Challenges.
- WHO. (2022). Global Strategy on Digital Health.

Additional Reading

Current news items pertaining to health

1.13.2. BMPSW7.2. Psychiatric Social Work

Overview

Course Name	Psychiatric Social Work (2 Theory + 1 Practicum)	Course code	BMPSW7.2
Sem 6	Credits: 3	Hours: 60	
Course type: Theoretical inputs, hands-on practice and reflective learning			

Course description

This course provides an advanced understanding of the roles, skills, and interventions of Psychiatric Social Workers in mental health care systems. It builds upon earlier foundational papers and emphasizes practical learning through clinical exposure, casework, and family interventions. Students learn to conduct psychosocial assessments, provide counselling, facilitate recovery-oriented and community-based rehabilitation, and address ethical and legal issues in psychiatric practice. The course integrates person-centred, trauma-informed, and rights-based approaches, preparing students to function effectively as members of multidisciplinary mental health teams.

Course Outline

Psychiatric Social Work (2 Theory + 1 Practicum)		BMPSW7.2
Learning outcomes/ Competencies	The students will be able to: 1. Understand the role of psychiatric social workers in different mental health settings. 2. Learn how to assess and support individuals and families affected by mental illness. 3. Use simple, evidence-based counselling and psychosocial methods. 4. Work with other professionals as part of a mental health team. 5. Apply ethics and laws related to psychiatric social work practice.	
Topics/lesson plan	Unit I: Role and Functions of Psychiatric Social Workers Role of psychiatric social worker in hospitals and community settings Teamwork with psychiatrists, psychologists, and nurses Person-centered, recovery-focused approach Rights and dignity of persons with mental illness Self-care and supervision for social workers	6 Hours

Psychiatric Social Work (2 Theory + 1 Practicum)		BMPSW7.2
	Unit II – Skills in Psychosocial Assessment How to collect information about a client's social, family, and emotional background Understanding stress, coping, suicide and support systems Writing psychosocial assessments and case summaries Recognizing suicide risk or self-harm and reporting responsibly Using empathy and listening skills in interviews	6 Hours + Practical 10 hours
	Unit III – Counselling and Psychosocial Interventions Basics of supportive and problem-solving counselling Motivating clients to follow treatment and medication Psychoeducation for clients and families Simple behaviour change and social skills training Rehabilitation planning for people with long-term mental illness	6 Hours + Practical 10 hours
	Unit IV – Working with Families and Communities Family counselling and family support groups Home visits and community follow-up Reducing stigma and promoting awareness in communities Working with NGOs and government mental health programs Coordinating care between hospital and community	6 Hours + Practical 10 hours
	Unit V – Ethics, Laws and New Trends Ethics in mental health practice: confidentiality, consent, and respect Governance, social accountability, responsibility and commitment to professional excellence Overview of Mental Healthcare Act 2017 and RPWD Act 2016 and Rights of persons with mental illness Social entrepreneurship and innovation, Digital mental health services, medical devices, diagnostics, and assistive technologies, online counselling and emerging technologies, ethical considerations in use of AI and emerging technologies.	6 Hours

Psychiatric Social Work (2 Theory + 1 Practicum)		BMPSW7.2
	Career growth and continuing professional education and development in psychiatric social work, Ongoing Practice Supervision, conferences and training.	

Teaching/Learning Method

Interactive lectures and discussions, seminars, group discussions, role plays and simulations, reflective journaling, observation of multidisciplinary team meetings, guided visits to psychiatry settings.

Assessment & Evaluation

Case presentations, seminar presentations, evaluation of reports and internal assessment.

References

- Ahuja, N. (2011). A short textbook of psychiatry (7th ed.). Jaypee Brothers Medical Publishers.
- Barker, R. L. (2021). The social work dictionary (7th ed.). NASW Press.
- Corey, G. (2021). Theory and practice of counselling and psychotherapy (10th ed.). Cengage Learning.
- Jacob, K. S. (2016). Psychiatric social work in India: Contemporary perspectives. NIMHANS Publications.
- Kapur, R. L. (2019). Mental health care in India: Old challenges and new solutions. NIMHANS Publications.
- McFarlane, DA. (2024). Emile Durkheim's suicide: An applied sociological review. International Journal of Sociology and Humanities 2024; 6(2): 39-42. DOI: <https://doi.org/10.33545/26648679.2024.v6.i2a.89>
- Ponnuchamy, L., & Venkatesan, S. (2016). Psychosocial rehabilitation of persons with mental illness. NIMHANS Publications.
- Rao, K. S., Sudhir, P. M., & Math, S. B. (2015). Clinical psychology and psychotherapy in India: Theoretical and practical perspectives. Springer India.
- Saleebey, D. (2013). The strengths perspective in social work practice (6th ed.). Pearson.
- World Health Organization. (2021). Guidelines for community mental health services: Promoting person-centred and rights-based approaches. WHO Press.
- Yalom, I. D., & Leszcz, M. (2020). The theory and practice of group psychotherapy (6th ed.). Basic Books

Additional reading

- Anand, M. (2025). Envisioning Mental Health Social Work: Experiential Insights from India. *Practice*, 37(3), 277–295. <https://doi.org/10.1080/09503153.2025.2475897>
- Mohan, B. (1970). The Need for Psychiatric Social Work in India. *International Social Work*, 13(1), 12-17. <https://doi.org/10.1177/002087287001300103> (Original work published 1970)

1.13.3. BMPSW7.3. Professional Ethics and Leadership

Overview

Course Name	Professional Ethics and Leadership (2 Theory)	Course code	BMPSW7.3
Sem 7	Credits: 2	Hours: 30	
Course type: Theoretical inputs with skill to practice			

Course description

This course includes components of self as a practitioner and the ethics of the Social Work profession. It encourages praxis - the ability to source the universal values of the self and in the other to foster interdependence, justice and agency. The course focuses on looking at self, systems/structures and cultural norms for transformation at the micro, mezo and macro levels, by embodying individual values, professional ethics and skills of dealing with ethical dilemmas for responsible actions and results that are enduring and equitable. This course fosters ethical decision-making and embodied understanding through praxis in order to find solutions to those issues that concern us as individuals, organisations, society and communities. It equips learners with skills to apply professional ethics for social work practice.

Course Content

Professional Ethics and Leadership		BMPSW7.3
Learning outcomes/ Competencies	The student will be able to: 1. Familiarise oneself with the Code of Social Work Ethics and its alignment with the Constitution 2. Be able to source universal values in order to embrace diverse identities and plurality 3. To design and implement breakthrough initiatives and projects that sources universal values and shifts unworkable systems and cultural norms for immediate and long-term equitable and enduring results 4. Take responsible actions for results with integrity and accountability 5. To manifest ethical leadership	
Topics/lesson plan	Unit 1: Knowing self and my universal values Knowing Self and the universal values I stand for Background conversations and deep listening, recognising the assumptions I make, the biases I have, and the implications for ethical action My identity: distinguishing and embracing my (and others) four profiles (inner potential, social, professional, personality) Film: 12 Angry Men to have a discussion on ethical citizenship	6 hours
	Unit 2: Designing change based on values and professional ethics Professional standards and Code of ethics Systems principles and using them to design interventions Using the Conscious Full Spectrum Response Model and design templates for value-based strategies to generate change Designing synergistic operational strategies to implement my project based on universal values Distinguish ideology, perspectives beliefs from embodying values Project on the breakthrough initiative	10 hours

Professional Ethics and Leadership		BMPSW7.3
	Unit 3: Leading with others Ethical dilemmas and skills to resolve them & break silence on matters related to social justice and equality Fostering cultural transformation - addressing disempowering norms 'ISMS' Powerful speaking and feedback taking responsibility and fostering others to manifest their full potential Transforming disempowering conversations by listening for commitment behind complaints Distinguish judgment from discernment Update on breakthrough initiative	6 hours
	Unit 4: Accountability and responsibility Integrity - a secular and ethical perspective Transforming everyday disempowering conversations and deal with ethical dilemmas Conversations for action to move from hesitancy to initiative Distinguishing accomplishment & achievement: redefining success; moving from 'good jobs' to 'fulfilling jobs'	4 hours
	Unit 5: Ethical Leadership Fostering peace and conflict transformation Stages of Leadership for results in the health sector My commitment in action Update on breakthrough initiative	4 hours

Teaching/Learning Method

Students will design and implement a project related to a concern of their choice either at home, college/hospital or society/community.

Assessment & Evaluation

Project based assignment and end-semester examination

References

- Fontaine, D.K., Rushton, C. H. and Sharma, M. (2013). Cultivating Compassion and Empathy. In M. Plews-Ogan and G. Beyt (Eds.), *Wisdom Leadership in Academic Health Science Centers - Leading Positive Change*. Radcliffe Publishing: London.
- Sharma, M. (2012). Contemporary Leaders of Courage and Compassion: Competencies and Inner Capacities. Retrieved September 20, 2012
- <http://www.kosmosjournal.org/articles/contemporary-leaders-of-courage-and-compassion-competencies-and-inner-capacities>
- Sharma, M. (2017). *Radical Transformational Leadership: Strategic Action for Change Agents*. North Atlantic Books: Berkeley, US

Additional reading

- Banks, S. (2016). Everyday ethics in professional life: social work as ethics work. *Ethics and Social Welfare*, 10(1), 35–52. <https://doi.org/10.1080/17496535.2015.1126623>
- Reamer, F. G., & Nimmagadda, J. (2015). Social work ethics in India: A call for the development of indigenized ethical standards. *International Social Work*, 60(1), 182-195. <https://doi.org/10.1177/0020872814559563>

1.13.4. BMPSW7.4. Workshops on data analysis & chapter writing

Overview

Course Name	Workshops on data analysis and chapter writing	Course code	BMPSW7.4
Credits: 2		Hours: 30	
Course type: Technological applicational learning			

Course description

This course is designed to provide students with hands-on experience in the practical aspects of research, focusing on data collection, data analysis using software tools, and academic writing. Through a series of interactive workshops, students will learn how to plan and execute data collection strategies, analyse both qualitative and quantitative data, and present findings ethically and effectively in written chapters.

The course emphasizes the integration of theory with practice, enabling students to navigate the research process with confidence. Students will be introduced to commonly used software tools such as SPSS, Atlas.ti, and NVivo, and will engage in exercises that simulate real-world research scenarios. In addition to technical skills, the course fosters reflective learning through peer feedback, group discussions, and writing workshops.

Course Outline

Workshops on software for data analysis and chapter writing		BMPSW7.4
Learning outcomes/ Competencies	The students will be able to: A. Understand and apply the steps involved in planning and collecting research data. B. Use software tools to analyze qualitative and quantitative data. C. Organize and present findings in structured chapters with appropriate interpretation. D. Demonstrate ethical awareness in data handling and reporting. E. Reflect critically on the research process and improve writing through feedback.	
Topics/lesson plan	Report writing: Sessions on chapterisation, presentation of findings and drawing inferences in an ethical manner.	30 hours

Teaching/Learning Method

Hands-on Workshops: Training in SPSS, Atlas.ti, NVivo for data analysis.

Assessment & Evaluation

Data analysis using software tools for the research project/dissertation.

References

- Bell, J. (1999). Doing your research project: a guide for first-time researchers in education and social science. Open University Press: Philadelphia
- Kornuta, H.M., and Germane, R.W. (2019). A concise guide to writing a thesis or dissertation, London: Routledge.
- Kumar, R. (2014). Research methodology: a step-by-step guide for beginners Sage: New Delhi.
- Lyons, P., and Doueck, H. J. (2010). The dissertation. OUP: New Delhi.

Additional reading

Herr, K., and Anderson, G.L. (2015). The action research dissertation, New Delhi: Sage.

1.13.5. BMPSW7.5. Fieldwork

Overview

Course Name	Fieldwork (specialised & Clinical settings)	Course code	BMPSW7.5
Sem 7	Credits: 16	Hours: 480	
Course type: Applications, experiential and reflective learning			

Course description

The fieldwork curriculum aims to engage students with social realities and challenges of identities, culture, plurality, systems, and democratic processes. It will enable students to critically analyse the interconnectedness of systemic and historical factors, socio-economic, and political factors contributing to health, human wellbeing and development. It emphasizes the intersection of health, social justice, and community dynamics, encouraging students to reflect on macro-level influences such as policy, socio-economic structures, and cultural norms that shape lived realities. Fieldwork will engage and equip students with practice skills of working together with people, communities, social structures, and systems of governance to address exclusion, marginalization, and development challenges. The fieldwork will inculcate the service with ethical practice(s), promote social change, social cohesion, empowerment of people and responsible citizenship. Emphasis will be placed on audience specific and need specific documentation and recording.

Block fieldwork in specialised and clinical health settings allow students to apply critical analysis to real-world contexts. A workshop on advanced supervision will be held. Individual and group conferences (IC/GC) will support reflective practice and supervision. Students will be encouraged to initiate preliminary processes of change, grounded in ethical and inclusive approaches to social work.

Course Content

Fieldwork (specialised & Clinical settings)		BMPSW7.5
Learning outcomes/ Competencies	The students will be able to: 1. Work with cases, groups and communities 2. Work in teams as well as work independently 3. Demonstrating advanced professional competencies under supervision	
Topics/lesson plan	Workshop in advanced supervision & Interprofessional education Students will work in clinical and specialised settings as full fledged health social workers.	480 hours

Teaching/Learning Method

Block fieldwork (for 6 weeks) through hands-on engagement with individuals, groups, and communities in health specific and medical settings. Fieldwork recording, Individual and Group Conferences (IC/GC): Facilitate reflective supervision and personalized guidance.

Assessment & Evaluation

Fieldwork evaluation conference and regular performance in fieldwork supervisory conferences, along with varied recordings. OSCE – for case formulation, referrals and intervention; teamwork, critical thinking & decision making skills, simulations during supervisory conferences.

OPSE mechanisms, given below, will be used:

Objective Structured Long Examination Record (OSLER) will be used for case assessment, formulation, intervention planning.

The **Mini Case Evaluation Exercise (Mini-CEX)** will be used for direct observation and feedback on specific aspects of client interaction, such as rapport building, psychosocial history taking, or clinical documentation.

Case-Based Discussion (CBD) will be used to encourage analytical thinking and reflection through assessing how students conceptualize and manage clinical cases, integrating theory with practice.

Direct Observation of Procedural Skills (DOPS) to assess practical social work procedures - such as conducting psychosocial assessments, administering standardized tools, or facilitating family meetings.

Portfolio Assessment - a reflective collection of the student's fieldwork experiences, case studies, learning logs, supervision notes, and self-assessments that document progressive professional growth.

Multi-Source Feedback (MSF) encourages gathering feedback from supervisors, peers, interdisciplinary team members, and clients to assess professional behaviour, communication, and teamwork skills.

References

- Nair R, Juvva S. & Nadkarni V. (2020). Field Instruction In Social Work Education: The Indian Experience, New York: Routledge
- Nair R. & Gulalia P. Paper 07: Field work and field supervision: M-26: Engaging with the field.
<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=xN+GvFnx4ockQG2FkhaD+w>
- Traber D. (2021). Integrating Practice Research into Social Work Field Education, Field Educator; Vol 11.1

Additional reading

- Nichols Q. (2012). Connecting core competencies. A workbook for social work students. Saddle River, NJ: Allyn & Bacon.
- Shulman L. (2005). Signature Pedagogies in the Professions. Daedalus, 134(3), 52–59.

YEAR 4, 1.14. SEMESTER 8

Semester 8: Distribution of Credits

Semester wise Distribution of Credits			
Year-1	1.	22 Credits	43 Credits
	2.	21 Credits	
Year-2	3.	22 Credits	45 Credits
	4.	23 Credits	
Year-3	5.	24 Credits	47 Credits
	6.	23 Credits	
Year-4	7	25 Credits	49 Credits
	8	24 Credits	
Total Credits: 184 Credits			

Semester 8: Courses

Credits		22	Hours		421	Course 8
Sl. No	Course	Lecture hours	Practical hours	Project hours	Hours in total 660	Credits in total 22
8.1	Research Dissertation (Part 3)	0	0	60	60	4
8.2	Block fieldwork/Internship	0	600	0	600	20

1.14.1. BMPSW8.1. Research Dissertation (Part 3)

Overview

Course Name	Research Dissertation (Part 3)	Course code	BMPSW8.1
Sem 8	Credits: 4	Hours: 60	
Course type: Applications and reflective learning			

Course description

This course is designed to guide students through the process of synthesizing research findings and producing a complete research report. Building on the foundational work completed in earlier dissertation phases, students will focus on organizing their data, interpreting results, and presenting their findings in a structured and academically rigorous format.

The course emphasizes ethical reporting, clarity in chapterisation, and the ability to draw meaningful inferences from research data. Students will engage in sessions that support the development of key chapters such as findings, discussion, and conclusion. They will also learn how to integrate theoretical frameworks, reflect on field experiences, and ensure coherence across the dissertation.

Through a combination of guided instruction, peer feedback, and independent writing, students will refine their academic writing skills and develop a critical understanding of how to communicate research outcomes effectively. The course culminates in the submission of a complete dissertation, demonstrating the student's ability to conduct and report research with integrity and scholarly competence.

Course Outline

Research Dissertation (Part 3)		BMPSW8.1
Learning outcomes/ Competencies	The students will be able to: 1. Synthesize and interpret research findings with clarity and depth. 2. Structure research reports using appropriate chapterisation and academic conventions. 3. Present findings and draw inferences in an ethical and reflective manner. 4. Demonstrate proficiency in academic writing and referencing.	
Topics/lesson plan	Report writing: Sessions on chapterisation, presentation of findings and drawing inferences in an ethical manner.	60 hours

Teaching/Learning Method

Workshops and independent writing work

Assessment & Evaluation

Final Dissertation Submission along with a viva voce examination with an external examiner:

1.14.2. BMPSW8.2. Block fieldwork/Internship (clinical setting)

Overview

Course Name	Block fieldwork/Internship (clinical setting)	Course code	BMPSW8.2
Sem 8	Credits: 20	Hours: 600	
Course type: Practical and reflective learning			

Course description

The fieldwork curriculum aims to engage students with social realities and challenges of identities, culture, plurality, systems, and democratic processes. It will enable students to critically analyse the interconnectedness of systemic and historical factors, socio-economic, and political factors contributing to health, human wellbeing and development. It emphasizes the intersection of health, social justice, and community dynamics, encouraging students to reflect on macro-level influences such as policy, socio-economic structures, and cultural norms that shape lived realities. Fieldwork will engage and equip students with practice skills of working together with people, communities, social structures, and systems of governance to address exclusion, marginalization, and development challenges. The fieldwork will inculcate the service with ethical practice(s), promote social change, social cohesion, empowerment of people and responsible citizenship. Emphasis will be placed on audience specific and need specific documentation and recording. The students will be placed in a clinical setting for about 6 months, along with clinical supervision. Individual and group conferences (IC/GC) will support reflective practice and supervision. Students will be encouraged to initiate preliminary processes of change, grounded in ethical and inclusive approaches to social work.

Course Outline

Block fieldwork/Internship (clinical setting)		BMPSW8.2
Learning outcomes/ Competencies	The students will be able to: 1. Assess, design and implement advanced interventions - counselling and psychotherapeutic work with individuals, families, groups and communities 2. Link and utilize health policies and social security schemes in client service delivery 3. Function with increasing independence and yet seek supervision, with an appreciation for continuous supervision. 4. Demonstrate advanced professional competencies	
Topics/lesson plan	Workshops Preparation for field work, advanced recording & supervision including lifelong, field-based and fieldwork supervision.	600
	Clinical posting: Students will be placed in clinical settings such as hospital OPDs, speciality clinics, de-addiction and drug treatment centres. The students will spend at least 6 months in block fieldwork format. They will complete their course work and then proceed for fieldwork.	

Teaching/Learning Method

Block fieldwork (for 6 months) through hands-on engagement with individuals, groups, and communities in health specific and medical settings. Fieldwork recording, Individual and Group Conferences (IC/GC): Facilitate reflective supervision and personalized guidance.

Assessment & Evaluation

The student will undergo an end-term practical examination with a client or family, in terms of assessment and suggest interventions. This will be accompanied by a viva voce examination. OSCE for interprofessional collaboration, use of social security schemes as interventions, critical thinking & decision-making skills, case formulation, case simulation, interventions with individuals, groups, families and communities. A rubric to be created for grading.

OPSE mechanisms, given below, will be used:

- Objective Structured Long Examination Record (OSLER) will be used for case assessment, formulation, intervention planning.
- The Mini Case Evaluation Exercise (Mini-CEX) will be used for direct observation and feedback on specific aspects of client interaction, such as rapport building, psychosocial history taking, or clinical documentation.
- Case-Based Discussion (CBD) will be used to encourage analytical thinking and reflection through assessing how students conceptualize and manage clinical cases, integrating theory with practice.
- Direct Observation of Procedural Skills (DOPS) to assess practical social work procedures - such as conducting psychosocial assessments, administering standardized tools, or facilitating family meetings.
- Portfolio Assessment - a reflective collection of the student's fieldwork experiences, case studies, learning logs, supervision notes, and self-assessments that document progressive professional growth.
- Multi-Source Feedback (MSF) encourages gathering feedback from supervisors, peers, interdisciplinary team members, and clients to assess professional behaviour, communication, and teamwork skills.

References

- Nair R, Juvva S. & Nadkarni V. (2020). Field Instruction In Social Work Education: The Indian Experience, New York: Routledge
- Nair R. & Gulalia P. Paper 07: Field work and field supervision: M-26: Engaging with the field.
<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=xN+GvFnx4ockQG2FkhaD+W>
- Traber D. (2021). Integrating Practice Research into Social Work Field Education, Field Educator; Vol 11.1

Additional reading

- Nichols Q. (2012). Connecting core competencies. A workbook for social work students. Saddle River, NJ: Allyn & Bacon.
- Shulman L. (2005). Signature Pedagogies in the Professions. Daedalus, 134(3), 52–59

1.15.RULES AND REGULATIONS PERTAINING TO ASSESSMENT AND EVALUATION

The assessment shall be a combination of Internal Assessment and an End Semester Evaluation. The assessment and evaluation patterns of the concerned University will apply. However a suggestive framework is also provided. The teacher will evaluate the internal assessment. A minimum of 30% weightage and a maximum of 50% weightage shall be given for Internal Assessment. The remaining 50-70% weight shall be for the end semester examination. Assessment of Field Practicum is 100% internal but it will have an End Semester Examination conducted under the supervision of an external examiner from the second year of the graduate program. The first year fieldwork will be evaluated by the teacher/fieldwork supervisor; and this includes field practicum skill labs, observational visits and immersion visits.

Suggestive methods of internal assessment can be any one of the following or in combination

- Practical/problem-based assignment
- Observation of practical skills
- Viva voce examination
- Quiz
- Oral presentations
- In-class discussions
- Group tutorial work
- Reflection writing assignments
- Home assignments
- Self and peer Assessments
- Open book test
- Fieldwork report
- Individual project report
- Case study report using Objective Structured Long Examination Record (OSLER)
- Team project report
- Literature survey
- Any other pedagogic approach specifically designed for a particular course by the course faculty/ course coordinator.

The assessments will be commensurate with objectives and learner outcomes of the course as listed in the respective course curriculum. Assessment patterns, particularly for the course on mathematics and statistics should be adapted with relevant reasonable accommodations to suit the needs of students with special needs and disabilities.

A student may be able to repeat internal assessment only if for any compulsive reason due to which the student could not attend the assessment. The course faculty/ course coordinator shall be responsible for evaluating the components of internal assessment. Written tests shall be precisely designed using a variety of tools and processes (e.g., constructed responses, open-ended items, multiple-choice), and the students will be informed about the evaluation modalities before the commencement of the course through course plan.

Credit-based Evaluation: A course/paper may have a minimum of two modes of evaluation. In general, the total number of assessment units will not exceed the number of credits of the course. For example, a two-credit course is assessed by two units of assessment - an assignment and an examination, or two assignments or two examinations. A student is required to attempt each mode of assessment independently.

The duration of the examination may vary depending upon the course credits, as authorized by the Board of Studies in line with the said University Regulations. The question paper will be sent as per the norms of the University/College.

Non-submission of an assignment will be treated as having failed in the course and the student will be given supplementary for that course after completion of all modes of assessment. In the case of supplementary examination, the mode of assessment will remain the same as an acceptable practice. In case of failure in courses exceeding four credits in a semester, the student will not be allowed to proceed to the next semester and will have to drop studies for the academic year and rejoin the same semester in the next academic year. This will be shown as "Repeat Semester" in the Grade Sheet.

The programme requirements include credited and non-credited activities. The cumulative grade point average (CGPA) is computed as the credit-weighted average over all courses undertaken over previous and current semesters, of all credits accumulated until that assessment period. The CGPA is reported to one place of decimal and is also reported at the end of each semester on the semester grade card. A student must maintain a CGPA of 4.0 in each semester, in order to continue in the programme. A student must receive a CGPA of 4.0 points to be considered to have completed the programme successfully.

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Fieldwork Evaluation:

The end semester practical examination will be conducted and evaluated by the fieldwork supervisor and faculty of the institution, based on the mandated log formats maintained by the student (Refer Annexure 7A).

Fieldwork mechanisms: The student is expected to submit regular recordings, attend Individual Conferences and Group Conferences, Fieldwork review meetings, presentations etc.

Fieldwork documents: The student is expected to maintain the following:

- Attendance record of fieldwork
- Fieldwork recordings including all forms of recordings - casework, group work, home visits, collateral visits, agency profiles/community/organisation mapping.
- A log of individual and group conferences and submit it to the supervisor every month/end of the semester.
- The student will also submit a summary report of the fieldwork through the semester.

Fieldwork will be continuously assessed through internal assessment.

- Year 1 - Fieldwork is evaluated through internal assessment only along with supervisor and agency supervisor.
- Year 2 - Fieldwork will include 50% internal assessment and 50% viva voce exam with an external evaluator
- Year 3 - Fieldwork will include 40% internal assessment and 60% viva voce exam with an external evaluator
- Year 4 - 30% internal evaluation and 70% viva voce examination

The viva voce examination will be conducted after the examiners (internal and external) peruse the recordings and all other fieldwork documents of the student.

Submission of assignments in any mode other than specified in the notification and/or submitted beyond the announced date/time will be treated as supplementary examination. In such cases, the student will be shown as 'Absent' and the assignment submitted will be considered as supplementary. Non-completion of fieldwork or internship amounts to failure to fulfil the requirement of pass in a semester or year, as the case may be. In such cases of non-completion of fieldwork/internship, the student will not be promoted to the next semester. The student may be admitted to the subsequent semester / year, after successful completion and assessment of the fieldwork/internship.

Grievance Redressal:

For grievance redressal and re-evaluation of fieldwork grades, the university shall have the right to call for all the fieldwork recordings, attendance and proof of individual and group conferences.

Non-completion of research project/dissertation amounts to non-fulfilment of the requirement of award of degree. The degree will be awarded only after successful completion and assessment of the research project/dissertation.

Grading Scheme: The grading scheme of the concerned University will apply. However a suggestive framework is also provided. A grade point of 5.0 is the minimum requirement for passing in individual courses, including in fieldwork/ internship/research project . A minimum grade point average (GPA) of 5.0 is required for passing in a Semester. Computing the grade point average will be in tandem with the procedures outlined in the UGC Curriculum and Credit Framework for Postgraduate Programmes (2024) - <https://www.ugc.gov.in/> The copy is attached below:

24th September 2024

Subject: Revising the Grading System

The JGC, on par with NEP 2020 has recommended the following grading system for both UG and PG programmes (Table 1).

Table 1. Letter Grades & Grade Points as per NEP

Qualification	Grade	Point
Outstanding	O	10
Excellent	A+	9
Very Good	A	8
Good	B+	7
Above Average	B	6
Average	C	5
Pass	P	4
Fail	F	0
Absent	Ab	0

Source: UGC, 2022; 2024.

In continuation to the above, we propose the following mechanism to calculate the grades.

Letter Grades & Grade Points

Qualification	Grade	Score on 100	Point
		Greater than or equal to 95	
Outstanding	O		10
Excellent	A+	90 and less than 95	9
Very Good	A	80 and less than 90	8
Good	B+	70 and less than 80	7
Above Average	B	60 and less than 70	6
Average	C	50 and less than 60	5
Pass	P	40 and less than 50	4
Fail	F	Below 40	0
Absent	Ab		

Remarks in the Semester Grade Sheet: The format of the concerned University will apply. However a suggestive framework is also provided

S1 Supplementary – 1; S2 Supplementary – 2;

Re Repeat Course / Fieldwork / Internship/ Research Project; I Improvement Examination; R Re-evaluation; M Mandatory; E-Elective.

Semester Result Description

PP Passed and Promoted (Passed in all courses, fieldwork/internship and research project)

FS Failed and allowed to keep Semester (that is, failed in courses up to four credits)

FR Failed and Repeat Semester (that is, failed in courses for more than four credits)

The grade point of a course is computed by taking the weighted average of the grade point received on each assessment unit and rounding off to one decimal point

Attendance

The attendance pattern of the concerned University will apply. However a suggestive framework is also provided. Attendance in class and fieldwork is compulsory. Every student is expected to maintain regularity and 100% attendance for all programme requirements: (i) all classes for the courses for which the student is registered, (ii) field practicum, (iii) field trips, (iv) internships, etc. A minimum of 75% attendance is required for all taught courses.

Attendance for Courses

- A. Absence up to 25% may be condoned by the Dean of the School. Remaining absent for 25% of the time is not a matter of right, but a measure to support students to meet medical or health issues or for personal and family crises.
- B. Absence between 26–33% will make the student ineligible to appear for the examination. The student can, however, appear for the Supplementary examination whenever it is scheduled to be held.
- C. Absence above 33% will automatically lead to the student repeating the course when offered in the next academic year. This includes absence due to medical emergencies as well.

Students who have more than 33% absence in any course will not be allowed to undertake the final assessment component such as end of semester examination or a final assignment, and will be declared 'failed' in the course. In such cases, further appearance in examination or completion of assessments will be treated as supplementary.

Students who have more than 33% absence in courses up to four credits will be declared as 'failed' in those courses and will be required to appear for the supplementary examinations, whenever they are conducted. Students who have more than 33% absence in courses totalling more than four credits will be required to repeat the semester the following year. Students can do multiple repeat semesters within the total time span available for the completion of the programme.

Students who repeat a course, or courses, due to shortage of attendance or for failure in the regular examination and the two supplementary examinations, will be marked as "Repeat Course" in the Grade Card, whenever they clear it in a subsequent semester.

Attendance for Fieldwork/Internship

- A. Attendance is compulsory on all days of fieldwork/internship.
- B. In the case of internships and field practicum, the maximum days of absence permitted is up to 10% of the total practicum period specified by each programme.
- C. For concurrent fieldwork (i.e., fieldwork on certain days of the week), students have to put in a minimum of 15 hours a week, including time spent in Individual Conference/General Conference, but excluding travel time.
- D. Absence of up to two days for genuine reasons such as medical/family emergencies is allowed for concurrent fieldwork and block fieldwork/internship (of one month duration) only with prior permission.
- E. Absence beyond two days needs to be compensated in toto in consultation with the fieldwork coordinator or supervisor.
- F. Any absence without genuine reasons and without permission needs to be fully compensated

Research

Dissertations / Theses / Self Study Courses / Research Reports / Field Reports

Dissertations / theses / field reports, etc. are carried out in phases and are assessed on two counts: process and product evaluation.

Bound copies of the Research Project/Dissertation Report/ Field Reports, duly signed by the Research Guide/ Faculty Supervisor, should be submitted to the Secretariat of the respective School/Centre on or before the scheduled date.

Late submissions, which are within the extra time given for valid reasons (and as sanctioned by the Dean on recommendation of the Guide/ Faculty Supervisor), will be treated as supplementary submission and the grade card will reflect the same

Supplementary:

Students are required to apply for Supplementary, if they have failed in a given course, or if they have missed an examination or any other component of assessment for any valid reason (sanctioned by the Dean on recommendation of the Head of the Department/Programme Coordinator).

Supplementary assessment will be announced along with the declaration of semester results. These are applicable in the following situations:

- A. GPA Score less than 4.0
- B. Attendance shortage of more than 25% and up to 33%
- C. Plagiarism beyond the permissible limits (10-15% on Plagiarism check) and AI acknowledged
- D. Absent for Examination (including due to medical emergency) up to courses with a cumulative of four credits
- E. Delayed or non-submission of Assignments/Research Project/Internship Report (including due to medical emergency)

All norms pertaining to attendance, examination, supplementary, re-evaluation, use of unfair means/cheating, ragging, etc. of the University/College/educational institution will be followed, as per their regulations and policies.