



BHARATA MATA
COLLEGE | AUTONOMOUS
THRIKKAKARA Kochi - 682021, Kerala, India

NAAC with A+ Grade, NIRF Ranked in the BAND 151-200, DBT Star College, ISO 9001-2015 Certified

BMC-UGP (HONOURS) **SYLLABUS** (2024 Admission Onwards)



BSW

Faculty : Social Work

Prepared by

BOARD OF STUDIES IN SOCIAL WORK
Bharata Mata College (Autonomous), Thrikkakara

(Affiliated to the Mahatma Gandhi University, Kottayam)



BMC UGP 2024 (Honours)

SYLLABUS

Faculty : Social Work

Programme : Bachelor of Social Work

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PREFACE

In accordance with the directives set forth by the University Grants Commission (UGC) regarding the National Education Policy (NEP), Mahatma Gandhi University Undergraduate Programmes (Honours) Regulation, 2024 and Bharata Mata College (Autonomous) UGP Regulation 2024, the Board of Studies of Computer Science at Bharata Mata College (Autonomous) has diligently endeavored to establish a robust Four-Year Undergraduate Program Honours curriculum.

When conceptualizing the foundational framework of the Undergraduate (UG) program, meticulous attention has been devoted to the following essential facets:

- a) Provision of flexibility for students to seamlessly transition between various disciplines of study,
- b) Provision of opportunities for learners to curate their academic journey by selecting courses across diverse disciplines,
- c) Flexibility enabling students to transfer between academic institutions, thereby fostering multi- and interdisciplinary learning experiences,
- d) Provision of avenues for alternative modes of learning to cater to varied learning preferences,
- e) Equipping students with the requisite knowledge and mindset conducive to self-employment ventures and fostering an entrepreneurial outlook,
- f) Cultivation of advanced critical thinking skills and adeptness in real-world problem-solving,
- g) Development of a nuanced understanding of global issues, cultivation of multicultural competence, and fostering digital literacy,
- h) Nurturing students' research acumen, refining their communication skills, promoting community-based engagement, instilling environmental consciousness, and fostering a sense of responsibility and accountability.

All curricular frameworks outlined herein adhere meticulously to the BMC UGP Regulation 2024, which draws its essence from the MGU-UGP (Honours) Regulation 2024 issued by Mahatma Gandhi University, Kottayam. It is pertinent to note that the syllabi presented herein shall be periodically refined to align with any subsequent amendments made to the aforementioned regulations.

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Board of Studies – Members

Name	Role	Affiliation
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Programme Outcomes and Programme Specific Outcomes

At Bharata Mata College (Autonomous) Thrikkakara, our Social Work undergraduate courses are structured around the Outcome-Based Education (OBE) framework, emphasizing clear educational objectives. Within this model, students enroll with defined goals for skill development and knowledge acquisition, expected to achieve these goals by the course's conclusion. OBE positions instructors as facilitators who guide students in their learning journey, fostering the development of both knowledge and skills. Through this approach, our Commerce programs at Bharata Mata College enable students to evolve into proficient professionals prepared for success in the field.

Programme Outcomes

- 1. Domain Knowledge**
- 2. Communicative Competence**
- 3. Applying Modern Technologies**
- 4. Reflective response to Ethical and Social Issues**
- 5. Sustainability Values**
- 6. Critical Thinking and Problem-Solving**
- 7. Entrepreneurship**
- 8. Team Work and Leadership**
- 9. Self-Directed and Lifelong Learning**

Programme Specific Outcomes

PSO1: Evaluate multi-disciplinary and interdisciplinary theories and perspectives in Social Work Practice [COGNITIVE]

PSO2: Articulate the skills in applying Social Work methods to engage, assess, intervene and evaluate individuals, families, groups, organization and communities at Micro, Mezzo & Macro levels of interventions [PSYCHOMOTOR]

PSO3: Respond ethically and sensitively to values, beliefs, knowledge, demands and rights of multicultural societies, demonstrating professional behavior [AFFECTIVE]

PSO4: Analyze the responsibilities to uphold social justice, equality, welfare that advance human rights to promote social, racial, economic and environmental justice [COGNITIVE].

PSO5: Apply research informed practice and practice informed research for the target group [COGNITIVE]

PSO6: Apply sustainability and environmental sensitivity in personal and professional spheres [COGNITIVE]

Regulations BMC-UGP (Honours)

1. Short Title and Commencement

- 1.1 These regulations may be called BHARATA MATA COLLEGE (AUTONOMOUS) UNDERGRADUATE PROGRAMMES (HONOURS) REGULATIONS, 2024 {BMC-UGP (Honours)} under the New Curriculum and Credit Framework 2024.
- 1.2 These Regulations will come into effect from the academic year 2024-2025 and will have prospective effect.

2. Scope, Application

- 2.1 These regulations shall apply to all undergraduate programmes under various faculties conducted by BHARATA MATA COLLEGE (AUTONOMOUS) for the admissions commencing in the academic year 2024-2025
- 2.2 Every programme conducted under BMC-UGP shall be monitored by BMC-UGP Academic Committee comprising members nominated by the Principal.

3. Definitions

Unless used in a context otherwise specified,

- 3.1 **College** means BHARATA MATA COLLEGE (Autonomous), a grant in-aid private college affiliated to Mahatma Gandhi University, Kottayam, Kerala.
- 3.2 **'University'** means the MAHATMA GANDHI University, Kottayam which is the affiliating University of Bharata Mata College (Autonomous).
- 3.3 **BMC-UGP** means Four Year Undergraduate Honours Programme of Bharata Mata College.
- 3.4 **Academic Year:** Two consecutive (one odd and one even) semesters followed by a vacation in one academic year.
- 3.5 **Academic Coordinator/Nodal Officer:** The Academic Coordinator/Nodal Officer is a faculty nominated by the college council to co-ordinate the effective conduct of the BMC-UGP including Continuous Comprehensive Assessment (CCA) undertaken by various departments within the college. She/ he/ they shall be the conveners for the College level Academic Committee.
- 3.6 **Academic Week:** A unit of five working days in which the distribution of work is organized, with at least five contact hours of one-hour duration on each day.
- 3.7 **Academic Credit:** A unit by which the course work is measured. It determines the number of hours of instruction required per week in a semester. It is defined both in terms of student efforts and teacher's efforts. A course which includes one hour of lecture or tutorial or a minimum of 2 hours of lab work/ practical work/ field work per week is given one credit hour. Accordingly, one credit is equivalent to one hour of lecture or tutorial or two hours of lab work/ practical work/fieldwork/ practicum and learner engagement in terms of course-related activities (such

as seminar preparations, submitting assignments, group discussion, recognized club-related activities etc.) per week. Generally, a one-credit course in a semester should be designed for 15 hours of Lecture/ tutorials or 30 hours of practical/ field work/ practicum and 30 hours of learner engagement.

- 3.8 **Academic Bank of Credits (ABC):** An academic service mechanism as a digital/ virtual entity established and managed by the Government of India to facilitate the learner to become its academic account holder and facilitate seamless learner mobility, between or within degree-granting Higher Education Institutions (HEIs) through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible process of teaching and learning. This will facilitate the learner to choose their learning path to attain a Degree/ Diploma/ Certificate, working on the principle of multiple entry and exit, keeping to the doctrine of anytime, anywhere, and at any level of learning.
- 3.9 **Credit Accumulation:** The facility created by ABC in the Academic Credit Bank Account (ABA) opened by learners across the country to transfer and consolidate the credits earned by them by undergoing courses in any of the eligible HEIs.
- 3.10 **Credit Recognition:** The credits earned through eligible/ partnering HEIs and transferred directly to the ABC by the HEIs concerned.
- 3.11 **Credit Redemption:** The process of commuting the accrued credits in the ABC of the learner to fulfil the credit requirements for the award of various degrees. Total credits necessary to fulfil the criteria to get a degree shall be debited and deleted from the account concerned upon collecting a degree by the learner.
- 3.12 **Credit Transfer:** The mechanism by which the eligible HEIs registered with ABC can receive or provide prescribed credits to individuals registered with ABA in adherence to the UGC credit norms for the course(s) registered by the learner in any HEIs within India.
- 3.13 **Credit Cap:** Maximum number of credits that a student can take per semester, which is restricted to 30.
- 3.14 **Continuous Comprehensive Assessment (CCA):** The mechanism of evaluating the learner by the course faculty at the institutional level.
- 3.15 **KEA** is an acronym for 'Knowledge Enrichment Assessment'. This is a mandatory component for all taught courses and optional for other courses.
- 3.16 **RSA** is an acronym for 'Research Skills Assessment'. This is a mandatory component for all taught courses and optional for other courses.
- 3.17 **End Semester Assessment (ESA):** The mechanism of evaluating the learner at the end of each semester.
- 3.18 **Audit Course:** a course that the learner can register for without earning credits, and is not mandatory for completing the BMC-UGP. The student has the option not to take part in the

CCA and ESA of the Audit Course. If the student has 75% attendance in an Audit Course, he/she/they is eligible for a pass in that course, without any credit (zero credit).

- 3.19 **Courses:** refer to the papers which are taught and evaluated within a programme, which include lectures, tutorials, laboratory work, studio activity, fieldwork, project work, vocational training, viva, seminars, term papers, presentations, assignments, self-study, group discussion, internship, etc., or a combination of some of these elements.
- 3.20 **Choice Based Credit System (CBCS)** means a system wherein students have the option to select courses from the prescribed list of courses.
- 3.21 **Academic Council:** means a committee for the BMC-UGP at the college level comprising the Principal as the Chairperson, and the Academic Co-ordinator/ Nodal Officer as its convenor.
- 3.22 **Academic Co-ordinator/ Nodal Officer:** A senior faculty member nominated by the college council.
- 3.23 **Course Faculty:** A faculty member nominated by the Head of the Department shall be in charge of offering a particular course in a particular semester of BMC-UGP.
- 3.24 **Department** means any teaching department in a college offering a course of study approved by the College as per the regulations of the college and it includes a Department, Centre, or School of Teaching and Research conducted directly by the College.
- 3.25 **Board of Studies (BoS)** means the academic body duly constituted to frame the syllabus of each department.
- 3.26 **Senior Faculty Adviser (SFA)** is a faculty nominated by a Department Council to co-ordinate all the necessary work related to BMC-UGP undertaken in that department, including the continuous comprehensive assessment.
- 3.27 **Department Council** means the body of all teachers of a department in a college.
- 3.28 **Faculty Adviser (FA)** means a teacher from the parent department nominated by the Department Council to advise students in academic matters.
- 3.29 **Graduate Attributes** means the qualities and characteristics to be obtained by the graduates of a programme of study at the College, which include the learning outcomes related to the disciplinary areas in the chosen field of learning and generic learning outcomes. The College will specify graduate attributes for its programmes.
- 3.30 **Programme** means the entire duration of the educational process including the evaluation leading to the award of a degree.
- 3.31 **Programme Pathway:** a combination of courses that can be chosen by a student that gives options to pursue interesting and unconventional combinations of courses drawn from different disciplinary areas, like the sciences and the social sciences/ humanities. The pathways could be in terms of major- minor options with different complementary/ allied disciplines.

- 3.32 **Regulatory Body** means University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Assessment and Accreditation Council (NAAC), National Board of Accreditation (NBA) etc.
- 3.33 **Signature Courses:** Signature courses are the specialized Discipline Specific Elective courses or skill-based courses designed and offered by the regular/ ad hoc/ visiting/ emeritus/ adjunct faculty member of a particular college with the prior recommendation of the BoS and the approval of Academic Council of the College.
- 3.34 **Letter Grade** or simply '**Grade**' in a course is a letter symbol (O, A+, A, B+, B, C, P, F, and Ab). The grade shall mean the prescribed alphabetical grade awarded to a student based on their performance in various examinations. The Letter grade corresponds to a range of CGPA.
- 3.35 **Grade Point:** Each letter grade is assigned a 'Grade point' (G) which is an integer indicating the numerical equivalent of the broad level of performance of a student in each course. Grade Point means a point given to a letter grade on a 10-point scale.
- 3.36 **Semester Grade Point Average (SGPA)** is the value obtained by dividing the sum of credit points obtained by a student in the various courses taken in a semester by the total number of credits in that semester. SGPA shall be rounded off to two decimal places. SGPA determines the overall performance of a student at the end of a semester.
- 3.37 **Credit Point (P)** of a course is the value obtained by multiplying the grade point (G) by the credit (C) of the course: $P = G \times C$
- 3.38 **Cumulative Grade Point Average (CGPA)** is the value obtained by dividing the sum of credit points in all the semesters earned by the student for the entire programme by the total number of credits in the entire programme and shall be rounded off to two decimal places.
- 3.39 **Grade Card** means the printed record of students' performance, awarded to them.
- 3.40 Words and expressions used and not defined in this regulation, but defined in the Mahatma Gandhi University Act and Statutes, being the Act and Statutes of Bharata Mata College (Autonomous)'s affiliating University shall have the meaning assigned to them in the Act and Statutes.

4. Features and Objectives of BMC-UGP.

The features and objectives of the BMC-UGP shall be:

- 4.1 The features, meaning, and purpose of BMC-UGP shall be as stipulated by the UGC and as adapted by the Kerala State Higher Education Curriculum Framework (KSHECF) for undergraduate education.
- 4.2 The practice of lateral entry of students to various semesters exists, but an exit with a Degree shall be awarded only upon successful completion of 133 credits as per the conditions stipulated in this regulation.
- 4.3 BMC-UGP shall have three Broad Pathways, (a) 3-year UG Degree, (b) 4-year UG Degree (Honours), and (c) 4-year UG Degree (Honours with Research).

- 4.4 Students who choose to exit after 3 years shall be awarded a UG Degree in their respective Discipline/ Disciplines after the successful completion of the required minimum Courses with 133 credits.
- 4.5 A 4-year UG Degree (Honours) in the Discipline/ Disciplines shall be awarded to those who complete the BMC-UGP with a specific number of Courses with 177 credits including 12 credits from a graduate project/ dissertation in their major discipline.
- 4.6 Students who acquire a minimum of 75% in their graduation (up to 6th semester) are eligible for Honours with Research Programme. However, if necessary, the College may conduct screening tests for the Honours with research programme in accordance with College Regulations from time to time.
- 4.7 4-year UG Degree (Honours with Research): Students who aspire to pursue research as a career may opt for a 4-year UG Degree Honours with Research stream under BMC-UGP with a specific number of Courses with 177 credits including 12 credits from a research project in their major discipline.
- 4.8 The recognized research departments or departments with at least two faculty members having PhD shall offer the Honours with Research programme. A minimum 2 students (mentees) should be allotted to a faculty member (Mentor).
- 4.9 Students who have chosen the honours with research stream shall do their entire fourth year under the mentorship of a mentor.
- 4.10 The mentor shall prescribe suitable advanced level/capstone level courses for a minimum of 20 credits to be taken within the institutions along with the courses on research methodology, research ethics, and research topic-specific courses for a minimum of 12 credits which may be obtained either within the institution or from other recognized institutions, including online and blended modes.
- 4.11 Students who have opted for the honours with research should complete a research project successfully under the guidance of the mentor and should submit a research report for evaluation. They need to defend successfully the research project to obtain 12 credits under a faculty member of the College. The research shall be in the Major/ allied discipline.
- 4.12 The research outcomes of their project work may be published in peer reviewed journals or presented at conferences or seminars or patented.
- 4.13 The proposed BMC-UGP curriculum comprises Three Broad Parts: a) Foundation Components, b) Discipline Specific Pathway components (Major/ Minor), and c) Discipline Specific Capstone Components.
- 4.14 The Foundation component of the BMC-UGP shall consist of a Set of General Foundation Courses and a Set of Discipline Specific Foundation Courses.

- 4.15 General Foundation Courses shall be grouped into 4 major baskets as Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), Value Addition Courses (VAC), and Multi-Disciplinary Courses (MDC).
- 4.16 Ability Enhancement Courses shall be designed specifically to achieve competency in English, and other languages as per the student's choice with special emphasis on language and communication skills.
- 4.17 English or other language courses shall be designed to enable the students to acquire and demonstrate the core linguistic skills, including critical reading, academic and expository writing skills as well as the cultural and intellectual heritage of the language chosen. Separate courses will be designed for the Science, Humanities and Commerce streams.
- 4.18 Multi-Disciplinary Courses (MDC) shall be so designed to enable the students to broaden their intellectual experience by understanding the conceptual foundations of Science, Social Sciences, Humanities, and Liberal Arts. Students shall not be eligible to take the MDC in the same discipline that they have studied during their +2. Third semester MDC can be Kerala specific content.
- 4.19 Skill Enhancement Courses (SEC) shall be designed to enhance 21st-century workplace skills such as creativity, critical thinking, communication, and collaboration.
- 4.20 Discipline Specific Courses shall include Discipline-Specific Pathway Courses, both Major and Minor streams, enabling students to gain basic knowledge in the chosen discipline.
- 4.21 Discipline Specific Foundation Courses shall focus on foundational theories, concepts, perspectives, principles, methods, and critical thinking essential for taking up advanced/ Capstone Courses. Practical courses shall be included in discipline specific foundation courses.
- 4.22 The curriculum of the SEC should be designed in a manner that at the end of year- 1, year 2, year 3, and year 4 students are able to meet the level descriptors for levels 5, 6, 7, and 8 of the UGC Guidelines on National Skills Qualifications Framework (NSQF). The detailed descriptors of the NSQF levels are provided in Appendix I below.
- 4.23 Value Addition Courses (VAC) shall be so designed to empower the students with personality development, perspective building, and self-awareness.
- 4.24 Discipline Specific Pathway Components (Major/ Minor) shall provide the students with an opportunity to pursue in-depth study of a particular subject or discipline and develop competency in that chosen area, which includes Discipline Specific Core (DSC) courses and Discipline Specific Elective (DSE) courses as Major and Minor courses.
- 4.25 Major components consist of three types: Discipline Specific Core or the Discipline Specific Elective Courses, and the research /laboratory/ fieldwork.
- 4.26 Minor Courses can be selected from any discipline that may supplement or complement the Major Courses.

- 4.27 Students who complete a sufficient number of Courses in a discipline or an interdisciplinary area of study other than their chosen Major shall qualify for a Minor in that discipline or a chosen interdisciplinary area of study.
- 4.28 Major Components shall be the main focus of the study. By selecting a Major, the student shall be provided with an opportunity to pursue an in-depth study of a particular discipline.
- 4.29 Each Board of Studies (BoS) shall identify specific Courses or baskets of Courses towards Minor Course credits. Students shall have the option to choose Courses from disciplinary/ interdisciplinary minors and skill-based courses related to a chosen programme.
- 4.30 Students can opt for a change of Major at the end of the second semester to any Minor discipline studied among the foundation-level courses. Students also can opt for a change of Major at the end of the second semester to any MDC.
- 4.31 Students should opt for their 5th and 6th-semester VAC and SEC from their Major disciplines only.
- 4.32 Course cum Credits Certificate: After the successful completion of a semester as proof for re-entry to another institution this certificate is essential. This will help the learner for preserving the credits in the Academic Bank of Credits.
- 4.33 The Advanced Level/ Capstone Level Courses shall be designed in such a manner as to enable students to demonstrate their cumulative knowledge in their main field of study, which shall include advanced thematic specialization or internships or community engagement or services, vocational or professional training, or other kinds of work experience.
- 4.34 Advanced/Capstone level Major Specialization shall include Courses focused on a specific area of study attached to a specific Major, which could be an Elective Course. They shall include research methodology as well.
- 4.35 The student has the option to register for and attend a course without taking part in the CCA and ESA of that course. Such a course is called the Audit Course. If the student has 75% attendance in an Audit Course, he/she/they is/are eligible for a pass in that course, without any credit (zero-credit). The Audit Course will be recorded in the final grade card of the student.
- 4.36 All students shall undergo a Summer Internship or Apprenticeship in a Firm, Industry or Organization; or Training in labs with faculty and researchers or other Higher Education Institutions (HEIs) or Research Institutions. The College will adhere to the guidelines on internships published by the University.
- 4.37 Students will be provided opportunities for internships with local industries, business organizations, agriculture, health and allied sectors, Local Government institutions (such as panchayats, and municipalities), State Planning Boards, State Councils/ Boards, Research Institutions, Research Labs, Library, elected representatives to the parliament/ state assembly/ panchayath, media organizations, artists, crafts persons etc. These opportunities will enable the

students to actively engage with the practical aspects of their learning and to improve their employability.

- 4.38 The College will provide opportunities for field-based learning/minor projects enabling them to understand the different socio-economic and development-related issues in rural and urban settings. The College will provide the students with opportunities for Community engagement and services, exposing them to socio-economic issues to facilitate theoretical learning in real-life contexts.
- 4.39 Additional Credits will be awarded to those who actively participate in Social Activities, which may include participation in the National Service Scheme (NSS), Sports and Games, Arts, participation in College Union-related activities (for respective elected/ nominated members), National Cadet Corps (NCC), adult education/ literacy initiatives, mentoring school students, and engaging in similar social service organizations that deemed appropriate to the College.
- 4.40 Grace marks shall be awarded to a student for meritorious achievements in cocurricular activities (in Sports/ Arts/ NSS/ NCC etc.). Such a benefit is applicable in the same academic year spreading over two semesters, in which the said meritorious achievements are earned. The Academic Council will decide from time to time the eligibility and other rules for awarding the grace marks.
- 4.41 Options will be made available for students to earn credit by completing quality- assured remote learning modes, including Online programmes offered on the Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) or other Online Educational Platforms approved by the competent body/university from time to time.
- 4.42 Students shall be entitled to gain credits from courses offered by other recognized institutions directly as well as through distance learning.
- 4.43 For the effective operation of the BMC-UGP, a system of flexible academic transaction timings shall be implemented for the students and teachers.

5. Eligibility for Admission and Reservation of Seats

- 5.1 The eligibility for admissions and reservation of seats for various FYUG Degree Programmes shall be in accordance with the norms/ rules made by the Government/ University from time to time.
- 5.2 No student shall be eligible for admission to FYUG Degree Programmes in any of the disciplines unless he/she/they have successfully completed the examination conducted by a Board/University at the +2 level of schooling or its equivalent.
- 5.3 Students shall be admitted and enrolled in the respective programmes solely based on the availability of the academic and physical facilities within the institution. The College shall provide all students with a brochure detailing the Courses offered by the various departments under the various Programmes and the number of seats sanctioned by the University for each Programme.

- 5.4 During the time of admission each student may be provided with a unique higher education student ID which may be linked with the Aadhar number of the student so that this ID can be transferred if required to other higher education institutions as well.
- 5.5 The students at the end of the second semester may be permitted to change their major programme of study to any course/ institution/ university across the state. Based on the availability of seats and other facilities, the students may be permitted to opt for any discipline which he/she/they studied during the first two semesters as Discipline Specific Foundation courses/ Multidisciplinary Foundation courses. If ranking is required it will be in the order of the highest-grade points secured in the discipline to which the switching of Major is sought.
- 5.6 Students shall be allowed to change their major programmes, if required, to a maximum of 10% of the sanctioned strength of that particular programmes depending upon the academic and infrastructural facilities available in the Institution.
- 5.7 Depending upon the availability of academic and infrastructural facilities, the College may also admit a certain number of students who are registered for particular programmes in each semester by transfer method, if required, from other Institutions subject to conditions as may be issued by the University.
- 5.8 A student who has already successfully completed a First-Degree Programme and is desirous of and academically capable of pursuing another First-Degree Programme may also be admitted with the prior approval of the University as per the conditions regarding programme requirements specified by the University.
- 5.9 A Student can also be admitted for an additional major/ second major/ additional minor and on completion of the required credits he/she/they can be awarded a second major/ additional major/ minor. He/she/they may be exempted from the minor pathway and general foundation course requirement.
- 5.10 The College can also enroll students in certain courses as per their choice depending upon the availability of infrastructure and other academic facilities from other recognized HEIs who are already registered for a particular programme there either through regular/ online/ distance mode irrespective of the nature of the programme (Govt/ Aided/ Self- finance/ Autonomous). On successful completion of the course, the credits may be transferred through the Academic Bank of Credit.

6. Academic Monitoring and Student Support

The academic monitoring and student support shall be in the following manner, namely

- 6.1 The College shall appoint a Senior Faculty member as Academic Coordinator/ Nodal officer for the smooth conduct of BMC-UGP.
- 6.2 Advisory System: There shall be one Senior Faculty Adviser (SFA) for each department and one Faculty Adviser (FA) for 20 to 30 students of the class to provide advice in all relevant

- matters. The Head of the Department, in consultation with the SFA, shall assign an FA for each student.
- 6.3 The documents regarding all academic activities of students in a class shall be kept under the custody of the FA/ SFA.
- 6.4 All requests/ applications from a student or parent to higher offices are to be forwarded/ recommended by FA/ SFA.
- 6.5 Students shall first approach their FA/ SFA for all kinds of advice, clarifications, and permissions on academic matters.
- 6.6 It is the official responsibility of the institution to provide the required guidance, clarifications, and advice to the students and parents strictly based on the prevailing academic regulations.
- 6.7 The SFA shall arrange separate or combined meetings with FA, faculty members, parents, and students as and when required and discuss the academic progress of students.
- 6.8 The FA/ SFA shall also offer guidance and help to solve the issues on academic and non-academic matters, including personal issues of the students.
- 6.9 Regular advisory meetings shall be convened immediately after the commencement of the semester and immediately after announcing the marks of the Continuous Comprehensive Assessment (CCA).
- 6.10 The CCA-related results shall be displayed on the department notice board/ other official digital platforms of the college at least for two working days.
- i. Any concern raised by the students regarding CCA shall be looked into in the combined meetings of advisors, HoD, course faculty, and the students concerned.
 - ii. If the concerns are not resolved at the advisor's level, the same can be referred to the properly constituted college-level grievance redressal committees as per the existing UGC/ University/ Government norms.
 - iii. The Principal/ HoD shall ensure the proper redressal of the concerns raised by the students regarding CCA.
 - iv. If the students raise further concerns about the issue, the principal shall refer the issue to the appropriate authorities with proper documents and minutes of all the committees.
- 6.11 The FA/ SFA shall be the custodian of the minutes and action taken reports of the advisory meetings. The SFA shall get the minutes and action taken reports of advisory meetings approved by the Head of Department and the Principal.
- 6.12 The Principal shall inform/forward all regulations, guidelines, communications, announcements, etc. regarding student academic and other matters to the HoDs/ SFA for information and timely action.

- 6.13 It shall be the official responsibility of the Principal to extend the required administrative and financial support to the HoDs, SFAs and FAs to arrange necessary orientation programmes for students regarding student counselling, the prevailing norms, regulations, guidelines and procedures on all academic and other related matters.
- 6.14 An integrated educational planning and administration software will be made available by the College to manage the academic information of all students including student admissions and registration, managing students' personal and academic information, course registrations, attendance management, all processes related to assessments including regular & online examinations, grading, publishing of results, supplementary examinations, LMS, stakeholders' feedback, etc.
- 6.15 Faculty, staff, students, and parents shall be allowed to access this software system over a highly secure authenticated mechanism from within the campus

7. Course Registration

- 7.1 Each department shall publish well in advance the relevant details of courses offered, such as the name, academic level, expected outcomes, time slot, and course faculty members.
- 7.2 Students shall be allowed to visit and interact with respective faculty members during the first week of each semester, to gather more information about the courses and the availability of seats.
- 7.3 Based on consultations and advice from the faculty adviser, each student shall complete course registration within one week from the commencement of each semester.
- 7.4 The number of credits that a student can take in a semester is governed by the provisions in these Regulations, subject to a minimum of 16 and a maximum of 30 Credits.
- 7.5 A student can opt out of a Course or Courses registered, subject to the minimum Credit/ Course requirement, if he/she/they feel that he/she/they have registered for more Courses than he/she/they can handle, within 30 days from the commencement of the semester.
- 7.6 The College shall publish a list of the students registered for each course including the audit course, if any, along with the chosen Programmes, repeat/ reappearance courses, if any.
- 7.7 The higher education institutions shall admit candidates not only for programmes, but also for courses.

8. Re-admission and Scheme Migration

- 8.1 Students who opt out before the completion of the third year shall be provided with a 'Course cum Credits Certificate' after the successful completion of a semester as proof for re-entry to another institution.
- 8.2 Students who have successfully completed a particular programme pathway may be permitted to take an additional minor or second major.

8.3 Those students who are opting for a second major are eligible for getting certain credit transfer/ credit exemption from their previous minor programs of study, subject to the prior recommendation of the BoS that, those credits are relevant for the present major programme of study.

9. Duration of Programmes, Credits Requirements and Options

9.1 Students will be offered the opportunity to take breaks during the programme and resume after the break, but the total duration for completing the FYUG programme shall not exceed 7 years.

9.2 Students who wish to complete the undergraduate programmes faster may do so by completing different courses equivalent to the required number of credits and fulfilling all other requirements in N-1 semesters, where N is the number of semesters in the BMC-UGP.

9.3 Provided further that the students may complete the undergraduate programme at a slower pace, they may pursue the three years or six-semester programme in 4 to 5 years (8 to 10 semesters), and four years, or eight-semester programme

9.4 For students who crossed 6 semesters at a slower pace, the requirement of 16 credits per semester from the institutions where they enrolled may be relaxed.

10. Credit Structure

The proposed number of credits per course and the credit distribution for the FYUG Programmes are given below:

- 10.1 An academic year shall consist of 200 working days; one semester consists of 90 working days; and an academic year consists of two semesters.
- 10.2 Ten working days in a semester shall be used for extracurricular activities. One semester consists of 18 weeks with 5 working days per week. In each semester, 15 days (3 weeks) should be kept aside for End Semester Assessment (ESA) and CCA.
- 10.3 The maximum number of available weeks for curriculum transactions should be fixed at 15 in each semester. A minimum of 5 teaching or tutorial hours could be made available for a day in a 5-day week.
- 10.4 A course that includes one hour of lecture/ tutorial or two hours of lab work/ practical work/ field work/ practicum per week is given one credit hour.
- 10.5 One credit in a semester should be designed for 15 hours of lectures/ tutorials or 30 hours of lab work/ practical work/ fieldwork/ practicum and 30 hours of learner engagement in terms of course-related activities such as seminar preparation, submitting assignments, etc.
- 10.6 A one-credit seminar or internship or studio activities or fieldwork/ projects or community engagement and service will have two-hour engagements per week (30 hours of engagement per semester).
- 10.7 A course can have a combination of lecture credits, tutorial credits, and practicum credits.
- 10.8 Minimum credit for one Course should be 2 (Two), and the maximum credit should be 4 (Four).
- 10.9 All Discipline Specific Major/ Minor Courses shall be of 4 (Four) credits.

- 10.10 For all Discipline Specific Major/ Minor Courses, there may be a practical/ practicum of two or four hours per week.
- 10.11 All Courses under the Multi-Disciplinary, Ability Enhancement, Value Addition and Skill Enhancement categories are of 3 credits.
- 10.12 Summer Internship, Apprenticeship, Community Outreach Activities, etc. may require sixty hours (or as appropriate) of engagement for acquiring one credit.
- 10.13 A student shall be able to opt for a certain number of extra credits over and above the requirements for the award of a degree.
- 10.14 Maximum number of credits that a student can earn per semester shall be restricted to 30. Hence, a student shall have the option of acquiring credits to a maximum of 180 credits for a 6-semester UG programmes and 240 credits for a 4-year (8-semester) programmes.
- 10.15 Each faculty member shall offer a maximum of 16 credits per semester. However, those who are offering both practical and theory courses shall offer a maximum of 12-16 credits per semester.
- 10.16 For a four-credit theory course, 60 hours of lecture/ tutorial class shall be assured as a mandatory requirement for the completion of that course.

11. Course Structure of the BMC-UGP Programmes

The BMC-UGP consists of the following categories of courses and the minimum credit requirements for pathway option-one shall be as follows;

Sl. No.	Categorization of Courses for all Programmes	Minimum Number of Credit Required	
1	Major	68	88
2	Minor	24	24+12*
3	Multi-Disciplinary Courses (MDC)	9	9
4	Skill Enhancement Courses (SEC)	9	9
5	Ability Enhancement Courses (AEC)	12	12
6	Value Addition Courses (VAC)	9	9
7	Summer Internship, field-based learning etc.	2	2
8	Research Project / Dissertation		12/8**

* The students can acquire advanced/ capstone level courses with 12 credits from their DSC/ DSE/ Minor courses depending on their pathway choice. The Minor courses can be of level 300 or above.

** The students pursuing the 4-year honours with research have to complete a project with 12 credits and for the 4-year honours degree students have to complete a project with 12 credits and a DSC/ DSE capstone/ advanced level course in the 8th semester.

- i. In the case of MDC, SEC, and VAC courses coming under the 3rd & 4th semester, the college should make necessary arrangements to give adequate preference to courses designed by language departments. MDC in the 3rd semester can be Kerala Specific Content.

12. Academic Levels of Pathway Courses

Semester	Difficulty level	Nature of Course
1 & 2	100-199	Foundation level or introductory courses
3 & 4	200-299	Intermediate level courses
5 & 6	300-399	Higher level courses
7 & 8	400-499	Advanced/Capstone level courses

13. Signature Courses

- 13.1 With a prior recommendation of BoS and the approval of the Academic Council, each faculty member can design and offer at least one signature course in every semester, which may be offered as DSE /SEC/ VAC.
- 13.2 The College will publish a list of signature courses in DSE/ SEC/ VAC offered by the faculty members with a prior recommendation of BoS and the approval of the Academic Council.
- 13.3 The College may empanel distinguished individuals who have excelled in their field of specialization like science and technology, industry, commerce, social research, media, literature, fine arts, civil services etc. as adjunct faculty as per the UGC guidelines with the approval of the College. With a prior recommendation of BoS and the approval of the Academic Council, the adjunct faculty can offer SEC/VAC as a signature course.
- 13.4 Adhoc/ Guest faculty/ Visiting faculty/ Visiting Scholars can also offer DSE/ SEC/ VAC as signature courses with a prior recommendation of BoS and the approval of the Academic Council.
- 13.5 The faculty concerned may design the particular course and it should be forwarded to the concerned BoS after the approval of the Academic Committees formed as part of these regulations.
- 13.6 The examinations and evaluation of the signature courses designed by the faculty shall be conducted by the faculty themselves and an external expert faculty chosen by the college from a panel of experts submitted by the faculty and recommended by the BoS concerned.

14. Programme Pathways and Curriculum Structure

Students who have joined any programme under these regulations shall have the option to choose the following pathways for their UG degree and Honours programme.

- 14.1. **Degree with single Major:** A student pursuing the FYUG programme in a specific discipline shall be awarded a Major degree if he secures at least 50% of the total credits in the specific discipline required for the award of the Degree in that Discipline. Example: Physics Major/ Economics Major/ Commerce Major.
- 14.2. **Degree Major with Minor:** If a student pursuing the FYUG Programme is awarded a Major Degree in a particular discipline, he/she/they are eligible to be awarded a Minor in another

discipline of his choice, if he earns a minimum of 32 credits (approximately 25% of credit required for the three-year programme) from 8 pathway courses in that discipline. Example: Physics Major with Chemistry Minor/ Chemistry Major with English Minor/ Commerce Major with Economics Minor/ English Major with Functional English Minor/ Hindi Major with Malayalam Minor etc.

- 14.3. **Major with Multiple Disciplines of Study:** This pathway is recommended for students who wish to develop core competencies in multiple disciplines of study. In this case, the credits for the minor pathway shall be distributed among the constituent disciplines/ subjects. If a student pursuing the FYUG Degree Programme is awarded a major Degree in a particular discipline, he/she/they are eligible to mention his core competencies in other disciplines of his choice if he has earned 12 credits from the pathway courses of that discipline. Example: Physics Major with Minors in Chemistry and Mathematics, Economics Major with Minors in History and English, Commerce Major with Minors in Economics and Statistics.
- 14.4. **Interdisciplinary Major:** For these programme pathways, the credits for the major and minor pathways shall be distributed among the constituent disciplines/subjects to attain core competence in the interdisciplinary programme. Example: Econometrics Major, Global Studies Major, Biostatistics Major.
- 14.5. **Multi-Disciplinary Major:** For multidisciplinary major pathways, the credits for the major and minor pathways will be distributed among the broad disciplines such as Life Sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc. Examples: Life Science, Data Science, Nano Science.
- 14.6. **Degree with Double Major:** A student who secures a minimum of 50% credits from the first major will be awarded a second major in another discipline if he could secure 40% of credit from that discipline for the 3 – year/4-year UG degree to be awarded a double major degree. Example: Physics and Chemistry Major, Economics and History Major, Economics and History Major, Commerce and Management Major

Pathway Option 1 - Degree Major or Major with Multiple Disciplines of Study

Course Components	No. of Courses												
	Semester 1	Semester 2	Semester 3	Semester 4	Internship of 2 Credits	Semester 5#	Semester 6#	Total	Remarks	Semeste r 7	Semester 8	Total	
DSC A (4 Credit /Course)	1(P)	1(P)	3 (2P)	3 (2P)		5	4	17	7 Out of 17 can be opted as DSE	3	2	22	
DSC B & C (4 Credit /Course)	2(P)	2(P)	1(P) (B or C)	1(P) (C or B)				6		3		9	
Multidisciplinary Courses (MDC) (3 Credit /Course)	1(P)	1(P)	1*					3	*Recommended that the course offered be related to Indian Knowledge Systems or allied areas.			3	
Ability Enhancement Courses (AEC) (3 Credit /Course)	1 (English) 1 (OL)	1 (English) 1 (OL)						4				4	
Skill Enhancement Courses (SEC) (3 Credit /Course)				1*		1**	1**	3	*Recommended that the course may be offered by the English Department ** From DSC A only			3	
Value Addition Courses (VAC) (3 Credit /Course)			1*	1*			1**	3	*Recommended that one VAC be offered by the English Department and one by Other Languages Department ** From DSC A only			3	
Project/ Dissertation 12 credits for Honours with Research & 8 for Honours											12/8 (1 DSC / DSE for Honours		
Total Courses	6	6	6	6			6	6	36		6	2+1	
Total Credits	21	21	22	22		2	23	22		Total Credits 133	24	20	Total Credits 177
Total Hours per Week	25	25	25	25		25	25		Exit option available	25	25		

BoS can include 2 practical courses in 5th semester and 3 practical courses in 6th semester in any of the 6 courses distributed in each semester.

Pathway Option 2 - Major with Minor

Course Components	No. of Courses											Total
	Semester 1	Semester 2	Semester 3	Semester 4	Internship of 2 Credits	Semester 5#	Semester 6#	Total	Remarks	Semester 7	Semester 8	
DSC A (4 Credit /Course)	1(P)	1(P)	3 (2P)	3 (2P)		4	3	15	7 Out of 15 can be opted as DSE	3	2	22
DSC B (4 Credit /Course)	2(P)	2(P)	1(P)	1(P)		1	1	8	1 Out of 8 can be opted as DSE	3		11
Multidisciplinary Courses (MDC)/ (3 Credit /Course)	1(P)	1(P)	1*					3	*Recommended that the course offered be related to Indian Knowledge Systems or allied areas.			3
Ability Enhancement Courses (AEC) (3 Credit /Course)	1 (English) 1 (OL)	1 (English) 1 (OL)						4				4
Skill Enhancement Courses (SEC) (3 Credit /Course)				1*			1**	3	*Recommended that the course may be offered by the English Department ** From DSC A only			3
Value Addition Courses (VAC) (3 Credit /Course)			1*	1*			1**	3	*Recommended that one VAC be offered by the English Department and one by Other Languages Department ** From DSC A only			3
Project/ Dissertation 12 credits for Honours with Research & 8 for Honours											12/8 (1 DSC/ DSE for Honours)	
Total Courses	6	6	6	6		6	6	36		6	2+1	
Total Credits	21	21	22	22	2	23	22		Total Credits 133	24	20	Total Credits 177
Total Hours per Week	25	25	25	25		25	25		Exit option available	25	25	

BoS can include 2 practical courses in 5th semester and 3 practical courses in 6th semester in any of the 6 courses distributed in each semester.

Pathway Option 3 - Double Major

Course Components	No. of Courses											Total
	Semester 1	Semester 2	Semester 3	Semester 4	Internship of 2 Credits	Semester 5#	Semester 6#	Total	Remarks	Semester 7	Semester 8	
DSC A (4 Credit /Course)	1(P)	1 (P)	2(2P)	2(1P)		4	3	13	7 Out of 13 can be opted as DSE	3	2	18
DSC B (4 Credit /Course)	2(P)	2(P)	2(1P)	2(2P)		1	1	10	2 Out of 10 can be opted as DSE	3		13
Multidisciplinary Courses (MDC) (3 Credit /Course)	1(P)	1(P)	1*					3	*Recommended that the course offered be related to Indian Knowledge Systems or allied areas.			3
Ability Enhancement Courses (AEC) (3 Credit /Course)	1 (English) 1 (OL)	1 (English) 1 (OL)						4				4
Skill Enhancement Courses (SEC) (3 Credit /Course)				1*		1	1	3	*Recommended that the course may be offered by the English Department			3
Value Addition Courses (VAC) (3 Credit /Course)			1*	1*			1	3	*Recommended that one VAC be offered by the English Department and one by Other Languages Department			3
Project/ Dissertation 12 credits for Honours with Research & 8 for Honours											12/8 (1 DSC/ DSE for Honours)	
Total Courses	6	6	6	6		6	6	36		6	2+1	
Total Credits	21	21	22	22	2	23	22		Total Credits 133	24	20	Total Credits 177
Total Hours per Week	25	25	25	25		25	25		Exit option available	25	25	

BoS can include 2 practical courses in 5th semester and 3 practical courses in 6th semester in any of the 6 courses distributed in each semester.

Note: In all the above 3 tables “(P)” means courses with practical.

Course Structure of Various Pathways Based on Credit Requirements

The FYUG Programmes consist of the following categories of courses and the minimum credit requirements for each of them shall be as follows:

Table 1: BMC-UGP Course Structure – Major with Minor

Sl. No.	Categorization of courses for all Programmes	Minimum number of credits required	
		3-year UG	4-year UG
1	Major	68	88
2	Minor/ Minors	24	24+12*
3	Multi-disciplinary Courses (MDC)	9	9
4	Skill Enhancement Courses (SEC)	9	9
5	Ability Enhancement Course (AEC)	12	12
6	Value Addition Courses (VAC)	9	9
7	Summer Internship, field-based learning etc.	2	2
8	Research Project / Dissertation		12**
	Total Credits	133	177

*Students can acquire advanced level courses for 12 credits from their DSC/DSE/ Minor depending up on their pathway choice.

** Students pursuing the four-year Honours degree have the option to acquire advanced level courses with 12 credits from their DSC/DSE depending up on their pathway choice.

Table 2: BMC-UGP Course Structure – Double Major

Sl. No.	Categorization of courses for all Programmes	Minimum number of credits required	
		3-year UG	4-year UG
1	First Major	52	72
2	Second Major	40	52
3	Multi-disciplinary Courses (MDC)	9	9
4	Skill Enhancement Courses (SEC)	9	9
5	Ability Enhancement Course (AEC)	12	12
6	Value Addition Courses (VAC)	9	9
7	Summer Internship, field-based learning etc.	2	2
8	Project/ 3 Capstone level courses		12
	Total Credits	133	177

Table 3: BMC-UGP Course Structure – Multidisciplinary

Sl. No.	Categorization of courses for all Programmes	Minimum number of credits required	
		3-year UG	4-year UG
1	Multidisciplinary Major	52	72
2	Multidisciplinary Minors	40	52
3	Multi-disciplinary Courses (MDC)	9	9
4	Skill Enhancement Courses (SEC)	9	9
5	Ability Enhancement Course (AEC)	12	12
6	Value Addition Courses (VAC)	9	9
7	Summer Internship, field-based learning etc.	2	2
8	Project/ 3 Capstone level courses		12
	Total Credits	133	177

15. Guidelines for Acquiring Credit from Other Institutions/Online/Distance Mode

- 15.1. A student shall register to a minimum of 16 credit per semester from the college/ department where he/she/they officially admitted for a particular programme. However, students enrolled for a particular programme in one institution can simultaneously enroll for additional credits from other HEIs within the University or outside University subject to a maximum of 30 credits per semester including the 16 institutional credits.
- 15.2. The College shall publish a list of courses that are open for admission for students from other institutions well in advance before the commencement of each semester.
- 15.3. Each BoS shall prepare and publish a list of online courses at different levels before the commencement of each semester offered in various online educational platforms recognized by the Academic Council of the college, which can be opted by the students for acquiring additional credits.
- 15.4. BoS shall prepare and publish a list of allied/ relevant pathway courses before the commencement of each semester offered by other Board of Studies that can be considered as pathway courses for major/ minor for their disciplines at different levels.
- 15.5. At the end of each semester the college will include the credit acquired by the student through online courses in their semester grade card subject to a maximum of 30 credits.

16. Attendance

- 16.1. A student shall be permitted to register for the end-semester evaluation of a specific course to acquire the credits only if he has completed 75% of the prescribed classroom activities in physical, online, or blended modes, including any makeup activities as specified by the course faculty of that particular course.
- 16.2. A student is eligible for attendance as per the existing university and government orders which includes participation in a meeting, or events organized by the college or the university, a regularly scheduled curricular or extracurricular activity prescribed by the college or the university. Due to unavoidable or other legitimate circumstances such as illness, injury, family emergency, care-related responsibilities, bad or severe weather conditions, academic or career-related interviews students are eligible for authorized absence. Apart from this, all other eligible leaves such as maternity leave, and menstrual leave shall also be treated as authorized absences.
- 16.3. The condonation facility can be availed as per the university norms.

17. Workload

- 17.1 The workload of a faculty who offers only lecture courses during an academic year shall be 32

credits.

- 17.2 The workload of a faculty offering both practical courses and theory courses may be between 24-32 credits per academic year.
- 17.3 An academic year shall consist of two semesters.
- 17.4 To protect the existing language workload, the college should make necessary arrangements to give adequate preference to those courses designed by language departments coming under MDC, SEC and VAC of the 3rd & 4th semester. It is recommended that the MDC offered in the third semester shall be based on Indian Knowledge Systems or Nation-specific topics and may be offered by the Other Languages department or any other department as may be seen fit. Additionally, the SEC in the fourth semester may be offered by the English Department and of the VACs in the third and fourth semesters, one may be offered by the Other Languages Department and the other may be offered by the English Department. These recommendations may be modified as per the recommendations of the BMC-UGP Academic Monitoring Committee.
- 17.5 Programme-wise workload calculation will be as per the FYUGP workload ordinance 2024.
- 17.6 The teachers given administrative responsibilities at the department and college level may be given a relaxation in their workload as specified in the UGC regulations 2018.

18. Credit Transfer and Credit Accumulation

- 16.1 The college will establish a digital storage (DIGILOCKER) of academic credits for credit accumulation and transfer in line with ABC.
- 16.2 The validity of credits earned shall be for a maximum period of seven (7) years or as specified in the university/ UGC regulations.
- 16.3 The students shall be required to earn at least 50% of the credits from the College.
- 16.4 Students shall be required to earn the required number of credits as per any of the pathway structures specified in this regulation for the award of the degree.

19. Outcome Based Approach

The curriculum will be designed based on Outcome Based Education (OBE) practices. The Graduate Attributes (GA) and Programme Outcomes (PO) will be defined and specified in the syllabus of each programme.

20. Assessment and Evaluation

- 20.1. The assessment shall be a combination of a Continuous Comprehensive Assessment (CCA) and an End Semester Assessment (ESA).
- 20.2. 30% weightage shall be given for CCA. The remaining 70% weight shall be for the ESA.
- 20.3. CCA will have three subcomponents Knowledge Enhancement Assessment (KEA), Research Skill Assessment (RSA) and Internal Evaluation (IE). Each of these components will have marks and to be conducted by the course faculty/ course coordinator offering the course.
- 20.4. KEA and RSA include a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, module or course. KEA and RSA are to encourage students to build on their strengths rather than fixate or dwell on their deficits. KEA and RSA can help to clarify and calibrate learning expectations for both students. KEA and RSA will help students become more aware of their learning needs, strengths, and interests so they can take greater responsibility for their educational growth. KEA and RSA will be the prerogative of the course faculty/ course coordinator based on the specific requirements of the student.
- 20.5. Suggestive methods of KEA and RSA are as follows: (anyone or in combinations as decided by the course faculty/ course coordinator)
 - i Practical assignment
 - ii Observation of practical skills
 - iii Viva voce

- iv Quiz
- v Interview
- vi Oral presentations
- vii Computerized adaptive testing
- viii In-class discussions
- ix Group tutorial work
- x Reflection writing assignments
- xi Home assignments
- xii Self and peer Assessments
- xiii Any other method as may be required for a specific course/ student by the course faculty/ course coordinator.

11.2. Internal Evaluation (IE) are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period- typically at the end of a project, unit, module, course or semester. IE is a class test used to determine whether students have learned what they were expected to learn. It will be based on evidence, collected using single or multiple ways of assessment. The systematically collected evidence should be kept in the record by the course faculty/ course coordinator and the marks should be displayed on the college notice board/ other official digital platforms of the college before the end semester examinations. The method of IA will be as follows: (anyone as decided by the course faculty/ course coordinator)

- i Written test
- ii Open book test
- iii Case study
- iv Standardized test

- 20.6. A student may repeat IE only if for any compulsive reason due to which the student could not attend the assessment.
- 20.7. The prerogative of arranging a CCA lies with the course faculty/ course coordinator with the approval of the Academic Council based on justified reasons.
- 20.8. The course faculty/ course coordinator shall be responsible for evaluating all the components of CCA. However, the college may involve any other person (External or Internal) for evaluation of any or all the components as decided by the Principal/Controller of Examinations from time to time in case any grievances are raised.
- 20.9. 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 should be informed about the evaluation modalities before the commencement of the course.
- 20.10. The course faculty may provide options for students to improve their performance through a continuous assessment mechanism.
- 20.11. There shall be theory and practical examinations at the end of each semester.
- 20.12. Regarding evaluation, one credit may be evaluated for 25 marks in a semester; thus, a 4-credit course will be evaluated for 100 marks; 3-credit courses for 75 marks and 2-credit courses for 50 marks.
- 20.13. All examinations will be conducted by the College and will be evaluated at the College itself.
- 20.14. Individual Learning Plans (ILPs) and/ or specific assessment arrangements may be put in place for differently abled students. Suitable evaluation strategies including technology-assisted examinations/ alternate examination strategies will be designed and implemented for differently abled students.

21. Practical Examination

- 21.1. The end-semester practical examination will be conducted and evaluated by the institution.
- 21.2. There shall be a CCA for practical courses conducted by the course faculty/ course coordinator.
- 21.3. The scheme of evaluation of practical courses will be as given below:

Components for the Evaluation of Practical Courses	Weightage
CCA of practical	30%
ESA of practical	70%

- 21.4. Those who have completed the CCA alone will be permitted to appear for the ESA.
- 21.5. For grievance redressal purposes, college academic council shall have the right to call for all the records of CCA.
- 21.6. Duration of Examination: Questions shall be set as per the defined Outcome. The duration of the examinations shall be as follows

Mode	Time (in Hours)
Written Examination	2
Multiple Choice	1.5
Open Book	2
Any Other Mode	2

22. Evaluation of Project/ Dissertation

The evaluation of project work shall be CCA with 30% and ESA 70%. The scheme of evaluation of the Project is given below:

Project type	Maximum Marks	CCA	ESA
Research Project of Honours with Research (12 credits)	200	60	140
Project of Honours (12 credits)	100	30	70

23. Evaluation of Internship

The evaluation of internship shall be done by a committee constituted by the Department Council. The scheme of CCA and ESA is given below:

Components of Evaluation of Internship	Weightage	Marks for Internship 2 Credits/ 50 Marks
CCA	30%	15
ESA	70%	35

The department council may decide any mode for the completion of the Internship. If in case evaluation is not specified in any of the selected internship programme, institution can adopt a proper evaluation method as per the weightage specified in the table above.

24. Letter Grades and Grade Points

A Mark system is followed for evaluating each question. For each course in the semester, letter grades and grade points are introduced in a 10-point indirect grading system as per the guidelines given below,

- 24.1 The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative Grade Point Average (CGPA) is based on the grades in all courses taken after joining the programme of study.
- 24.2 Based on the marks obtained, the weighted grade point will be mentioned in the student's grade cards.

Letter Grade	Grade Point	Percentage of Marks (Both Internal & External Marks put together)	Class
O (Outstanding)	10	95% and above	First Class with
A+ (Excellent)	9	85% and above but below 95%	

A (Very good)	8	75% and above but below 85%	Distinction
B+ (Good)	7	65% and above but below 75%	First Class
B (Above average)	6	55% and above but below 65%	
C (Average)	5	45% and above but below 55%	Second Class
P (Pass)	4	35% and above below 45% Aggregate (ESA and CCA put together, with a minimum of 30% in ESA)	Third Class
F (Fail)	0	Below an aggregate of 35% or below 30% in ESA evaluation	Fail
Ab (Absent)	0		Fail

- 24.3 When students take audit courses, they may be given pass (P) or fail (F) grade without any credits.

25. Computation of SGPA and CGPA

The following method is recommended to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- 25.1 The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student in the semester, i.e.

$$\text{SGPA} (S_i) = \Sigma(C_i \times G_i) / \Sigma C_i$$

Where S_i is the SGPA in the i^{th} semester, C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course.

$$\text{SGPA} = \frac{\text{Sum of the credit points of all courses in a semester}}{\text{Total credits in that Semester}}$$

25.2 Illustration – Computation of SGPA

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	DSC A	4	A	8	4 x 8 = 32
I	DSC B	4	B+	7	4 x 7 = 28
I	DSC C	4	B	6	4 x 6 = 24
I	MDC	3	B	6	4 x 8 = 18
I	AEC 1	3	O	10	4 x 8 = 30
I	AEC 2	3	C	5	4 x 8 = 15
Total		21			147
SGPA					147/21 = 7

The CGPA is also calculated in the same manner considering all the courses undergone by a student over all the semesters of a programme, i.e.

$$\text{CGPA} = \frac{\text{Sum of the credit points of all courses in Six or Eight semesters}}{\text{Total credits in Six (133) or Eight (177) Semesters}}$$

- 25.3 The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

26. Implementation and Monitoring of BMC-UGP

- 26.1 The implementation and monitoring of BMC-UGP will be carried out by duly appointed bodies/committees of the college such as the Academic Council, the various Boards of Studies and the Academic Monitoring Committee.

26.2 Academic Council

Among its other functions, the Academic Council of the College shall:

- Scrutinize and approve all the proposals submitted by the Board of Studies of each Department with regard to the BMC-UGP details such as, academic pathways, allowed

syllabi enrichment/ updating, details of elective courses, Online courses, blended teaching, courses offered to the students of other HEIs, panel of examiners, summative and formative evaluation tools proposed by the course faculty concerned, new courses and syllabus proposed by the faculty members as signature courses etc. ii. The Academic Council can differ on any proposal and it shall have the right to return the matter for reconsideration to the Board of Studies concerned or reject it, after giving sufficient reasons to do so.

- b) Recommend to the College Governing Council to start innovative programmes using the flexibility and holistic nature of the BMC-UGP curriculum framework.

26.3 Board of Studies

Among its other functions, the Board of Studies of each Department shall:

- a) Confirm KEA and RSA evaluations of each course in CCA component.
- b) Scrutinize the signature course content and its evaluation techniques.
- c) Suggest methodologies for innovative teaching and evaluation techniques.
- d) Suggest a panel of examiners to the Office of the Controller of Examinations.
- e) Coordinate research, teaching, extension and other academic activities in the department.

26.4 BMC-UGP Academic Monitoring Committee

The BMC-UGP Academic Monitoring Committee shall be constituted under the Chairmanship of the Principal, with the Academic Coordinator as the Convenor, and shall be entrusted to oversee the implementation and monitoring of the BMC-UG programme.

- i. The Academic Monitoring Committee will collect and vet the proposals submitted by the Board of Studies of each Department with regard to the BMC-UGP and duly forward them to the Academic Council.
- ii. It will oversee and coordinate the activities undertaken for the successful implementation of BMC-UGP in the College and will function as an advisory body in such matters.

27. Power to Remove Difficulties

If any difficulty arises in giving effect to the provisions of these Regulations, the Principal may by order make such provisions which appear to him/her to be necessary or expedient for removing the difficulty. Every order made under this rule shall be subject to ratification by the appropriate authorities.

28. Modifications to the Regulations

Notwithstanding anything contained in these Regulations, any amendments or modifications issued or notified by the University Grants Commission or the State Government or the Mahatma Gandhi University from time to time, shall be incorporated into these Regulations by the appropriate regulatory bodies of the College and shall constitute an integral part thereof.

Index Page of Syllabus

Sl. No	Sem	Course Code	Course Title	Credits	Course Level	Course Type
1	1	24U1SWDA101	Professional Social Work	4	100	DSC A
2	1	24U1SWMD101	Social Science Perspectives for Social Analysis	3	100	MDC
3	1	24U1SWMD102	Pro-social Behaviour and Active Citizenship	3	100	MDC
4	2	24U2SWDA101	Philosophical Foundations of Social Work	4	100	DSC A
5	2	24U2SWMD101	Human Behaviour and Life Span Development	3	100	MDC
6	2	24U2SWMD102	Positive Mental Health and Wellbeing	3	100	MDC
7	3	24U3SWDA201	Social Work Practice with Communities & Social Action	4	200	DSC A
8	3	24U3SWDA202	Social Work Practicum Lab I	4	200	DSC A
9	3	24U3SWDE201	Poverty, Inequality and Welfare (For specializations: Development Social Work, Medical and Psychiatric Social Work, Labour Welfare Social Work, Multicultural Social Work)	4	200	DSE
10	3	24U3SWDB201	Social Analysis and Strategies for Social Change	4	200	DSC B
11	3	24U3SWMD201	Kerala Model Development and Sustainable Development	3	200	MDC
12	3	24U3SWVA201	Gender Diversity and Inclusion	3	200	VAC
13	4	24U4SWDA201	Social Work Practice with Individuals and Groups	4	200	DSC A
14	4	24U4SWDA202	Social Work Practicum Lab II	4	200	DSC A
15	4	24U4SWDB201	Practicing Social Work	4	200	DSC C
16	4	24U4SWDE201	Perspectives of Community Development (Development Social Work)	4	200	DSE
17	4	24U4SWDE202	Medical and Psychiatric Social Work (Medical and Psychiatric Social Work)		200	DSE
18	4	24U4SWDE203	Human Resource Management and Development (Labour Welfare Social Work)		200	DSE
19	4	24U4SWDE204	Social Work with Differently Abled (Multicultural Social Work)		200	DSE
20	4	24U4SWSE201	Communication for Development	3	200	SEC
21	4	24U4SWVA201	Psychological First Aid and Crisis Interventions	3	200	VAC
22	4	24U4SWIN201	Social Work Practicum Lab III- Internship	2	200	Mandatory Internship (Field Work)

23	5	24U5SWDA301	Administration of Service Organisations	4	300	DSC A
24	5	24U5SWDA302	Legal Information and Human Rights in Social Work Practice	4	300	DSC A
25	5	24U5SWDA303	Social Work Research	4	300	DSC A
26	5	24U5SWDE301	Green Social Work (Development Social Work)	4	300	DSE
27	5	24U5SWDE302	Public Health and Medical Social Work (Medical and Psychiatric Social Work)		300	DSE
28	5	24U5SWDE303	Labour Welfare (Labour Welfare Social Work)		300	DSE
29	5	24U5SWDE304	Gerontological Social Work(Multicultural Social Work)		300	DSE
30	5	24U5SWDE305	Social Work Practicum Lab IV (Health Setting) (Medical and Psychiatric Social Work)	4	300	DSE
31	5	24U5SWDE306	Social Work Practicum Lab IV (PRI Setting) (Development Social Work)		300	DSE
32	5	24U5SWDE307	Social Work Practicum Lab IV (Labour Setting) (Labour Welfare Social Work)		300	DSE
33	5	24U5SWDE308	Social Work Practicum Lab IV (Social Work with NGOs/programmes addressing disability) (Multicultural Social Work)		300	DSE
34	5	24U5SWSE301	Technology for Social Work Practice	3	300	SEC
35	6	24U6SWDA301	Counselling and Therapies in Social Work Practice	4	300	DSC
36	6	24U6SWDE301	Project Designing and Management	4	300	DSE
37	6	24U6SWDE302	Disaster Management (Development Social Work)	4	300	DSE
38	6	24U6SWDE303	Mental Health and Introduction to Mental Disorders (Medical and Psychiatric Social Work)		300	DSE
39	6	24U6SWDE304	CSR and Social Work (Labour Welfare Social Work)		300	DSE
40	6	24U6SWDE305	Correctional Social Work(Multicultural Social Work)		300	DSE
41	6	24U6SWDA302	Social Work Practicum Lab V	4	300	DSC
42	6	24U6SWSE301	Career Planning and Professional Enhancement	3	300	SEC
43	6	24U6SWVA301	Social Innovations and Entrepreneurship	3	300	VAC
44	6	24U6SWDE306	Social Work Practicum Lab VI (Additional Requirement)	0	300	DSE

45	7	24U7SWDA401	Critical Social Work	4	400	DSC	Irrespective of specialisation the students can choose any two from this group
46	7	24U7SWDA402	Social Work Practicum Lab VII	4	400	DSC	
47	7	24U7SWDA403	Advanced Social Work Research Methods	4	400	DSC	
48	7	24U7SWDE401	Dalit and Tribal Social Work	4	400	DSE	
49	7	24U7SWDE402	School Social Work	4	400	DSE	
50	7	24U7SWDE403	Queer Social Work	4	400	DSE	Irrespective of specialisation the students can choose any two from this group
51	7	24U7SWDE404	Social Work Practice with Families	4	400	DSE	
52	7	24U7SWDE405	Contemporary Social Work Practice	4	400	DSE	
53	8	24U8SWDA401	Social Work Practicum Lab VIII	4	400	DSC	
54	8	24U8SWDA402	Public Policy Analysis	4	400	DSC	
55	8	24U8SWDE401	Livelihood promotion and Development	4	400	DSE	Irrespective of specialisation the students can choose any two from this group
56	8	24U8SWDE402	Community mental health and Mental Health promotion	4	400	DSE	
57	8	24U8SWDE403	Masculinity and Equality	4	400	DSE	
58	8	24U8SWDE404	Social Work Practice with Children	4	400	DSE	
59	8	24U8SWDE405	Methods and Strategies of Assessment in Social Work Interventions	4	400	DSE	
60	8	24U8SWPR401	Dissertation	12	400	PRJ	
61	8	24U8SWPR402	Project	12	400	PRJ	

SYLLABUS

SEMESTER 1

Sl. No	Course Code	Course Title	Credits	Course Level	Course Type
1	24U1SWDA101	Professional Social Work	4	100	DSC A
2	24U1SWMD101	Social Science Perspectives for Social Analysis	3	100	MDC
3	24U1SWMD102	Pro- Social Behaviour and Active Citizenship	3	100	MDC

Course Name	Professional Social Work					
Type of Course	DSC A					
Course Code	24U1SWDA101					
Course Level	100					
Course Description	As an introductory course, it covers the historical, philosophical, and theoretical underpinnings of the emergence of social work as a profession. It provides an overview of the methods, principles, values, approaches, and fields of social work. The course requires students to work with real-life examples and projects.					
Credit	4					
Semester	1	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		50			15	

COURSE OUTCOMES (CO)

CO. No	Course Outcome	Learning Level
1	Explain various concepts related to social work and identify the differences between social work and other service-related terms.	U
2	Illustrate an understanding of the professional roots, historical contexts, evolution, key figures that have shaped social work as a profession, and appraise social work as a profession in the Indian and global context.	U
3	Demonstrate knowledge on the methods and functions of professional social work	U
4	Demonstrate knowledge on the professional bodies and associations and application of code of ethics	A
5	Utilise field practicum as an integral part of professional social work education	A
*Remember ©, Understand (U), Apply (A), Analyze (An), Evaluate ©, Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	1	2	2	3	1	2	2
CO 2	3	3	2	3	3	3	2	2	3
CO 3	3	3	2	3	3	3	2	2	3
CO 4	2	3	2	2	2	2	2	3	3
CO 5	3	3	3	3	3	3	3	2	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	2	2	2	3
CO 2	3	3	2	3	3	3
CO 3	3	3	2	3	3	3
CO 4	2	2	2	2	2	3
CO 5	3	3	3	3	3	3

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
1	Concepts in Social Work			1
	1.1	Overview of social work - meaning and global definition, objectives, and purpose of social work.	3	
	1.2	Meanings, similarities, and dissimilarities of concepts related to social work: charity, social service, voluntary service, social reform, social movements, social welfare, social security, social development.	5	
	1.3	Applications and real-life examples of social work concepts.	3	
2	History of Social Work			2
	2.1	Historical landscape of social work in the UK, USA, and India - Elizabethan Poor laws, workhouses and alms-houses, friendly visitors, Charity Organization Society, Settlement House movements, Beveridge report.	5	
	2.2	Colonial and post-colonial lineages of social work: traditional social service institutions, contributions of social reformers and Christian missionaries.	5	
	2.3	Key figures in social work history: Jane Addams, Mary Richmond, Clifford Manshardt, Spencer Hatch, Vinobha Bhave, Ela Bhatt, Medha Patkar, Aruna Roy, Baba Amte, and Gandhian model of social work.	5	
3	Overview of the methods of professional social work			3
	3.1	Different levels of social work practice - micro, mezzo, and macro.	2	
	3.2	Methods of social work: Primary methods – Social Case Work, Social Group Work, Community Organisation; Secondary methods – Social action, social work research, social welfare administration	5	
	3.3	Functions of social work – Curative/remedial, restorative, developmental, rehabilitative, preventive	3	
4	Professional Codes of Ethics			4
	4.1	NASW code of ethics.	2	
	4.2	Professional organizations: introduction to social work networks (international, national, and state levels), role and function of social work associations across the globe (NASW, CASW, BASW, IFSW, INPSWA, KAPS, NAPSWI, ASSK).	2	
	4.3	Observation visits in various settings.	5	
5	Field Practicum in professional social work education			5
	5.1	Concept, definition types and relevance of field practicum	5	
	5.2	Reporting – field notes, observation, reflection, learning and evaluation; format of reports	5	
	5.3	Professional social work settings – community development, medical social work, psychiatric social work, family and child welfare, correctional settings, industrial settings, school social work, CSR and gerontological settings.	5	

Teaching and Learning Approach	Classroom Sessions (Mode of transaction) - Interactive lectures. - E-learning - Seminar - Library works - Observation visits to various social work institutions to familiarize with the various fields of social work and roles of social worker in social work settings
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	• Observe a special day of social importance and document the Programme
Assessment Types	Continuous Comprehensive Assessment (CCA) – 30 marks
	End Semester Assessment (ESA) – 70 marks

Reference and Suggested Readings:

1. Alex, J. (2019). Eco-Feminist Perspective :Select Works of Kamala Das & Sugathakumari. Akhand Publishing House.
2. Bhaskaran. (2004). Mother Forest: The Unfinished Story of C. K Janu. Women Unlimited Kali for Women.
3. Dayabayi. (2023).Pacha viral. DC Books
4. Desai, M. K., & Mehta, S. (2018). Gandhian Model for Social Work: Principles and Practice. Global Publications.
5. DuBois, B. L., & Miley, K. K. (2016). Social work: An empowering profession. Pearson.
6. Hepworth, D. H., Rooney, R. H., & Rooney, G. D. (2017). Direct social work practice: Theory and skills. Cengage Learning.
7. Holland, S. (2011). Social work: A very short introduction. Oxford University Press.
8. Howe, D. (2010). An introduction to social work theory. Ashgate Publishing.
9. Johnson, L. S., & Chen, H. (2021). Global Perspectives on Social Work Practice: Profiles of Social Workers Worldwide. Academic Press
10. Kainthla. (2006).Baba Amte: A Biography. Viva Books
11. Lambert K. (1999) Introduction to Social Work: Lanzo,P O Box 790,Wellington.
12. Pariyadath, Swarnalatha. (2018): The Life of A Tribal Eco-Warrior. Orient Blackswan.
13. Paul T.(1962)The Philosophy of Social Work: The University of Chicago Press.

Course Name	Social Science Perspectives for Social Analysis				
Type of Course	MDC				
Course Code	24U1SWMD101				
Course Level	100				
Course Description	This course aims to develop students' knowledge of basic Social Science concepts and academic debates on human suffering. It will equip Social Work students with the skills to understand societal structures, power relations, and marginalization. The course will explore various approaches to social change, empowering students to function as agents of social transformation.				
Credit	3				
Semester	1	Credits (Theory 2, Practical-1)		3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	
		40			5
					45

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Explore the development of social science disciplines and key concepts of social analysis, such as intersectionality, privilege, and oppression.	U
2	Analyse and critique social structures and power dynamics.	An
3	Develop Sociological imagination and perspectives in social work practice	U
4	Explore the works of Gandhi, Paulo Freire, and other relevant thinkers on social change	U
5	Enhance sensitivity towards social issues - analyze the causes, capacity and resources available to deal with the problem identified by the student.	An
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	1	0	1	1	3	0	0	3
CO 2	3	1	0	3	2	3	0	1	3
CO 3	1	0	0	2	1	3	0	0	2
CO 4	3	1	0	1	1	0	0	2	2
CO 5	2	2	0	0	1	1	0	1	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	1	0	2	3	3

CO 2	2	3	2	3	3	3
CO 3	3	1	2	3	3	1
CO 4	3	0	1	2	1	3
CO 5	2	1	2	1	1	0

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	Historical Context of Scientific Understanding of Society		9	1
	1.1	Enlightenment and modernity: Emergence of scientific reason and social science disciplines	2	
	1.2	Key debates in modernity - tradition vs modernity, objectivity vs subjectivity, body vs mind, Reason, Freedom Declaration of the Rights of Man and Citizen Post modernism and their critiques of modernity	4	
	1.3	Industrialization, capitalism, imperialism, colonialism and their impacts on social science disciplines and social work. Social Science perspectives on social problems and interventions	3	
2	Basic Social Science Debates on Society		9	2
	2.1	Society and community – definitions, and types Social process and Socialization: Agents, and significance Social aggregate, social groups, social organization, social structure, social function, social control, social institutions	4	
	2.2	Culture: definition, cognitive, normative, and material dimensions. Mores, Folkways. Subculture, contra-culture, cultural lag, ethnocentrism, cosmopolitanism, multiculturalism	3	
	2.3	Social Change Theories: Assimilation, cyclical, evolutionary theory, conflict theories, Gandhian nonviolence, and Freirean critical pedagogy.	2	
3	Power, Privilege, and Oppression: Understanding social structures and inequalities.		9	3
	3.1	Social Structures and Social Stratification. Social oppression, marginalization, discrimination, humiliation, social disorganization, inequality, graded inequality	3	
	3.2	Caste & Race: untouchability, caste identity, caste privilege, caste hatred, humiliation, and caste as power, Dalit movements, Racial discrimination, Adivasi struggles, labour exploitation Religious Minorities and Marginalization	3	
	3.3	Gender inequalities: patriarchy, domestic violence, gender status, masculinity. Transgenders and queer politics.	3	

4	Becoming an Agent for social change		9	4
	4.1	Self and identity, Self-Reflection and Social Identity: Understanding one's own biases and privileges. Intersectionality: Analysing the interconnectedness of social identities. Levels of consciousness: Magical consciousness, naïve consciousness and critical consciousness	4	
	4.2	Human dignity, political democracy, social democracy, social development, social inclusion	2	
	4.3	Ethical Considerations in Social Change: Navigating power dynamics and responsibility. Case studies of different initiatives for change	3	
5	Field Component for Enhancing Sensitivity Towards Social Issues		9	5
	5.1	Understand local self-government and community assessment - Complete the local self-government study and submit the community profile and report.	2	
	5.2	Identify and analyze social issues in the community - Based on the community study, students should identify and analyze a social issue of that community	3	
	5.3	Evaluate resources and develop solutions for community issues - Propose an intervention, compiling a report on that issue and submitting it to the authorities, newspapers etc, circulating notices about it, organizing a sensitizing public meeting, rally etc.	4	

Assessment Types	Continuous Comprehensive Assessment (CCA) - 25 Mark
	End Semester Assessment (ESA) Theory Examination - 50 Mark

References and Suggested Readings:

1. Ahuja, R. Social Problems in India. Rawat publications, 2014.
2. Denti, L. G., & Whang, P. A. (eds) (2012) Rattling Chains: Exploring Social Justice in Education. Sense Publishers. Netherlands. 7-12
3. Francis, Abraham, M. (2006). Contemporary Sociology. Oxford Oxfordshire: Oxford University Press.
4. Freire, P. (1996). Pedagogy of the Oppressed (revised) New York. Continuum.
5. Giddens, Anthony. (2001). Sociology. Polity Press
6. Jodhka, S. S. (2012). Caste. Oxford India Short Introductions. Oxford University Press. New Delhi.
7. MacIver, R.M., Page, C.H. (2000). Society: an Introductory Analysis. New Delhi: Macmillan Publishers India.
8. Ransome, Paul. Social Theory for Beginners. Policy Press. 2010
9. Scott, John, ed. Sociology: The Key Concepts. Routledge, 2006

10. Rawat, H. (2007). Sociology: Basic Concepts. Jaipur: Rawat Publications.
11. Rodrigues, Valerian. (2002). The Essential Writings fo B. R. Ambedkar. OxfordUniversity Press, New Delhi

Course Name	Pro- Social Behaviour and Active Citizenship					
Type of Course	MDC					
Course Code	24U1SWMD102					
Course Level	100					
Course Description	This course is a foundation level Multi- Disciplinary Course (MDC) for all undergraduate students to render adequate and relevant knowledge on the concept of prosocial behavior and its connection to active citizenship. It provides an insight to the student on the motivations behind helping others, the benefits of prosocial actions for individuals and societies, and the various ways individuals can become active citizens in their communities.					
Credit	3					
Semester	I	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		40			5	45

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Explore the benefits of pro-social behavior for individuals, communities, and societies	U
2	Develop critical thinking skills to analyze social issues and identify opportunities for pro-social action	E
3	Develop pro-social behavior traits and utilize the same in different contexts of life	A
4	Analyze the psychological and social factors influencing pro-social behaviors	An
5	Cultivate personal responsibility and commitment to contributing to the well-being of the community	C
*Remember ©, Understand (U), Apply (A), Analyze (An), Evaluate ©, Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	2	1	1	2	1	3	1	3	2
CO 2	3	3	1	3	2	3	0	2	2
CO 3	2	1	0	2	0	3	1	3	3
CO 4	3	0	0	2	0	3	0	2	3

CO 5	2	2	3	2	1	2	0	2	3
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CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	1	0	2	2	3
CO 2	3	1	1	3	3	3
CO 3	2	2	2	3	3	2
CO 4	1	3	2	2	2	3
CO 5	3	2	0	1	1	3

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	Introduction to Prosocial Behavior		9	1
	1.1	Meaning, Definition and Significance of pro-social behaviour. Social and cultural factors influencing pro-social behaviour- social norms, reciprocity, culture, value, socialization practice, social environment etc	3	
	1.2	Characteristics and Traits of Pro-Social Behaviour-Empathy, compassion, altruism, moral reasoning, cooperation, civic engagement, Sense of justice and fairness, Positive self-esteem and self-efficacy, conflict resolution, peace building, optimism and hope etc	3	
	1.3	Individual benefits: improved physical and mental health, increased life satisfaction, strengthened social bonds. Community and societal benefits: reduced crime rates, increased social capital, fostering a culture of caring.	3	
2	Overcoming Barriers to Pro-Social Behaviour and Action		9	2
	2.1	Examining the psychological theories behind helping behaviour- social learning theory, empathy-altruism theory etc	2	
	2.2	Concept of culture of silence- Causes & Consequences Barriers to Pro-social behaviour & Action- Individual barriers, situational barriers, societal barriers	2	
	2.3	Addressing personal and societal barriers that hinder pro-social behaviour- apathy, time constraints, lack of resources etc. Social exchange: coming with terms with others – cooperation, competition, bargaining, social equality, perceived fairness in social exchange	5	
3	Active Citizenship		9	3

	3.1	Meaning, Concept, Nature and Importance of Active Citizenship Forms of active citizenship: volunteering, advocacy, community participation, civic engagement.	2	
	3.2	Values and skills for Active Citizenship- Sense of duty and obligation, Commitment to democracy, compassion, empathy, initiative, proactiveness, self-motivation, collaboration, persistence & Resilience etc.	4	
	3.3	Tools and Strategies-Social Marketing, Campaigns, Right to Information (RTI), Public Interest Litigation (PIL), Advocacy, social media, social legislations,	3	
4	Case Studies of Pro-Social Behaviour and Active Citizenship		9	4
	4.1	Malala Yousafzai: Championing Education for Girls Greta Thunberg: Leading the Climate Change Movement	3	
	4.2	Social Activism of Daya Bhai Social Activism of Medha Patkar Social Activism of Sundarlal Bahuguna	3	
	4.3	Social Activism of Kailash Sathyarathi Youth involvement during Kerala flood, 2018	3	
5	Professional Social Work and Facilitation of Pro-Social Behavior		9	5
	5.1	Relevance of Professional Social Work in developing Pro-social behaviour & Active Citizenship Role of Professional Social Worker in facilitating pro-social behaviour and active citizenship	3	
	5.2	Developing strategies to overcome the barriers of pro social behaviour and foster a culture of pro-sociality.	2	
	5.3	People's participation- Meaning, Definition, Levels of participation, importance, factors and barriers of people's participation Integrating of Case studies of Pro-Social Initiatives of Social Welfare Organisations- SEWA, Goonj, Hunger Project, Praj	4	

Assessment Types	Continuous Comprehensive Assessment (CCA) - 25 Mark
	End Semester Assessment (ESA) Theory Examination - 50 Marks

References

1. Baron, R. A., Byrne, D. and Branscombe, N. R. (2006). Social Psychology. Prentice- Hall India: New Delhi
2. Guha, R. (2007). India after Gandhi: The history of the world's largest democracy. Picador
3. Keane, J. (Ed.). (2009). Citizen politics: Research and theories in action. Palgrave Macmillan
4. Kells, M. P. (2000). Active citizenship: A textbook. Palgrave Macmillan.
5. Markus, H., Kassin, S., & Fein, S. (2020). Social psychology (11th ed.). Wadsworth Publishing

6. Piven, F. F. (2006). *From the Margins: Deepening Democracy through Social Movements*. Russell Sage Foundation
7. Ryan, R. M., & Deci, E. L. (Eds.). (2017). *Prosocial behavior: Research, interventions, and policy*. Guilford Publications
8. Sandel, M. J. (2020). *The world we made: How our choices and actions create our societies*. Farrar, Straus and Giroux.

SEMESTER 2

Sl. No	Course Code	Course Title	Credits	Course Level	Course Type
1.	24U2SWDA101	Philosophical Foundations of Social Work	4	100	DSC A
2.	24U2SWMD101	Human Behaviour and Life Span Development	4	100	MDC
3.	24U2SWMD102	Positive Mental Health and Well-being	3	100	MDC

Course Name	Philosophical Foundations of Social Work					
Type of Course	DSC A					
Course Code	24U2SWDA101					
Course Level	100					
Course Description	The main goal of this course is to understand the basic concepts of Data Science and to understand the principles of algorithms, flowchart and source code. Also, to acquire a solid foundation in Python and to visualize data using plots in python					
Credit	4					
Semester	2	Credits (Theory - 4)			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		50			10	60

COURSE OUTCOMES (CO)

CO. No	Course Outcome	Learning Level
1	Demonstrate knowledge on the fundamental values and ethical principles that aids professional practice of social work	A
2	Explain various ideologies that supports professional social work philosophy	U
3	Demonstrate knowledge on various approaches to professional social work	U
4	Illustrate knowledge on social work values, principles and models	U
5	Examine contemporary trends and issues in social work	An
<i>*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)</i>		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	1	1	2	2	3	2	2	1
CO 2	2	3	1	3	1	2	1	3	2
CO 3	3	1	3	3	2	3	1	3	1
CO 4	3	1	2	3	2	3	1	2	1
CO 5	2	2	3	2	3	3	3	3	2

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	2	2	3
CO 2	2	3	2	3	1	3
CO 3	3	2	2	2	3	3
CO 4	3	3	2	2	2	3
CO 5	3	3	3	3	3	3

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
1	Human Values in Practice			1
	1.1	Compassion, Empathy, Respect, and Integrity in Social Work Practice Translating core human values into everyday social work practice.	3	
	1.2	Fundamental Ethical Principles in Social Work: Autonomy and Self-Determination, Non-Maleficence and Beneficence, Social Justice and Equity, Confidentiality and Privacy, Fidelity and Professional Responsibility	3	
	1.3	Ethical Decision Making in Social Work: Steps in ethical decision-making and handling ethical dilemmas. Contexts of Ethical Dilemma: Receiving gifts, dual relationships, Confidentiality vs. Duty to Warn, informed consent from vulnerable populations, cultural competence and value clash, confidentiality with minors.	5	
2	Sources of Social Work Philosophy			2
	2.1	Moral and religious values in social work philosophy – Christian, Hindu, Muslim, Buddhist tradition	3	
	2.2	Ideologies: Gandhian ideology – Sarvodaya, Andiyodaya, Charka	3	
	2.3	Liberalism, Humanism, Socialism and Democracy	3	
3	Various approaches to Social Work			3
	3.1	Framework to different approaches – Benefactor-beneficiary, religious charity, state sponsored charity and welfare	4	
	3.2	Organised or scientific charity, professional social work	3	
	3.3	System perspectives, right based approach, ecological perspective, strengths perspective	3	
4	Values, principles and models of social work			4
	4.1	Core values; values related to individual, social agency and social work practice	5	
	4.2	Principles of social work	5	
	4.3	Models of social work – Welfare model, anti-oppressive model, development model, right based model, strength-based model	5	
5	Contemporary Issues and Trends in Social Work			5
	5.1	Corporate Social Work: Corporate Social Responsibility (CSR), change management, diversity and inclusion, learning and development.	5	
	5.2	Trauma-Informed and Evidence-Based Practice: Trauma-informed care principles, evidence-based interventions, research-backed methodologies.	5	
	5.3	Challenges in Social Work Practice: Funding constraints, ethical dilemmas, burnout, professional development needs.	5	

Teaching and Learning Approach	Classroom Sessions (Mode of transaction) 1. Lectures 2. Reflective Essays 3. Case Studies 4. Group Projects 5. Roleplay 6. Simulations 7. Reviews of articles
Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 marks
	End Semester Assessment (ESA)- 70 marks

Reference and Suggested Readings:

1. Banks, S. (2020). Ethics and Values in Social Work. Palgrave Macmillan.
2. Bowman, D. (2018). Ethics in Social Work: A Context of Caring. Routledge.
3. Parrott, L. (2014). Values and Ethics in Social Work Practice. SAGE Publications.
4. National Association of Social Workers. (2017). Code of Ethics of the National Association of Social Workers. Page 41 of 294
5. David Cox, Manohar Pawar. (2006). International Social Work – Issues, Strategies and Programmes., Vistaar Publications
6. Di Nitto, Diana Mnda C. Aaron McNeece (.2008). Social Work–Issues and Opportunities in a Challenging profession, Chicago : Lyceum Books, INC,
7. Gray, Mel, John Coates, and Michael Yellow Bird. 2018. Indigenous Social Work around the World: Towards Culturally Relevant Education and Practice. Aldershot, Hants, England; Burlington, Vt: Ashgate.
8. Jobi Babu, Ipe Varughese, and Anish K. R. 2022. Reflections on Professional Social Work Practice: An Indian Perspective. New Delhi: Authors Press, New Delhi Publications.
9. Lynne M. Healy. (2008). International Social Work – Professional Action in an Independent World, (Second Edition) Oxford University Press
10. Teater, Barbra. 2014. Contemporary Social Work Practice: A Handbook for Students. Maidenhead: McGraw-Hill Education.

Course Name	Human Behaviour and Life Span Development					
Type of Course	MDC					
Course Code	24U2SWMD101					
Course Level	100					
Course Description	This introductory course provides a comprehensive overview of the field of psychology, exploring the scientific study of mind and behavior. The young graduates will learn about fundamental concepts, key theories, and significant research findings across various areas of psychology and life span. The course also involves a practical component where learners get an opportunity to visit institutions relevant to the course.					
Credit	3					
Semester	2	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		30	5		10	45

COURSE OUTCOMES (CO)

CO. No	Course Outcome	Learning Level
1	Utilize information from different areas of psychology to form a cohesive understanding of human behavior and development.	A
2	Apply various psychological theories to analyze and explain human behavior in real-world contexts.	An
3	Analyze the stages of human development from pre-natal to old age using various developmental theories.	An
4	Recognize and describe abnormal behavior and the underlying psychological disorders.	An
5	Understand the basic concepts of the relatively new branch of Cyber Psychology	An
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	1	0	1	0	3	0	1	2
CO 2	3	2	1	2	1	3	0	2	3
CO 3	3	2	0	2	2	3	0	2	3
CO 4	3	2	0	3	2	3	0	2	3
CO 5	3	1	2	2	2	3	0	2	2

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	1	1	2	2
CO 2	3	3	2	2	2	3
CO 3	3	3	1	2	2	3
CO 4	3	3	1	2	2	3
CO 5	2	2	2	2	2	2

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
1	Introduction to Psychology and basic concepts			1
	1.1	Definition and scope and branches of Psychology	3	
	1.2	Schools of Psychology: Structuralism, functionalism, behaviorism, psychoanalysis, Humanistic and cognitive approaches.	3	
	1.3	Mental Processes: Sensory processes-Perception and interpretation, Motivation, Learning, memory, Intelligence, Attitude. Trait, Personality.	3	
2	Basic Theories in Psychology			2
	2.1	Classical and operant conditioning, Social learning theory.	3	
	2.2	Freud's theory of personality, Defense mechanisms.	3	
	2.3	Maslow's hierarchy of needs. Rogers' theory of self.	3	
3	Life Span Development and Human behaviour			3
	3.1	Psycho-sexual theory by Freud, Erikson's stages of psychosocial development. Piaget's stages of cognitive development Kohlbergs's Moral development	3	
	3.2	Stages of Development: Prenatal to Old age, Bio-Psychosocial changes in each stage.	3	
	3.3	Group behavior, Attraction and close relationships, Conformity, compliance, and obedience, Social norms and roles, Prejudice, Altruism and helping behavior. Causes and control of aggression.	3	
4	Abnormal Psychology			4
	4.1	Definitions of abnormality. DSM-5 and ICD-10	3	
	4.2	Broad categories of abnormality	3	
	4.3	Visit to mental health centers, Interaction with Psychiatric Social Workers, Psychologists	3	
5	Introduction to Cyberpsychology			5
	5.1	Definitions of cyberpsychology, Cyberspace and The Human Computer Interaction. Technology Across Lifespan; Basic psychological features of cyberspace.	3	
	5.2	Motivation and Emotion at the Human-Computer Interaction; Physical expression and Machine expression of thought. Interpersonal Relations in cyberspace. Psychological Risks in the cyberspace	3	
	5.3	Expert Lecture on cyberpsychology by a professional	3	

Teaching and Learning Approach	Classroom Sessions (Mode of transaction) 1. Self-study assignments 2. Individual presentations 3. Group presentations 4. Guided group discussions 5. Collateral readings 6. Institutional observation visit 7. Interaction with experts
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Assessment Types	Continuous Comprehensive Assessment (CCA) - 25 Marks
	End Semester Assessment (ESA) - 50 Marks

References and Suggested Readings:

1. Aronson, E., Wilson, T., Akert, R., & Sommers, S. (2022, June 3). Social Psychology, Global Edition. Pearson.
2. Hunter, W. S. (n.d.). General Psychology. Rex Bookstore, Inc.
3. Hurlock, E. B. (1982). Developmental psychology: A lifespan approach (5th ed.). McGraw-Hill.
4. Ingleby, E. (2010, April 22). Applied Psychology for Social Work. SAGE.
5. Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2018). Abnormal psychology (14th ed.). Wiley.
6. Mangal, S. K. (2013, August 1). General Psychology. Sterling Publishers Pvt. Ltd.
7. Morgan, C. T. (2010, January 1). Introduction to Psychology.
8. Dr Aiken. M (2016), The Cyber Effect: A Pioneering Cyberpsychology Explains How Human Behaviour Changes Online, published by John Murray- A Hachette UK company

Course Name	Positive Mental Health and Well-being				
Type of Course	MDC				
Course Code	24U2SWMD102				
Course Level	100				
Course Description	This course is a transformative journey towards cultivating positive mental health and fostering overall well-being. Students will gain a profound understanding of key concepts, unlocking insights into the self. Through self-assessment, individuals will gauge their mental health and well-being, laying the foundation for personal growth. This course provides a holistic approach to positive mental health, offering practical tools for personal development, resilient living, and nurturing thriving relationships.				
Credit	3				
Semester	II	Credits			Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	
		40			45

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Recognize the key concepts in positive mental health and well-being for a deeper understanding of the self	R
2	Describe the importance of self-care practices for sustained well-being.	U
3	Relate knowledge of the interconnectedness psychological, emotional, physical, and social aspects of mental health to develop a productive and fruitful life.	An
4	Recognise your own and interpersonal relationships. others' emotions.	R
5	Build resilience-building techniques and coping strategies to navigate challenging situations, and maintain a positive mental health outlook in personal contexts.	C

**Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)*

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	1	0	1	1	0	0	1	2
CO 2	1	2	1	1	2	2	0	0	3
CO 3	2	2	0	3	0	0	0	1	2
CO 4	3	1	2	2	0	2	0	0	3
CO 5	1	3	0	1	0	1	1	3	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	0	0	2	3
CO 2	2	3	0	1	2	1
CO 3	3	3	1	3	1	3
CO 4	2	3	1	2	3	3
CO 5	3	3	2	1	1	2

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
	Foundations of Positive Mental Health and Well-being		9	1
1.	1.1	Introduction to Concepts: Mental health, positive mental health, mental well-being, Evolution of concepts Features of positive mental health	3	
	1.2	Coping: meaning and styles, Coping strategies for positive mental health Techniques for adapting to change, Relaxation techniques	3	
	1.3	Resilience meaning, Developing Resilience: Faith, optimism, hope, patience, sense of humour, support seeking	3	
2	Dimensions of Well-Being		9	2
	2.1	Types of Well-being- Physical, Emotional, Social, Spiritual, Occupational. Financial, Intellectual, Environmental	2	
	2.2	Models of Wellbeing-Self acceptance, Autonomy, Personal growth, purpose in life, positive relations, and environmental mastery	3	
	2.3	Self-care practices for Well- being Importance of Self-care in Well-being. Concept of reflective practices & steps Reflective learning process Benefits & Use of reflective practice for personal well-being	4	
3	Holistic Living and Productive Life		9	3
	3.1	Introduction to Holistic living. Importance of holistic living in productive life	2	
	3.2	Self-assessment tools for mental health and well- being	3	
	3.3	Features of productive life: Goal setting, effective time management, work-life balance, adaptability, financial management, effective stress management	4	
4	Emotional Awareness for Interpersonal Relationships		9	4
	4.1	Introduction to Emotional Awareness: definition, the importance of emotional awareness in relationships, the connection between emotions and positive mental health.	2	
	4.2	Emotional spectrum: Definition, different emotions, Emotional Intelligence vs. Emotional Awareness. Benefits of emotional awareness: Improved Communication, Enhanced Relationship Satisfaction, Stress Reduction and Emotional Regulation	3	
	4.3	Self-Reflection: Journaling and Self-Exploration, Recognizing Personal Triggers and Patterns, Mindfulness Practices for Emotional Awareness Understanding others' emotions for building interpersonal relationships: Empathy, active listening, building healthy boundaries, conflict resolution Personal Happiness Index & Wellbeing Index: Assessment tools/inventory and techniques	4	
5	Resilience for Positive Mental Health		9	5
	5.1	Definition and significance of resilience in personal and professional life.	4	

		Issues affecting mental health: Adversity, trauma, and stress, and examine the role of resilience in maintaining mental and emotional well-being		
	5.2	Explore individual, social, and environmental factors that contribute to resilience	2	
	5.3	Tools and methods for self-assessment of resilience levels. Connor-Davidson Resilience Scale (CD-RISC) and the Resilience Scale for Adults (RSA) – Assessment tools/inventory and techniques	3	
Assessment Types	Continuous Comprehensive Assessment (CCA) - 25 Marks			
	End Semester Assessment (ESA) Theory Examination - 50 Marks			

References

1. Capuzzi, D., & Stauffer, M. D. (2016). Foundations of Well-Being: Positive Psychology and Facilitation for Life Satisfaction. Wiley.
2. Compton, W. C. (2019). Introduction to Positive Psychology. Cengage Learning.
3. Donaldson, S. I., Dollwet, M., & Rao, M. A. (Eds.). (2015). Promoting Well-Being: Linking Personal, Organizational, and Community Change. Springer.
4. Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More Than IQ. Bantam Books.
5. McLaren, K. (2010). The Language of Emotions: What Your Feelings Are Trying to Tell You. Sounds True.
6. Keyes, C. L. M., & Haidt, J. (Eds.). (2006). Mental Well-Being: International Contributions to the Study of Positive Mental Health. Springer.
7. Keyes, C. L. M. (2002). The Mental Health Continuum: From Languishing to Flourishing in Life. Springer.
8. Reich, J. W., Zautra, A. J., & Hall, J. S. (Eds.). (2010). Handbook of Adult Resilience. Guilford Press.
9. Sarkar, A (2021). The Journey Towards Holistic Living: A new age reference book for Holistic Lifestyle, Personal Transformation, Well Being & Energy Healing. An Alternative Route to Mind-Body Evolution. Notion Press.
10. Southwick, S. M., Litz, B. T., Charney, D. S., & Friedman, M. J. (Eds.). (2011). Resilience and Mental Health: Challenges Across the Lifespan. Cambridge University Press.
11. Southwick, S. M., & Charney, D. S. (2012). Resilience: The Science of Mastering Life's Greatest Challenges. Cambridge University Press.

SEMESTER 3

Sl. No	Course Code	Course Title	Credits	Course Level	Course Type
1	24U3SWDA201	Social Work Practice with Communities and Social Action	4	200	DSC A
2	24U3SWDA202	Social Work Practicum Lab I	4	200	DSC A
3	24U3SWDE201	Poverty, Inequality and Social Welfare	4	200	DSE
4	24U3SWDB201	Social Analysis and Strategies for Social Change	4	200	DSC B
5	24U3SWMD20	Kerala Model Development and Sustainable Development	3	200	MDC
6	24U3SWVA201	Gender Diversity and Inclusion	3	200	VAC

Course Name	Social Work Practice with Communities and Social Action					
Type of Course	DSC A					
Course Code	24U3SWDA201					
Course Level	200					
Course Description	The course is all about using community engagement as the main approach and social action as a secondary method in social work. It's all about bringing people together to address common concerns, promote shared interests, and work on initiatives to benefit the community. Plus, it helps students understand advocacy, social action, and their role in addressing social justice issues.					
Credit	4					
Semester	3	Credits (Theory - 4)			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		55			5	60

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Explain basic concepts of community and community organization	U
2	Demonstrate knowledge on the process and models of community organisation	U
3	Understand social action as a method of social work	U
4	Summarize purpose, relevance and types of leadership in community organisation	U
5	Demonstrate knowledge and skills for professional practice with communities	A
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	1	0	3	2	2	0	1	3
CO 2	3	2	1	3	2	2	0	2	3
CO 3	3	2	0	3	2	3	0	2	3
CO 4	3	3	1	3	2	3	2	1	3
CO 5	3	3	2	3	3	3	2	3	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	2	2	1	3
CO 2	3	2	1	2	1	2
CO 3	3	3	3	3	2	2
CO 4	3	2	2	3	2	2
CO 5	3	3	2	3	2	2

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
1	Understanding Community, Community Organization and Community Development			
	1.1	Concept of community; Sociological and social work perspective of community Types and functions of community; Community Organization: Concept, Meaning, Definition, Objectives, Goals, Scope.	4	1
	1.2	Community Development: Concept, Similarities, and differences between Community Organization and Community Development.	4	
	1.3	Historical Development of Community Organization; Community Organization as a Method of Social Work. Community Organization in India. Values and principles of community organization	4	
2	Processes, Approaches and Models of Community Organization			
	2.1	Process of community organization,	3	2
	2.2	Approaches of community organization: Murra G Ross's approaches and Robert Fisher's approaches; system change approach and structural change approach.	4	
	2.3	Models of community organisation: Locality Development, Social planning and Social Action; Marie Weil and Dorothy Gamble – 8 model framework	3	
3	Social Action as a Method of Social Work			
	3.1	Social Action-Definition and scope, Goals: justice, equality, and human rights. Approaches, Principles, Strategies, Planning and implementing campaigns, Sustaining social change.	3	3
	3.2	Strategies of social action: Campaign/Promotion strategies, collaborative strategies, Pressure/Advocacy strategy, Negotiation strategy, Legal persuasion/litigation/conscientisation strategy, human relation strategy, political organisation strategy, economic organisation strategy, situation modification strategy.	4	
	3.3	Perspectives of Social Action: Paulo Freire – Anti- Oppressive Practice: Paulo Freire, Saul Alinsky, Ambedkar, Mahatma Gandhi, Ivan Illich: Deschooling Society.	4	
4	Leadership in Community Organisation			
	4.1	Leadership: Concept, types and power structure of community; significance of leadership in community organisation	3	4
	4.2	Theories of leadership	4	
	4.3	Roles of social worker in community organization and Social Action: guide, initiator, communicator, enabler, counsellor, motivator, advocate, catalyst, innovator, collaborator, facilitator	5	
5	Tools and Skills for community practice			
	5.1	Survey, House visits, PRA, SIA, EIA, Social Audit, Resource mobilisation/fund raising	5	5

	5.2	Skills for community organization and Social Action: Interaction, information gathering and assimilation, observation skills, analytical skills, listening and responding skills, organizing, resource mobilization, conflict resolution, documentation	5	
	5.3	Engagement in the community programmes at grassroots level; Gramasabha meetings	5	

Teaching and Learning Approach	Classroom Sessions 1. Field Survey 2. Classroom Discussion 3. Group Community Program 4. Roleplay
Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 marks End Semester Assessment (ESA) - 70 marks

References and Suggested Readings

1. Baviskar A 2010, Social Movements in India, in N G Jayal and PB Mehta (EDs)-Oxford Companion to Politics in India, Oxford University Press, New Delhi.
2. Bhattacharya, S. (2009). Social Work An Integrated Approach. New Delhi: Deep & Deep Publications Pvt Ltd.
3. Chowdhry, D. P. (1992). Social action: Concept and application. Concept Publishing Company.
4. Freire P 1997, Pedagogy of the Oppressed, Penguin Books, New Delhi.
5. Krishna, G. (2022). The social justice movement in India: Issues and prospects. Sage Publications India.
6. Nair, R. (2020). Advocacy for social justice: A global action and reflection guide. SAGE Publications India.
7. Narayanaswamy, N. (2009). Participatory Rural Appraisal, Principles, Methods and Application. New Delhi: Sage Publications India Pvt Ltd.
8. Oommen, T. K. (2010). Social justice in India: A reader. SAGE Publications.
9. Rai, P. (2023). Engaging social justice: A handbook for activists, educators, and practitioners. Sage Publications India.
10. Ramagonda Patil, A. (2013). Community Organization and Development: An Indian Perspective. New Delhi: PHI Learning Private Limited.
11. Ray, Ray and M F Katzenstein (EDs) 2005, Social Movements in India- Poverty, Power and Politics, Rowman and Little field.
12. Rubin, I., & Rubin, J. H. (1986). Community Organizing and Development. London: Merrill Publication Company.
13. Studocu.com. (n.d.). Approaches to Working with Community . Retrieved from
14. <https://www.studocu.com/in/document/saurashtra-university/community-organisation-and-development/approaches-to-working-with-community/19056568>
15. SWEducareBD. (2019). Community Organization in Social Work. Retrieved from <https://www.sweducarebd.com/2019/11/community-organization-in-social-work.html>

Course Name	Social Work Practicum Lab I					
Type of Course	DSC A					
Course Code	24U3SWDA202					
Course Level	200					
Course Description	As part of the field practicum lab 1 the students are provided opportunities to be with a community to understand the nature, features, and living situations of the community by undertaking a community living camp and activities associated with this.					
Credit	4					
Semester	3	Credits (Theory -3, Practical - 1)			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
				4		120

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Identify the power dynamics involved in field work spaces and within the community.	U
2	Deconstructing the social stereotypes and identifying the key players in the community	A
3	Act cooperatively with different key persons in the community to organize the community camp	A
4	Appraise community issues based on an understanding of environmental ethics and resource distribution ensuring sustainable development.	E
5	Express appreciation for human efforts/interaction in the contribution to the community	E
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	1	1	2	1	1	0	1	1
CO 2	3	2	1	3	1	3	0	1	2
CO 3	3	3	1	3	3	3	1	3	2
CO 4	3	2	1	3	3	3	0	2	3
CO 5	3	3	0	3	0	0	0	1	2

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	1	0	1	3	2
CO 2	3	2	2	1	3	3
CO 3	3	1	3	1	2	3
CO 4	3	3	1	3	2	2
CO 5	3	1	2	1	2	1

Details of the Field Work Setting: Community-based field interventions

Social Work Practicum Lab Requirements

1. Community camp/ community engagement activities
2. Any team activity related to their fieldwork involving other fieldwork trainees

Teaching and Learning Approach	Classroom Sessions
Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 marks
	End Semester Assessment (ESA) -70 Marks

Course Name	Poverty, Inequality and Social Welfare					
Type of Course	DSE					
Course Code	24U3SWDE201					
Course Level	200					
Course Description	This course equips participants with a foundational understanding of economic concepts and their intersection with social welfare and development. It explores the dynamic links between poverty, inequality, and socioeconomic mobility, emphasizing spatial awareness, critical thinking, cultural sensitivity, and citizenship skills. The course also covers policy approaches and practical tools for addressing poverty and inequality, with a focus on sustainable development goals.					
Credit	4					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		35	10		15	

COURSE OUTCOMES (CO)

CO. No	Course Outcome	Learning Level
1	Understand basic concepts of economics, social welfare and development	U
2	Identify the factors influencing economic growth, social welfare and development	An
3	Apply the economic concepts and Social Science perspectives in understanding real world social phenomena like poverty and inequality	An
4	Evaluate social policies and laws in addressing social issues, and understand the social worker's role in addressing these issues	E
5	Understand the roles of SDGs in addressing poverty and inequality	An
<i>*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)</i>		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	1	0	0	1	2	0	0	1
CO 2	3	1	0	0	2	3	0	0	2
CO 3	3	2	2	1	2	3	0	1	2
CO 4	2	2	2	2	3	3	2	2	2
CO 5	2	2	2	2	3	2	0	2	2

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	1	1	1	2	1
CO 2	3	1	1	2	2	1
CO 3	3	2	2	3	3	3
CO 4	3	2	2	3	2	3
CO 5	3	2	2	2	2	3

COURSE CONTENT

Module	Units	Course description	Hrs	CO Mapped
1	Basics of Economics and Social Welfare			
	1.1	Defining Economics ,Fundamental Economic concepts - wants, demand, supply, production, markets, utility. Central economic problems - demand and supply. Economic systems, economic institutions	4	1
	1.2	Definition of Economic growth, Indicators and factors influencing economic growth, Importance of economic growth, Measurement of Economic growth, Impact of economic growth on income inequality, critiques of economic growth model.	4	
	1.3	Development perspectives - Economic Development, Human Development, Social Development, Sustainable Development	4	
2	Economic Development and Social Welfare			
	2.1	Social Welfare- concepts and approaches: Family- centric Approach, Residual Perspective, Mixed- Economy Approach, Institutional Approach. Historical origins of social welfare in India.	4	2
	2.2	Welfare economics; Origins of welfare state, Objectives of welfare state Welfare state models - Liberal, Social Democratic, conservative, Hybrid Pareto Criterion, Pareto optimality and compensation.	4	
	2.3	Social safety nets- Definition, Objectives, components, Universal and targeted Approach of social safety net Challenges. Pensions and Social Insurance.	4	
3	Explaining Poverty and Inequality			
	3.1	What do we mean by “poverty” & “inequality”? – Definitions. Multidimensional Measures of Poverty and inequality. Measuring Poverty and inequality.	3	3
	3.2	Global versus within-country inequality. Winners and losers in the global economy - colonialism, capitalism Case study - Bengal famine Convergence and poverty hotspots - Food Apartheid.	4	
	3.3	Cycle of poverty and poverty trap - health poverty trap, economic poverty trap, educational poverty trap, geographical poverty trap, social poverty trap. Social Structure - poverty and inequality - Intersectional analysis of poverty, Caste, race and financial inequality. Gendered dimensions of poverty. Inequality and indigenous experience, poverty among the coastal communities of India. Exclusion and inequality in Among Trans-persons in Kerala	7	
4	Poverty Interventions			
	4.1	Emergence of discourses on poverty- Good Poor and Bad Poor - Elizabethan Poor laws, settlement houses. Central Social Welfare Board, Depart of Social Justice and empowerment.	4	4
	4.2		3	

		Poverty alleviation programmes in India - Right to work (MGNREGP), Right to Food. Kudumbashree Mission		
	4.3	New inequalities of the 21st-century - Global Climate risk and poverty, Disasters and poverty, conflict and poverty. Role of Social Worker in dealing with micro, mezzo and macro aspects of poverty Observation visits and interaction with social workers.	7	
5	Sustainable Development Goals in Addressing Poverty and Inequality			
	5.1	Overview of SDGs Related to Poverty and Inequality: - SDG 1 (No Poverty), SDG 10 (Reduced Inequality) and their connections to other goals.	3	5
	5.2	Role of social workers in implementing SDG 1 and SDG 10 goals	2	
	5.3	Case Study analysis of successful implementations of SDGs in various countries, focusing on poverty and inequality reduction	3	

Teaching and Learning Approach	Classroom Sessions 1. Interactive lectures. 2. E-learning 3. Seminar 4. Library works 6. Interaction with social workers in poverty alleviation projects 7. Case study presentations
Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 Marks
	End Semester Assessment (ESA) -70 Marks

References and Suggested Readings:

1. Atkinson, A. B. (2015) *Inequality: What Can Be Done?* Harvard University Press
2. Backhouse, R., Bateman, B. W., Nishizawa, T., Plehwe, D., 2017. *Liberalism and the Welfare State: Economists and Arguments for the Welfare State*. Oxford University Press.
3. Datta, K.L. and Savita Sharma, *Facets of Indian Poverty*, New Delhi: Concept Publishing, 2002.
4. Dewett, K.K (1997). *Modern Economic Theory* (35th ed). New Delhi: S. Chand & Company
5. Deaton, Angus and Jean Dreze, 'India's Food Puzzle: Growth, Poverty and Malnutrition', paper presented at the International Conference on Microeconomics of Growth in India, organized by ICRIER at New Delhi on December, 2006
6. Deaton, Angus and Valerie Kozel, *The Great Indian Poverty Debate*, Delhi: MacMillan, 2005.
7. Giridharadas, A. 2018. *Winners Take All: The Elite Charade of Changing the World*. Knopf.
8. Grosh, M., & Del Ninno, C. (2006). *For protection and promotion: The design and implementation of effective safety nets*. World Bank Publications.
9. Popple, PR., & Leighninger, L. (2018). *The policy-based profession: An introduction to social welfare policy analysis for social workers*. Pearson.
10. Singh, A. (2018). *The Moral Marketplace: How Mission-Driven Millennials and Social Entrepreneurs Are Changing Our World*. Policy Press.
11. Government of India, 'Report of the Expert Group on Estimation of Proportion and Number of Poor', Perspective Planning Division, Planning Commission, 1993.
12. Government of India, 'Report of the Expert Group on the Methodology for the BPL Census 2009', Economic and Monitoring Wing, Ministry of Rural Development, Government of India, August, 2009.

12. Government of India, 'Report of the Expert Group to Review the Methodology for Estimation of Poverty', Planning Commission, November, 2009.
13. Government of India, 'Study Group on Estimation of Poverty Line', Perspective Planning Division, Planning Commission, 1984.
14. Government of India, 'Task Force on Projections of Minimum Needs and Effective Consumption Demand', Perspective Planning Division, Planning Commission, 1979.
15. Hills, J. (2014) *Good Times, Bad Times: The Welfare Myth of Them and Us* Policy Press
16. Jenkins, S. P. (2011) *Changing Fortunes: Income Mobility and Poverty Dynamics in Britain* Oxford University Press
17. Jones, B., O'Donnell, M. (Eds.). 2017. *Alternatives to Neoliberalism: Towards Equality and Democracy*. Policy Press.
18. Ravallion, Martin. 1992. "Poverty Comparisons: A Guide to Concepts and Methods." Living Standards Measurement Surveys Working Paper No. 88, World Bank, Washington, DC.
19. Ruane, S., M. L. Collins & A. Sinfield (2020) *State of the Art. The Centrality of Taxation to Social Policy* Social Policy & Society 19(3), 437–453
20. Sen, Amartya. 1987. *Commodities and Capabilities*. Amsterdam: North-Holland.
21. Shafik, M. (2021) *What We Owe Each Other: A New Social Contract for a Better Society* Princeton University Press
22. World Bank. 1998. "Poverty Lines in Theory and Practice." Living Standards Measurement Surveys Working Paper No. 133, World Bank, Washington, DC.
23. World Bank. 2000. *World Development Report 2000/2001: Attacking Poverty*. Washington, DC:World Bank.
24. Tirole, J. (2017). *Economics for the common good*. Princeton University Press. <https://sdgs.un.org/goals>

Course Name	Social Analysis and Strategies for Social Change					
Type of Course	DSC B					
Course Code	24U3SWDB201					
Course Level	200					
Course Description	This four-credit course looks at the foundational ideas of social analysis and investigates several approaches to bringing about constructive social change in the Indian setting. The writings of Paulo Freire, Gandhi, will help critically analyze societal structures, power relations, and marginalization. Through an exploration of many approaches to social change, such as advocacy, policy reform, activism, and community development, candidates will acquire the necessary skills and knowledge to effectively function as agents of social transformation.					
Credit	4					
Semester	3	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		20	10		30	60

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Understand key concepts in social analysis, such as intersectionality, privilege, and oppression	U
2	Analyse and critique social structures and power dynamics in India	An
3	Explore the works of Gandhi, Paulo Freire, and other relevant thinkers on social change	An
4	Analyse and evaluate various strategies for social change in the Indian context	E
5	Develop critical thinking, communication, and collaboration skills for social action	C
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	0	3	2	3	0	1	3
CO 2	3	2	1	3	2	3	0	2	3
CO 3	3	2	0	3	2	3	0	1	3
CO 4	3	3	1	3	2	3	2	1	3
CO 5	3	3	3	3	3	3	3	3	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	1	3	3	3
CO 2	3	2	0	3	3	3
CO 3	3	3	0	3	3	3
CO 4	3	2	1	3	3	3
CO 5	3	2	1	3	1	2

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
1	Foundations of Social Analysis			1
	1.1	Introduction to Social Analysis: Key concepts, frameworks, and methods. Power, Privilege, and Oppression: Understanding social structures and inequalities.	4	
	1.2	Intersectionality: Analysing the interconnectedness of social identities. Social Change Theories: From Gandhian nonviolence to Freirean critical pedagogy.	4	
	1.3	Case Studies: Applying social analysis to real-world issues in India.	4	
2	Social Change in the Indian Context			2
	2.1	Caste and Untouchability: Understanding the dynamics of oppression and resistance. Gender and Patriarchy: Examining gender inequalities and advocating for change.	3	
	2.2	Religious Minorities and Marginalization: Addressing discrimination and promoting inclusivity.	4	
	2.3	Environmental Justice: Protecting the environment and vulnerable communities. Urbanization and Development: Balancing progress with social equity.	3	
3	Strategies for Social Change			3
	3.1	Community Organizing and Mobilization: Empowering communities to take action.	3	
	3.2	Advocacy and Policy Change: Influencing decision-making processes. Direct Action and Social Movements: Collective action for social transformation.	4	
	3.3	Social media and Technology for Change: Utilizing digital tools for impact. Evaluating Social Change: Measuring the effectiveness of interventions.	4	
4	Becoming an Agent of Social Change			4
	4.1	Self-Reflection and Social Identity: Understanding one's own biases and privileges.	3	
	4.2	Ethical Considerations in Social Change: Navigating power dynamics and responsibility.	4	
	4.3	Building Alliances and Collaboration: Working effectively with diverse groups.	5	
5	Emerging Trends in Social Action & Action Planning for Kerala			5
	5.1	Social Change in Kerala	5	
	5.2	Emerging Trends in Social Action	5	
	5.3	Action Planning for Social Change	5	

Teaching and Learning Approach	Classroom Sessions 1. Reflective Essays 2. Case Studies 3. Group Projects 4. Roleplay
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Assessment Types	Continuous Comprehensive Assessment (CCA) -30 marks
	End Semester Assessment (ESA - 70 marks)

References and Suggested Readings:

1. Ambedkar, B. R. (2014). Annihilation of caste: With a critical introduction by Eleanor Zelliot & Mukta Puntambekar. Penguin Books.
2. Appadurai, A. (1996). Modernity at large: Cultural dimensions of globalization. University of Chicago Press.
3. Baxi, U. (1994). The future of human rights. Oxford University Press.
4. Freire, P. (1970). Pedagogy of the oppressed. Seabury Press.
5. Gadgil, M., & Guha, R. (1996). This fissured land: An ecological history of India. Oxford University Press.
6. Gandhi, M. K. (1990). The collected works of Mahatma Gandhi. Publications Division, Ministry of Information & Broadcasting, Government of India.
7. Hooks, b. (2000). Feminist theory: From margin to center. Routledge.
8. Jayal, N. G. (2016). India: A story of populism and democracy. Oxford University Press.
9. Patel, S. (2008). The condition of India: Balanced judgments on current affairs. HarperCollins India.
10. Sen, A. (2009). India: An uncertain glory. Penguin Books.
11. Shah, G. (1990). Social movements in India. Sage Publications.
12. Thorat, S. (2015). Rethinking reservations in India. Oxford University Press.
13. Young, I. M. (1990). Responsibility for justice. Oxford University Press

Course Name	Kerala Model Development and Sustainable Development					
Type of Course	MDC					
Course Code	24U3SWMD20					
Course Level	200					
Course Description	This interdisciplinary course provides an overview and foundational understanding of sustainable development, offering opportunities for students to learn and apply their knowledge.					
Credit	3					
Semester	3	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		40			5	45

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Comprehensive Understanding of Sustainable Development	U
2	Explain the interdependence of social, economic, and environmental factors in sustainable development	U
3	Understand the Kerala Model of Development and the merits and demerits of that model	A
4	Examine case studies of successful sustainable development initiatives/Projects	An
5	Apply theoretical knowledge of sustainable development models, such as the Kerala Model	A
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	1	0	2	0	3	0	2	0	3
CO 2	2	1	0	0	0	1	0	0	0
CO 3	2	0	1	0	2	0	2	0	3
CO 4	1	2	0	0	0	2	0	3	0
CO 5	2	0	0	3	0	3	0	2	0

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	2	0	0	0	1	0
CO 2	2	3	0	2	2	0
CO 3	2	1	3	2	1	1
CO 4	2	1	2	0	2	0
CO 5	2	0	2	2	3	0

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
1	Basics of Sustainable Development			1
	1.1	Definition, Concept and History, Principles of Sustainable Development	3	
	1.2	3 Pillars of Sustainable Development- Social, Economic and Environment	3	
	1.3	Relevance and benefits of Sustainable development	3	
2	5 P's in Sustainable Development and an overview			2
	2.1	People – Understanding human perspective regarding global disparities Planet – Environmental sustainability and ecological considerations	4	
	2.2	Prosperity – Inclusive and transformative economy Partnership – Global Solidarity, Networking and Policies	3	
	2.3	Peace – Peaceful societies and challenges IDG & MDG – Meaning, Goals, Impact Sustainable Development Goals –Meaning, 17 Goals	3	
3	Kerala Model Development			3
	3.1	Introduction to Kerala model Development - parameters	2	
	3.2	Socio-economic and historical factors leading to Kerala model development	3	
	3.3	Analysis of Kerala model development - Development Paradox, critiques from gender perspective and from marginalised communities.	5	
4	Inspirational and Business Models-Ethics & Responsibilities			4
	4.1	Ethical considerations in sustainable development. Ecological citizenship - Understanding the role of individuals in promoting sustainability	2	
	4.2	Inspirational Models – Influential Initiatives in the field of Sustainable development. Skills required for sustainable development practices	2	
	4.3	Green Business Models- Understanding sustainable business models	3	
5	The Future of Kerala Model and Lessons Learned			5
	5.1	Innovations and New Approaches- Explore recent innovations and initiatives Kerala took to address its development challenges. Discuss the use of technology, community participation, and public-private partnerships for sustainable development.	3	
	5.2	Applicability in Other Contexts -Analyze the potential and limitations of replicating the Kerala Model in other parts of India. Consider factors like political will, resource availability, and socio-economic contexts.	3	
	5.3	Guest Lecture - Invite a scholar, policymaker, or NGO representative working on Kerala's development to share their insights and perspectives.	3	

Teaching and Learning Approach**Classroom Sessions**

1. Experiential Learning
2. Problem-Based Learning

	3. Research and Evidence-Based Practice
Assessment Types	Continuous Comprehensive Assessment (CCA)-25 marks
	End Semester Assessment (ESA)- 50 marks

References and Suggested Readings:

1. Mitchell, B., & Reed, A. (2005). Sustainable Development: Principles, Frameworks, and Case Studies. Wiley-Blackwell.
2. Rogers, P. P., Jalal, K. F., & Boyd, J. A. (2007). Introduction to Sustainable Development. Routledge.
3. K. P. Kannan, Sage Publications Pvt. Ltd. (2001) "Kerala's Economic Development: Issues and Problems"

Course Name	Gender Diversity and Inclusion					
Type of Course	VAC					
Course Code	24U3SWVA201					
Course Level	200					
Course Description	The course on Gender Diversity and Inclusion is designed to provide students with a comprehensive understanding of key concepts, issues, and strategies related to fostering gender equity and promoting inclusion.					
Credit	3					
Semester	3	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45				45

COURSE OUTCOMES (CO)

CO. No	Course Outcome	Learning Level
1	Describe the key indicators of gender disparities in the present context, and distinguish between gender and sex.	U
2	Describe the concepts of the gender spectrum, and demonstrate the ability to navigate gender concepts in various social contexts.	A
3	Propose practical strategies to address gender issues in different spheres of life, and respect gender diversity.	A
4	Analyze and evaluate the effectiveness of gender inclusion practices in industry-specific settings, incorporating the latest trends and technologies.	E
5	Create innovative solutions to foster gender equity and inclusion within professional and organizational environments.	C
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	1	2	2	2	1	1	2
CO 2	3	2	1	2	2	2	1	1	2
CO 3	3	3	2	3	2	3	2	3	3
CO 4	3	3	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3	3	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	2	2	2	3
CO 2	3	3	2	2	3	3
CO 3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3
CO 5	3	3	3	3	3	3

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
	Gender and Related Concepts			
	1.1	Sex and Gender, Masculinity and Femininity	3	1

1	1.2	Gender Identity, Gender Expression, Orientation (Romantic and Sexual), Gender Sensitivity and Sensitization	3	
	1.3	Gender Stereotypes, Gender Discrimination, Gender Equality, Gender Equity (Division of Labour, Gender Status), Historical Overview of Gender in India and Kerala	3	
2	Gender - Theories and Perspectives			2
	2.1	Theories on Gender - Structural Theory, Performativity Theory, Gender Schema Theory	3	
	2.2	Patriarchy - Radical Feminist Concept, Capitalist Patriarchy, Brahmanical Patriarchy, Public Patriarchy	3	
	2.3	Gender Empowerment Index, Gender Inequality Index, Gender Development Index, Gender Mainstreaming, Gender Budgeting, Gender Auditing	3	
3	Gender Diversity and Gender Equity			3
	3.1	LGBTQIA+ Meaning, Challenges, NALSA Act, Transgender Persons (Protection of Rights) Act, 2019	3	
	3.2	Gender Affirmation Procedures and its Complexities	3	
	3.3	National and International Initiatives for Gender Equity (CEDAW 1979), Addressing Gender Inequity: Strategies for Positive Change	3	
4	Social Institutions and Gender			4
	4.1	Family and Gender	3	
	4.2	Education, Workplace, Religion, and Gender	3	
	4.3	Political Institutions and Gender	3	
5	Latest Applications of Gender Studies in Social Work			5
	5.1	Analyzing Recent Trends and Innovations in Gender Studies within Social Work	3	
	5.2	Evaluating the Effectiveness of Gender Inclusion Strategies in Social Work Practice	3	
	5.3	Integrating Interdisciplinary Approaches and Technologies to Foster Gender Equity in Social Work	3	

Teaching and Learning Approach	Classroom Sessions (Mode of transaction) 1. Lecture 2. Group Discussions 3. Debates 4. Seminar presentation
Assessment Types	Continuous Comprehensive Assessment (CCA)- 25 marks
	B. Semester End Assessment (ESA) – 50 Marks

References and Suggested Readings

1. Bhasin Kamala (2000): Understanding gender, kali for women , N. Delhi.
2. Caballero, B. B. (2012, January 1). Social Institutions, Gender Inequality, and Regional Convergence in Developing Countries.
3. Gupta K R (2009), Gender: Problems and policies, New Delhi: Atlantic Publishers
4. Krishna Sumi, (ed.), Liveliness and Gender : Equity in Community Resource Management, New Delhi : Sage Publication ,2004
5. Mukherjee, Mukul (1992), Human Rights and gender issues, New Delhi: Institute of Social Sciences
6. OECD (2023), "Social Institutions and Gender" (indicator), <https://doi.org/10.1787/7b6cfcf0-en>
7. Pilcher, J. (2004). Key Concepts in Gender Studies (2nd ed.). Sage Publications Ltd.

SEMESTER 4

Sl. No	Course Code	Course Title	Credits	Course Level	Course Type
13	24U4SWDA201	Social Work Practice with Individuals and Groups	4	200	DSC A
14	24U4SWDA202	Social Work Practicum Lab II	4	200	DSC A
15	24U4SWDB201	Practicing Social Work	4	200	DSC C
16	24U4SWDE201	Perspectives of Community Development (Development Social Work)	4	200	DSE
17	24U4SWDE202	Medical and Psychiatric Social Work (Medical and Psychiatric Social Work)	4	200	DSE
18	24U4SWDE203	Human Resource Management and Development (Labour Welfare Social Work)	4	200	DSE
19	24U4SWDE204	Social Work with Differently Abled (Multicultural Social Work)	4	200	DSE
20	24U4SWSE201	Communication for Development	3	200	SEC
21	24U4SWVA201	Psychological First Aid and Crisis Interventions	3	200	VAC
22	24U4SWIN201	Social Work Practicum Lab III- Internship	2	200	Mandatory Internship

Course Name	Social Work Practice with Individuals and Groups					
Type of Course	DSC A					
Course Code	24U4SWDA201					
Course Level	200					
Course Description	Social Work Practice with Individuals and groups are two of the primary methods of social work which facilitates the understanding of these methods and its application in practice. This course equips the learners with theoretical knowledge for work with individuals and groups and develops their competencies to use these methods in practice while working with Individual clients.					
Credit	4					
Semester	4	Credits (Theory - 4, Practical - 1)			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	60
		50			10	

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Demonstrate conceptual clarity on the foundational and philosophical concepts of social case work	An
2	Utilize knowledge and skills in practicing social case work as a method of social work	E
3	Demonstrate conceptual clarity on the foundational and philosophical concepts of social group work	An
4	Analyze group dynamics as part of assessment and intervention among groups	E
5	Apply skills in practicing social group work as a method of social work in various settings	E
*Remember ©, Understand (U), Apply (A), Analyze (An), Evaluate ©, Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	0	2	1	3	0	0	3
CO 2	3	3	3	3	3	3	1	2	3
CO 3	3	2	0	2	1	3	0	1	3
CO 4	3	2	2	2	1	3	0	3	3
CO 5	3	3	3	3	3	3	1	3	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	1	2	3	3
CO 2	3	3	3	3	3	3
CO 3	3	3	1	1	3	3
CO 4	3	2	1	2	3	2
CO 5	3	3	3	3	3	3

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
		Introduction to Social Case Work		

1	1.1	Definition, objectives, values, principles. and philosophical assumptions of Social Case Work; Historical developments of Case Work in West and India	4	1
	1.2	Components of Social Case Work; the Person, The Place, The problem, problem solving process Professional Relationship - Transference –definition, types use. Countertransference– definition use	4	
	1.3	Overview of the theoretical models of Case work practice – problem solving, psycho-social, solution focused, behavior model, cognitive restructuring and crisis intervention Contemporary Trends in Case Work Practice - Trauma-informed care, - Use of technology, Reflective practice in social case work	4	
2	Phases and skills of social case work			
	2.1	Intake , Psycho Social Study- Purpose, nature, Contents Social Diagnosis- Definition, Contents, Types, and Steps.	4	2
	2.2	Social Treatment- - Phases, and different types of treatment Evaluation, Termination and Follow up Skills needed for practice– Observation, Listening, Interview, Relationship building, Communication with Empathy and Authenticity, Skills in Exploring and Focusing	4	
2.3	Methods of Recording: Verbatim, narrative, condensed, analytical and summary Recording format Case work in different social work settings	4		
3	Introduction to Social Group Work			
	3.1	Social Group Work- Definition, Characteristics, Principles, Role and Functions of Group Work Historical Development of Group Work, Type of Groups–Open and Closed group Task group, Treatment group, Developmental group	4	3
	3.2	Theories-Field Theory, Systems Theory, Exchange Theory Skills and Qualities of Group Work Tools for Assessing Interaction- Sociogram and Sociometry	4	
3.3	Group dynamics, Group cohesion and group morale, Social Control, Group Culture, Group as Mutual Aid system, Relevance of groups in development of individuals.	4		
4	Group work Treatment			
	4.1	Stages of Group Development- Forming, Storming, Norming, Performing, Adjourning Interaction, and Communication, Leadership in programme planning, Programme Media and Programme Development process, group activities	4	4
	4.2	Pre Group Planning,- Setting objectives, size, duration The Beginning Stage- intake, assessment and planning	4	
4.3	Middle Phase – Interventions, Evaluation, Termination and Evaluation – types; Supervision and Recording in Group Work	4		
5	Social group work models and settings			
	5.1	Various models of social group work – Remedial, Reciprocal, Preventive	4	5
	5.2	Group therapy – concept, principles and process	4	

	5.3	Social group work in various settings – Child welfare, Family, Correctional, Educational, Health care settings.	4	
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Teaching and Learning Approach	Classroom Sessions
Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 marks
	End Semester Assessment (ESA) - 70 marks

References and Suggested Readings:

1. Bhattacharya, S. (2003). Social Work: An Integrated Approach. New Delhi: Deep & Deep Publications
2. Dean M. Hepworth, Ronald H. Rooney et al. (2017) Direct Social Work Practice: Theory and skills (10th ed.), Cengage Learning Publications Hamilton Gordon, (1976). Principles of social case recording. New York: Colombia University Press.
3. Hepworth & Larsen (2010). Direct Social Work Practice: Theory and Skills (8th ed.). Belmont, CA: Brooks/Cole/ Thompson.
4. Mathew, Grace. (1992). Introduction to Social Case Work. Bombay: Tata Institute of Social Sciences.
5. Misra, P.D. (1994). Social Work –Philosophy and Methods, New Delhi: Inter India Publications
6. Perlman, H.H. (1957). Social Case Work: A Problem-Solving Process. Chicago: University of Chicago Press.
7. Charles Zastrow (2014), Social Work with Groups, Comprehensive Work
8. Cory & Cory, 1982 Groups: Process and Practice, Claybrook's/Cole Publishers, Monterey
9. Konopka, G. (1963), Social Group Work: A Helping Process, Prentice Hall, Englewood Cliffs.
10. Misra, P.D. (1994), Social Work: Philosophy and Methods, Inter- India Publications, New Delhi.
11. Siddiqui H.Y. (2008), Group Work Theories and Practice, Rawat Publications, Jaipur.
12. Trecker, H.B. (1955), Social Group Work, Principles and Practices; Whiteside, New York. Work with Groups, Rawat Publication, India.
13. Vohra S.S., Nishita Rai, 2005, Group That Works: Techniques and Interventions, Ane Books, New Delhi.

Course Name	Social Work Practicum Lab II				
Type of Course	DSC A				
Course Code	24U4SWDA202				
Course Level	200				
Course Description	In this course, the students are exposed to the NGO based setting for undertaking their 2nd field practicum lab, where they will get to know about the social work intervention through a structured agency. The Lab II is elective in nature as it provides opportunities for the students to select the agencies working for children, women, and elderly population. The students will be placed in any of these specialized organizations where they will practice social work interventions methods with individuals like case work.				
Credit	4				
Semester	4	Credits (Theory - 4)		4	Total Hours
Course Details	Learning Approach	Lecture and Tutorial	Practical	Others	
			120		120

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Demonstrate rapport building skills	A
2	Engage, assess, intervene and evaluate social work methods in dealing with individuals and integrate psychological theories	An
3	Express appreciation for human efforts/interaction in the working of the Organization	E
4	Apply life skills at personal and professional level	A
5	Exhibit sensitivity regarding issues related to Gender	An
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	3	0	3	2	2	0	2	2
CO 2	3	3	2	3	2	3	0	2	3
CO 3	3	3	1	3	2	2	0	3	3
CO 4	3	3	2	3	2	3	0	3	3
CO 5	3	3	0	3	2	3	0	1	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	1	2	1	2
CO 2	3	2	2	1	2	2
CO 3	2	2	2	2	1	2
CO 4	3	3	3	1	2	2
CO 5	3	2	3	2	3	3

Details of the Field Work Setting: NGO based field work. As an elective, the agencies working for children / women / geriatric population can be opted by the students for their field practicum

Social Work Practicum Lab Requirements

Complete one case work and prepare the case work file including Assessment, case sessions and intervention plan details.

Detail the ethical dilemmas faced during the field work and list the social work values and ethics used by the social work trainee.

Attend a two-day skill development workshop organized by the department Poster presentations introducing the field and setting of their organization, requirements of the clients of the organization etc Developing a resource for the organization to make it more gender inclusive - it could be forming gender guidelines for working of the organization, material resources for addressing any gender needs etc.

Teaching and Learning Approach	Classroom Sessions
Assessment Types	Continuous Comprehensive Assessment (CCA) -30 marks
	End Semester Assessment (ESA) -70 marks

Course Name	Practicing Social Work				
Type of Course	DSC C				
Course Code	24U4SWDB201				
Course Level	200				
Course Description	As part of this course the students doing a minor in Social Work are provided opportunities to be with either a community or an NGO. The course aims to expose the students to the rural and urban communities of our state. In this process they also get an understanding of the community life, their culture, practices, tradition, needs, problems etc. It provides an opportunity to learn to build rapport with people in community and to improve communication skills, analytical skills, observation etc.The students taking this minor course will have to do extra 30 hours of field work to meet the required course specifications. They will have to spend 105 hours in supervised field work activities.				
Credit	4				
Semester	4	Credits (Theory - 4, Practical - 0)		4	Total Hours
Course Details	Learning Approach	Lecture and Tutorial	Practical	Others	
			105		105

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *
1	Familiarize with the geographical and socio political structure of a community/ NGO and its environment	U
2	Identify problems in the community/ problems dealt by the NGO, its causes and resources available to deal with those problems	A
3	Deconstructing the social stereotypes and identifying the key players in the community/ NGO	An
4	Act cooperatively with different key persons in the community/NGO to organize the community intervention programmes or programmes related to NGO functioning	A
5	Identify the groups, organisations, projects and programmes working in a community/working with the NGO and the role of professional social worker in these.	U

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	1	2	2	2	2	3	3	3
CO 2	2	2	2	2	2	2	1	3	3
CO 3	2	2	1	1	1	3	1	2	3
CO 4	2	1	1	3	1	2	3	2	3

CO 5	3	2	3	2	1	2	2	3	3
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CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	1	0	1	1	2
CO 2	2	2	0	2	1	2
CO 3	2	2	1	1	1	3
CO 4	2	1	2	2	1	1
CO 5	3	2	2	2	3	2

Details of the Field Work Setting: Community/ NGO based field interventions

Social Work Practicum Requirements

The students, as teams of two to four, will be placed in the nearby community either independently or in collaboration with a development agency (Governmental or Non-Governmental). Students can also opt to work in an NGO. The students should identify any one problem in the community/in the NGO and undertake an intervention based on their analysis of the problem. The work undertaken in the community/NGO should not be inconsiderate of the environmental balances, gender equality, professional and ethical values of social work.

Field work Orientation - Workshops and classes to orient the students regarding the basic ethics of interacting with the community will be provided. The students will have an understanding of the power dynamics involved in any interaction space, whether between the students and different community members or within the NGO; deconstructing the social stereotypes; identifying the key players in the community; how different voices in the community should be intersectionally analysed; environmental ethics and resource distribution.

Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 Marks
	End Semester Assessment (ESA) - 70 Marks

References and Suggested Readings:

1. Eleni, P. (2014). Field learning in social work education: Implications for educators and instructors. *Simmons School of Social Work*, 4 (2), 1-15.
2. Twikirize, J, M., & Tusasiirwe, S. 2015, *Social Work Fieldwork, Guidelines for Students and Supervisors*, Fountain Publishers.

Course Name	Perspectives of Community Development (Development Social Work)					
Type of Course	DSE					
Course Code	24U4SWDE201					
Course Level	200					
Course Description	This course aims to understand community development, recognize rural and urban challenges, and analyze development programs.					
Credit	4					
Semester	4	Credits (Theory 4, Practical -0)			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		55			5	60

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Understand the foundational concepts and importance of community development.	U
2	Analyze the characteristics of rural society and economy, including the structure and functions of PRI institutions.	An
3	Evaluate the role of technology in promoting sustainable rural development.	E
4	Critically assess the implementation strategies and outcomes of various development initiatives.	An
5	Conduct in-depth case study analyses to evaluate the impact and effectiveness of development initiatives.	A
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	0	1	1	2	0	1	2
CO 2	3	2	1	1	1	2	0	2	2
CO 3	3	1	3	1	2	3	1	2	2
CO 4	3	2	2	2	2	3	1	2	3
CO 5	3	2	1	2	2	3	1	2	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	1	2	2	3
CO 2	3	2	1	2	2	3
CO 3	3	1	2	2	2	3
CO 4	3	2	1	3	3	3
CO 5	3	2	2	3	3	3

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
1	Basics of Sustainable Development			1
	1.1	Concept of Community Development.Challenges towards Community Development.	3	
	1.2	History and evolution of community development models in India	4	
	1.3	Indicators of Community Development	3	
2	Perspectives of Rural Development			2
	2.1	Concept, Nature, Models and Scope of Rural Development - Gandhian Model. Characteristics of the Rural Society, Rural Economy PRI Institutions and its structure	4	
	2.2	Objectives and Importance of Rural Development. Issues related to Rural Development in India.Role of Government and Non-Governmental Organizations in Rural India	4	
	2.3	Importance of Rural Technology for Rural Development. 73rd and 74th Constitution Amendment Act- Establishment of local self-governance in Rural and Urban India PRI Institution - its structure and functions	4	
3	Perspectives of Urban Development			3
	3.1	Concept, Nature and Scope of Urban Development.Models of Urban Development in India	3	
	3.2	Urban social problems: overcrowding, urban disorganization and maladjustments, urban migration, Poverty, and unemployment in urban areas.	4	
	3.3	Urban Slums and Problems of Slum Areas.Urban Governance-Structure and Nagarapalika Bill	4	
4	Programmes for Rural and Urban Development			4
	4.1	Rural Programmes: DDUGKY, PMAY- G, MGNREGS, Swachh Bharat Abhiyan, NRLM	3	
	4.2	Urban Development Programmes: PMAY- U, DAY, VAMBAY, NULM, AMRUT.	4	
	4.3	Poverty eradication Programmes, Role of Kudumbashree and SHG for women empowerment and Poverty eradication	5	
5	Tribal Communities and Community Development			5
	5.1	Defining Tribal Communities: Explore different definitions of "tribal communities" and the diversity within these groups	5	
	5.2	Historical and Contemporary Challenges: Analyze the historical injustices faced by tribal communities, such as colonialism, forced displacement, and resource exploitation.	5	
	5.3	Cultural Values and Knowledge Systems: Explore the unique cultural values, traditions, and knowledge systems of tribal communities.	5	

Teaching and Learning Approach	Classroom Sessions - Interactive Lectures - Group Work and Collaboration - Workshops and Skill Development Sessions - Continuous Assessment and Feedback
Assessment Types	Continuous Comprehensive Assessment (CCA) -30 marks End Semester Assessment (ESA) - 70 marks

References and Suggested Readings:

1. Datt & Sundharam (2012), Indian Economy, S. Chand & Company LTD. Mumbai.
2. Desai Vasant (2012), Rural Development in India, Himalaya Publishing House, Mumbai.
3. I Satya Sundaram (2002), Rural Development, Himalaya Publishing House, Mumbai. Page No. 3 to 24
4. Thomas William and A.J. Christopher (2011), Rural Development: Concept and Recent Approaches, Rawat Publication, Jaipur.
5. Annual Report 2019-20, 2018-19 & State Performance Report 2018-19 and Action Plan 2019-20, Volume-I, Ministry of Rural Development, Department of Animal Husbandry & Dairying, Government of India, New Delhi.

Course Name	Medical and Psychiatric Social Work					
Type of Course	DSE					
Course Code	24U4SWDE202					
Course Level	200					
Course Description	This course introduces the specialized field of medical and psychiatric social work, providing a foundational understanding of health and disease from a holistic perspective. Participants will explore the scope of medical social work and develop competence in social work practice within psychiatric settings. Emphasis is placed on analyzing and upholding the standards of social work practice in both medical and psychiatric contexts, preparing trainees to engage effectively with diverse healthcare challenges and client needs.					
Credit	4					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		30	10		20	60

COURSE OUTCOMES (CO)

CO. No	Course Outcome	Learning Level
1	Describe the concepts of health and multidimensional approach to health	An
2	Interpret the scope of medical social work across different settings	An
3	Demonstrate knowledge of mental health disorders, including their causes, symptoms, and treatment options.	A
4	Apply treatment methods to address the psychosocial needs of clients in psychiatric setting	E
5	Exhibit professional and ethical social work practice in both medical and psychiatric settings	A
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	1	0	0	0	2	0	1	1
CO 2	3	3	1	2	1	3	0	3	2
CO 3	3	2	1	3	1	3	0	3	2
CO 4	2	3	2	3	2	3	0	3	2
CO 5	2	2	0	3	2	3	0	3	2

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	2	2	2	2
CO 2	3	2	2	3	2	2
CO 3	3	3	2	3	3	3
CO 4	3	3	2	2	3	3
CO 5	3	3	2	3	2	3

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
1	Concepts of Medical Social Work			
	1.1	Concepts of health, well-being, health care and development.	3	1
	1.2	Correlation with development and multi dimensionality, dimensions like mental health, physical health, occupational health, environmental health, gender and health; reproductive health and sexuality etc.	4	
	1.3	Relationship between health, mental health and development.	3	
2	Medical Social Work: Emerging Issues and Settings			
	2.1	Health in the context of social change, marginalization, violence, conflicts and health, Migration. Social Work in Illness Prevention and Health Promotion.	4	2
	2.2	Social Work in hospitals, Social Work in emerging departments, community health, Trauma center, HIV/AIDS, TB Centre, and Palliative care.	4	
	2.3	Role, significance of Medical Social Worker, Health research; health administration	4	
3	Psychiatric Social Work and Aetiology of Mental Disorders			
	3.1	Psychiatric Social Work: Definition Scope, Socio- Historical Development of Psychiatric Social Work in India and Abroad	3	3
	3.2	Socio-genesis of Mental Illness, Importance of Social Psychiatry and Transcultural Psychiatry. Supervision in Psychiatric Social Work	3	
	3.3	Mental disorders of adults: Schizophrenia, Bipolar Affective Disorder, Acute Psychosis, Obsessive Compulsive Disorder; Common mental illnesses – Anxiety disorders, depression, Personality disorders. Suicide, substance abuse, dementia and sexual disorders. Child Psychiatry and Trans- cultural psychiatry	6	
4	Psychological Assessment and Treatment of Mental Disorders			
	4.1	Psychosocial assessment: concept, importance, types, tools. Psychiatric case history and mental status examination.	4	4
	4.2	Psycho-social diagnosis, treatment and types: family therapy, psycho-education, supportive therapy, use of resources, building social support, social skill learning.	4	
	4.3	Milieu therapy, psychotherapies, behaviour therapy, therapeutic community, ECT, relapse prevention therapy, home visit	5	
5	Advanced practice in Medical and Psychiatric Social Work			
	5.1	Ethical considerations and professional standards in social work practice in medical and psychiatric settings; Right based practice.	4	5
	5.2	Mental Health Policies and Legislations: National Mental Health Programme 1982, Mental health Act 1987, Mental Healthcare Act of 2017, The persons with disabilities Act 1995, RPwD 2016, and legal aspects of psychiatric illness.	5	
	5.3	National and international associations and professional bodies for medical and psychiatric social work	4	

Teaching and Learning Approach	Classroom Sessions (Mode of transaction) encompass 1. Lecture 2. Case study 3. Articles Reviews 4. Assignment 5. Seminar
Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 Marks
	End Semester Assessment (ESA) - 70 Marks

References and Suggested Readings:

1. Ahuja, N., & Niraj, A. (2006). A short textbook of psychiatry. Jaypee Brothers Publishers.
2. Bhugra, D., Tse, S., & Roger, N. G. (2015). Handbook of psychiatry in Asia. London and New York: Routledge.
3. Coppock, V., & Dunn, B. (2010). Understanding social work practice in mental health. Los Angeles/ London/ New Delhi: Sage
4. Egan, M. (1993). Resilience at the front lines: Hospital social work with AIDS patients and burnout. Social work in health care, 18(2), 109-125.
5. Francis, A. P. (Ed.). (2014). Social work in mental health: Contexts and theories for practice. SAGE Publications India.
6. Goldstein, D., (1955). Readings in the Theory and Practice of Medical Social Work. University of Chicago Press, Chicago.
7. Knoll, D. (1979). Psychiatric supervision for social work? Clinical Social Work Journal, 7(3), 214-217.
8. Pathak, S.H., Medical Social Work in India, Delhi School of Social Work, New Delhi. Park and Park, (2005). Preventive and Social Medicine. Jaipur: Banarsidas Bhanot

Course Name	Human Resource Management and Development						
Type of Course	DSE						
Course Code	24U4SWDE203						
Course Level	200						
Course Description	This course will explore the complexities of Human Resource Management and Development, helping students gain insights into organizational behavior, talent acquisition, and employee training to foster effective social work practices in diverse workplaces.						
Credit	4						
Semester	4		Credits (Theory 3)			4	Total Hours
Course Details	Learning Approach		Lecture	Tutorial	Practical	Others	
			55			5	60

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Understand the scope and historical development of HRM from Personnel Management practices	U
2	Develop strategies for recruiting and evaluate the effectiveness of various recruitment and selection methods.	C
3	Analyze and apply concepts of organizational climate and processes to enhance organizational effectiveness and employee satisfaction.	An
4	Design and implement effective training programs by Identifying the training needs	E
5	Apply analytical skills to analyze real-world HRM&D scenarios through case studies.	A
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	2	1	1	1	1	1	1	1	1
CO 2	1	3	2	1	2	1	1	1	1
CO 3	1	1	1	3	2	1	1	1	1
CO 4	1	1	1	1	1	3	2	1	1
CO 5	1	1	1	1	1	2	1	3	1

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	2	0	1	2
CO 2	3	2	2	1	1	3
CO 3	3	1	3	2	2	0
CO 4	3	2	3	2	1	3
CO 5	2	2	2	2	3	2

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
1	Human Resource Management			
	1.1	Meaning, Definition, nature and scope of HRM Origin of HRM, Personnel management to HRM	4	1
	1.2	An HR System: Components- HR strategies, HR policies, HR Practices	4	
	1.3	HR Practices- Organisation Design and Development, Resourcing, Learning and Development, Employee Relations and Employee	4	
2	HR Functions			
	2.1	Meaning and Objectives - Understand the purpose of HRP in ensuring organizational continuity, response to change, and effective decision-making. Dimensions of HRP-Explore the strategic dimensions including acquisition, retention, development, utilization, flexibility, and downsizing.	3	2
	2.2	Recruitment Process -Cover job analysis, description, profiles, and specifications. Sourcing Candidates- Discuss digital and traditional approaches for internal, external, and campus recruitment. Selection Methods- Explore interviewing, testing, assessing candidates, and the induction process.	4	
	2.3	Performance Appraisal- Conceptualize methods for evaluating employee performance. Reward Management- Define financial, non-financial, and total rewards. Employee Wellbeing - Examine factors like work-life balance, financial well-being, workplace environment, social components, personal growth, and employee relations.	3	
3	Organizational Behaviour			
	3.1	Meaning and Definition- Explore the nature and relevance of organizational factors. Influential Factors - Analyze the impact of processes, information systems, location, infrastructure, human capital, and other stakeholders (suppliers, buyers, etc.) on organizational functions.	3	3
	3.2	Employee Motivation - Discuss the major factors influencing motivation and relevant motivational theories. Organizational Culture - Define organizational culture, examine factors influencing it, and explore typologies such as power-oriented, people-oriented, task-oriented, and role-oriented cultures.	4	
	3.3	Organizational Climate - Understand the concept of organizational climate and its impact on organizational processes. Components of Organizational Climate - Explore communication dynamics, group behavior, leadership styles, roles, power dynamics, and individual attributes within organizational settings.	4	

4	Human Resource Development			
	4.1	Concept and Nature - Understand the concept, nature, significance, and purpose of Human Resource Development (HRD). Basic Assumptions - Explore fundamental beliefs in human potential, improvement goals, problem-solving orientation, and systems thinking within HRD.	3	4
	4.2	Training Types - Discuss various types of training programs. Training Process - Outline the process of training, from needs assessment to evaluation.	4	
	4.3	Promoting Learning and Development - Explore methods to foster continuous learning within organizations. Career Planning and Development -Discuss strategies for career planning and development to enhance employee growth and retention.	5	
5	Human Resource Management in Social Work			
	5.1	The Foundation of HRM in Social Work	5	5
	5.2	Building a Strong Social Work Workforce	5	
	5.3	Creating a Supportive Work Environment	5	

Teaching and Learning Approach	Classroom Sessions - Interactive Lectures - Experiential Learning - Group Work and Collaboration
Assessment Types	Continuous Comprehensive Assessment (CCA) -30 marks
	End Semester Assessment (ESA) -70 marks

References and Suggested Readings:

- Armstrong, M., & Taylor, S. (2023). Armstrong's Handbook of Human Resource Management Practice (16th ed.). Kogan Page Publishers.
- Klikauer, T. (2022). A Global Guide to Human Resource Management. Routledge
- Mullins, L. J. (2019). Organisational Behaviour in the Workplace (12th ed.). Pearson Education Limited.
- Stredwick, J. (2005). An introduction to human resource management. Butterworth-Heinemann
- Swanson, R. A. (2009). Foundations of Human Resource Development. ReadHowYouWant.com

Course Name	Social Work with Differently Abled					
Type of Course	DSE					
Course Code	24U4SWDE204					
Course Level	200					
Course Description	This course introduces learners to contemporary social work practices aimed at supporting differently-abled individuals. It covers both theoretical concepts and practical skills in the field, with a strong emphasis on ethical practice. By course completion, participants will be adept at applying their knowledge to foster empowerment and promote social inclusion among persons with disabilities.					
Credit	4					
Semester	IV	Credits				Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		30	10		20	

COURSE OUTCOMES (CO)

CO. No	Course Outcome	Learning Level
1	Understand the fundamental concepts of disability, analyze different approaches and models used to conceptualize disabilities	An
2	Demonstrate knowledge and insight into various types of disabilities, including their causes, impacts, and assessment methods.	An
3	Understand the role of social workers in the process of rehabilitation and inclusion of differently abled.	An
4	Identify and analyze the rights of persons with disabilities	An
5	Apply knowledge and skills in social work practice with differently-abled individuals.	A
<i>*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)</i>		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	1	0	2	0	2	0	1	1
CO 2	3	1	0	1	0	2	0	1	1
CO 3	2	1	1	3	2	2	1	3	2
CO 4	2	2	1	3	2	3	0	2	2
CO 5	2	2	2	3	1	3	1	3	2

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	0	2	1	2
CO 2	3	2	0	2	1	3
CO 3	3	3	3	3	2	3
CO 4	3	3	1	3	2	3
CO 5	3	3	3	3	3	3

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
	Definition and Problems of Differently Abled			
	1.1	Meaning and Definition of disabilities	3	1
	1.2	Components of disability	3	

1	1.3	Problems faced by Persons with Disabilities relating to - performing Activities of Daily Living, Education, Sexuality, Integration, Employment and Interpersonal Relationships. Stigma and stereotypes	4	
2	Approaches and Models of Disability			
	2.1	Approaches to disability: Medical, System, Legal, Socio-Political, Human Right, Psychological, Ecological,	4	2
	2.2	Vocational, Social Model; Magnitude of Disability. Holistic model to understand disability	4	
	2.3	Causes of Disability, Consequences of Disability	3	
3	Types of Disability			
	3.1	Visual Impairment : Magnitude, Causes, Types, Assessment, Impact. Hearing Impairment: Magnitude, Causes, Types, Assessment, Impact Deaf-blind: Magnitude, Causes, Types, Assessment, Impact.	5	3
	3.2	Locomotor Disability: Magnitude, Causes, Types, Assessment, Impact. Cerebral Palsy: Magnitude, Causes, Types, Assessment, Impact.	4	
	3.3	Mental retardation-Types, Anxiety disorders, Mood disorders, Trauma related disorders	4	
4	Constitutional Provisions, Models of Rehabilitation and Role of Social Worker			
	4.1	UNCRPD; The Person with Disability Act, 1995, National Trust Act, 1999. The Rights of Person with Disabilities Bill, 2014 The Rehabilitation Council of India Act, 1992 / Amendment 2000	5	4
	4.2	Models of Rehabilitation: Institution Based Rehabilitation, Community Based Rehabilitation.	4	
	4.3	Role of Multidisciplinary Rehabilitation Team. Rehabilitation and Inclusion of Person with Differently Abled. Role of Social Workers in the Process of Rehabilitation	5	
5	Advanced social work practice with Persons with Disabilities			
	5.1	Ethical considerations in working with differently-abled individuals; Disability Inclusive Language. Empowerment and advocacy for the rights of the differently-abled. Intersectionality and disability.	4	5
	5.2	Person-Centered Approaches in Working with Differently Abled Individuals.	4	
	5.3	Community Resources and Collaboration for Differently Abled Inclusion.	4	

Teaching and Learning Approach	Classroom sessions- mode of transaction : 1. Direct Instruction 2. Brainstorming Lecture 3. E-Learning 4. Group Assignment 5. Library Work 6. Group Discussion 7. Presentation by individual student/group
Assessment Types	Continuous Comprehensive Assessment (CCA) – 30 Marks
	End Semester Assessment (ESA) - 70 Marks

References and Suggested Readings:

1. Albrecht, G., Seelman, K., Bury, M (ed) 2001, Handbook of Disability Studies, New Delhi: Sage Publication
2. Banerjee, Gauri Rani. (1972). Social Caseworker and the Physically Handicapped Child. In Papers on Social Work – An Indian Perspective, Bombay: TISS.
3. Biglan A.W., VanHasselt V.B., Simon J. (1988). Visual Impairment. In VanHasselt V.B.(Ed.), Handbook of Developmental and Physical Disability (pp.471-562). New York: Pergamon Press.
4. Bloom F. (1974). Our Deaf Children, London: Martins Publishers Ltd.
5. Chaturvedi, T.N. (1981). Administration for the Disabled: Policy and Organisational Issues. New Delhi : I.I.P.A
6. Eric J. Mash, R. A. (2006). Treatment of Childhood Disorders. Guilford Press. (M2: Part 1, 2Pp 3,91,153,259)
7. Goldenson, Robert M. (1978). Disability and Rehabilitation Handbook, McGraw Hill Inc.
8. Karna, G (2001) Disability Studies In India: Retrospects and Prospectus, New Delhi; Gyan Publishing House
9. Mc Innes J.M. & Treffry J.A. (1982). Deaf-Blind Infants and Children. England: Open University Press.
10. Michel E.D. & Vennon M. (1981). They Grow in Silence – The Deaf Child and the Family. Maryland: National Association of the Deaf.
11. Mohsini, S.R. & Gandhi, P.K. (1982). The Physically Handicapped. Delhi: Seema Publications).

Course Name	Communication for Development					
Type of Course	SEC					
Course Code	24U4SWSE201					
Course Level	200					
Course Description	This course will allow the students to discover the transformative power of communication for development. These skills will facilitate participation and engagement with different populations, communities and networks for positive social and behavior change in development and humanitarian contexts. The skills of communication for development will be helpful to the practitioners in creating Za grassroots level democratic dialogue about development in which citizens would have a consultative/co-creative role.					
Credit	3					
Semester	IV	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45	-	-	-	45

COURSE OUTCOMES (CO)

CO. No	Course Outcome	Learning Level
1	Understand different means of communication for development, and the origin, evolution, and trajectories of Development Communication.	U
2	Creatively use different media of communication for effecting social change, and acquire effective presentation and public speaking skills.	A
3	Understand the principles and processes in campaign design, how to develop a successful format, and use research data and stories to create and evaluate policy documents and campaign materials.	E
4	Facilitate participation and engagement with various populations, communities, and networks to foster positive social and behavior change in development and humanitarian settings.	C
5	Implement and evaluate digital communication strategies for real-time engagement and feedback in development projects.	E
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	1	2	1	2	1	2	2
CO 2	3	3	2	1	2	3	2	2	3
CO 3	3	3	3	2	2	3	2	2	3
CO 4	3	3	2	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	2	3	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	1	2	1	2
CO 2	3	3	2	3	2	3
CO 3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3
CO 5	3	3	3	3	3	3

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
1	Foundations of Development Communication			1
	1.1	Development Communication: Concept and History: MacBride Commission, NWICO, New Delhi Declaration 1976, UN approach to communication for development.	3	
	1.2	Critical Pedagogy and Enter-educate Methods: Paolo Freire's critical pedagogy and Miguel Sabido's enter-educate method, Kheda experiment in India, Nora C. Quebral in Philippines.	3	
	1.3	Participatory Communication Planning: Six phases of participatory communication planning.	3	
2	Stories that Inspire - Skills in Presenting Stories, Reports, Campaigns, and Policies			2
	2.1	Ethics, Storytelling, and Media Ethics, storytelling, and the media, creating rich narratives for the media, using human stories as case studies.	3	
	2.2	Persuasive Storytelling and Social Media Campaigns: Mastering persuasive story scriptwriting, identifying best practices in social media, deconstructing case studies of social cause campaigns.	3	
	2.3	Designing Campaigns and Policy Writing: How to design a campaign, understanding the purpose and audiences for policy-influencing writing outputs, internationally accepted templates for reports, policy briefs, and policy memos.	3	
3	Engaging with Different Media Genres for Development Communication			3
	3.1	Traditional Media for Development Communication: Folk media: puppetry, folk drama, folk songs, folk dances; Street plays, drama, interpersonal media.	3	
	3.2	Visual and Print Media: Flash cards, flannel graphs, flip charts, audio-visual projections, prints, zine making, posters.	3	
	3.3	Digital and Social Media Social media, blogs, vlogs, Instagram, reels, YouTube, fundamental elements of photography and social media usage.	3	
4	Participatory Communication and Community Engagement			4
	4.1	Mass media: radio, community radio, television, film shows, how to write a good report, scripting for documentary films, television shows (scripting writing workshops, film and documentary screening).	3	
	4.2	Skills for Effective Communication: How to become a better public speaker What goes into the presentation checklist How to use visuals, body language, and presentation structures in presentations Skills in how to decode and encode body language, the power of micro-expressions, listening non-verbal behavior.	3	
	4.3	Behavior Change Communication and IEC Materials How to create IEC materials, behavior change communication.	3	
5	Digital Communication Strategies for Development			5
	5.1	Digital Tools and Technologies in Development Projects Overview of digital tools, applications in development projects.	3	

	5.2	Real-time Engagement Social media monitoring, feedback collection and analysis.	Methods: 3	
	5.3	Evaluating Digital Strategies: Metrics and KPIs, case studies and best practices	3	

Teaching and Learning Approach	Classroom Sessions (Mode of transaction) 1. Workshops on public speaking, script writing, documentary film making, zine making etc 2. Brainstorming lectures 3. Interactive instructions 4. Group discussions 5. Presentations by individuals students 6. Active cooperative learning
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Assessment Types	Continuous Comprehensive Assessment (CCA) -25 marks
	End Semester Assessment (ESA) - 50 marks

References and Suggested Readings:

1. Campbell, R., Martin, C. R., & Fabos, B. (2014). Media & culture: Mass communication in a digital age. New York, Bedford/St. Martin's.
2. Dahama, O.P. (1988) Education for Development and communication. New Delhi, Oxford and IBH Publishing.
3. Servaes, Jan. (2008) Communication for development and social change. New Delhi, Sage Publications for UNESCO.
4. Tewari, I.P. (1987) Communication, Technology and Development. New Delhi, Publications Division, Ministry of I&B.
5. Mefalopulos, Paolo. (2008). Development Communication Sourcebook: Broadening the Boundaries of Communication. Washington, DC © World Bank

Course Name	Psychological First Aid and Crisis Interventions					
Type of Course	VAC					
Course Code	24U4SWVA201					
Course Level	200					
Course Description	This course is designed to equip social work students with the knowledge and skills necessary for effective crisis interventions and the application of psychological first aid. Students will explore crisis theory, assessment strategies, and practical techniques for providing immediate support to individuals facing various crises.					
Credit	3					
Semester	IV	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		40			5	

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *
<i>Upon the completion of the course, the learners will be able to;</i>		
1	Explain the concepts of crisis intervention and psychological first aid and the need for such interventions	U
2	Values the ethical and cultural considerations in crisis intervention and psychological first aid	A
3	Identify trauma and the impact of stress on mental health	U
4	Illustrate crisis assessment and intervention using different techniques	A
5	Demonstrate communication skills for effectively giving psychological first aid	A
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</i>		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	2	1	1	3	3	3	3
CO 2	1	3	2	1	2	2	2	2	2
CO 3	3	2	2	1	2	3	1	1	3
CO 4	2	1	3	2	1	3	1	2	2
CO 5	1	3	2	1	1	2	2	1	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	1	0	1	2	2
CO 2	1	3	0	2	1	3
CO 3	2	2	0	1	1	2
CO 4	2	1	2	1	3	1
CO 5	1	2	3	1	0	3

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	Introduction to Crisis Intervention and Psychological First Aid		9	1
	1.1	Concept of crisis ,events and introduction to crisis intervention and disaster mental health	3	
	1.2	Theories of crisis intervention –systems crisis theory, adaptational theory, interpersonal theory, ecological theory Principles and Models of Crisis Intervention.	3	
	1.3	Concept and Development of Psychological First Aid Ethical considerations in providing crisis intervention and psychological first aid	3	
2	Crisis Assessment and Intervention Strategies		9	2
	2.1	Understanding Trauma and stress, their impact on mental health and crisis Reaction	2	
	2.2	Conducting crisis assessments. Developing crisis intervention plans Crisis intervention techniques, essential crisis intervention skills	5	
	2.3	Handling specific crisis – Substance uses, domestic violence, sexual assault, Child sexual abuse	2	
3	Principles and Skills for Psychological First Aid		9	3
	3.1	Core Principles of PFA – Sense of Safety, Calming, a sense of self and community efficacy, Connectedness and hope	3	
	3.2	Core Competencies of Psychological First Aid Skills : Basic Communication and Active Listening	3	
	3.3	Skills, Effective communication strategies - Active listening techniques, Non- verbal communication in crisis situations	3	
4	Assessing Needs and Prioritizing Actions in PFA		9	4
	4.1	Practicing RAPID Model of psychological assessment.- Rapport and Reflective learning,	2	
	4.2	Assessment of needs, Prioritization, Intervention, Disposition	2	
	4.3	Cultural Competence in Psychological First Aid - Respecting diversity and individual differences, Addressing cultural stigma related to mental health	5	
5	Psychological First Aid for Effective Support		9	5
	5.1	Definition and theoretical foundations of PFA The neurobiological impact of crisis on mental health Situations where PFA is needed: Acute stress responses, trauma exposure, and disaster scenarios	5	
	5.2	The role of empathy in therapeutic settings Neurobiological underpinnings of empathy	2	
	5.3	Techniques for demonstrating empathy:- reflecting feelings, validating emotions, using compassionate language, Conservation and Restoration Efforts	2	

Assessment Types	MODE OF ASSESSMENT
	. Continuous Comprehensive Assessment (CCA) – 25 Marks
	B. Semester End Assessment (SEA) -50 Marks

References and Suggested Readings:

1. Everly, Jr G. S. & Mitchell, J. T. (1998). Assisting Individuals In Crisis: A Workbook. International Critical Incident Stress Foundation
2. Everly, Jr G. S. & Mitchell, J. T. (2017). The Johns Hopkins Guide to Psychological First Aid. Johns Hopkins University Press
3. James, R. K., Gilliland, B. E. (2016). Crisis Intervention Strategies. Cengage Learning.
4. Journal of Crisis Intervention and Suicide Prevention
5. World Health Organization, War Trauma Foundation and World Vision International (2011). Psychological first aid: Guide for field workers. WHO: Geneva.
<https://www.who.int/publications/i/item/9789241548205>

Course Name	Social Work Practicum Lab III					
Type of Course	Mandatory Internship					
Course Code	24U3SWDA202					
Course Level	200					
Course Description	As part of the field practicum lab 1 the students are provided opportunities to be with a community to understand the nature, features and living situations of the community by undertaking a community living camp and activities associated with this.					
Credit	2					
Semester	4	Credits			2	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
				2		60

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Identify oneself as a professional social worker	U
2	Develop professional network	C
3	Sketch the functioning of the organization, management, objectives, programmes etc	U
4	Explore the significance of the social work profession in the field chosen for internship	E
5	Utilize real work experience and provide meaningful assistance to the organization	A
<i>*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)</i>		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	1	0	2	2	2	0	2	3
CO 2	3	2	0	3	2	3	2	3	2
CO 3	3	1	3	0	1	1	0	0	0
CO 4	3	1	0	2	1	3	0	1	1
CO 5	3	3	1	2	3	1	0	1	1

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3.	3	2	2	2	2
CO 2	3	2	3	3	2	2
CO 3	2	0	0	0	0	0
CO 4	3	1	1	1	1	1
CO 5	3	2	1	2	2	2

Details of the Field Work Setting

Internship in an organization/institution/firm aims to gain practical experience in the sector. Interns can learn about the organization, their missions and programs, and the challenges and opportunities they face. They can also develop hands-on skills in areas such as program development, fundraising, grant writing, advocacy, and community engagement and so on.

Social Work Practicum Lab Requirements

1. Social work trainees can select the organization/ institution/ firms of their interest where they can do the internship.

2. Social work trainees need to participate in regular activities of the organization/ institution/ firms.
3. Students must integrate knowledge obtained from social work major or minor papers with their internship.
4. Develop hands-on skills in areas such as program development, fundraising, grant writing, advocacy, and community engagement.

Teaching and Learning Approach	Classroom Sessions
Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 marks
	End Semester Assessment (ESA) -70 marks

SEMESTER 5

Sl. No	Course Code	Course Title	Credits	Course Level	Course Type
	24U5SWDA302	Legal Information and Human Rights in Social Work Practice	4	300	DSC A
	24U5SWDA303	Social Work Research	4	300	DSC A
	24U5SWDE301	Green Social Work (Development Social Work)	4	300	DSE
	24U5SWDE302	Public Health and Medical Social Work (Medical and Psychiatric Social Work)	4	300	DSE
	24U5SWDE303	Labour Welfare (Labour Welfare Social Work)	4	300	DSE
	24U5SWDE304	Gerontological Social Work (Multicultural Social Work)	4	300	DSE
	24U5SWDE305	Social Work Practicum Lab IV (Health Setting) (Medical and Psychiatric Social Work)	4	300	DSE
	24U5SWSE301	Technology for Social Work Practice	3	300	SEC

Course Name	Legal Information and Human Rights Practice in Social Work				
Type of Course	DSC A				
Course Code	24U5SWDA302				
Course Level	300				
Course Description	The learner should acquire knowledge about the various laws and legal enforcement mechanisms for the protection of legal and human rights of marginalized sections.				
Credit	4				
Semester	V	Credits			Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	
		60	-	-	60

COURSE OUTCOMES (CO)

CO. No	Course Outcome	Learning Level
1	Demonstrate knowledge on the concepts of human rights and various concepts related to it	U
2	Understand the constitution of India and its values	U
3	Demonstrate a comprehensive understanding of legal enforcement mechanisms of India .	U
4	Examine various legislations catering to the marginalised and vulnerable populations of the society	An
5	Apply knowledge of practice of law	An
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	1	2	2	1	2	1	1	1
CO 2	3	2	1	3	2	2	1	1	2
CO 3	3	1	2	3	2	3	3	3	2
CO 4	3	2	2	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	2	3	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	2	2	1	2
CO 2	3	3	2	3	2	3
CO 3	3	2	3	3	2	3
CO 4	3	3	2	3	3	3
CO 5	3	3	3	3	3	3

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
1	Social Legislation and Human Rights			
	1.1	Concepts: Social justice, Social Defence, Social Legislation, Social Security, Social Policy, Human Rights	4	1
	1.2	Legal information in social work: relevance, areas of social work intervention in the legal field	4	
	1.3	UNDHR; Human Rights issues in India and the Role of social worker in social legislation and human rights violations	4	
2	Constitution of India			
	2.1	Constitution as the Supreme law of the nation, relevance, and features including the Preamble, Directive Principles of State Policy, Fundamental rights, Fundamental duties	4	2
	2.2	Constitutional safeguards to marginalized sections and Constitutional amendments	4	
	2.3	Constitutional values	4	
3	Legal Enforcement System in India			
	3.1	Legal Enforcement System in India: Courts Hierarchy: Supreme Court, High Court, District level Courts, Police Hierarchy & Function, Rights of persons during arrest and imprisonment	4	3
	3.2	Juvenile Justice Board, Family Court, National Green Tribunal, Probation and prison welfare, Pre trial detention,	4	
	3.3	Commissions for the welfare of humans: National Human Rights Commission; Commissions for marginalized communities in India: National Women Commission, National Commission for the Protection of Child Rights, National Commission for Scheduled Castes, National Commission for Scheduled Tribes Right To Information Act 2005, Public Interest Litigation, Legal Service Authorities, Lok Adalat, Free legal aid	4	
4	Legislations Related to Women, Children, SC/ST and Other Marginalized Sections			
	4.1	Personal Laws in India: Marriage, Divorce and Inheritance acts - Hindu Marriage Act 1955, Muslim Personal Law, Indian Christian Marriage Act 1972 & Special Marriage Act 1954, Prohibition of Prenatal Diagnostic Technique Act 1994, Domestic Violence Act 2005, Maternity Benefit Act 1961, Medical Termination of Pregnancy Act 1971	4	4
	4.2	Juvenile Justice Act, 2015, POCSO Amendment Act 2019, Child labour (Prohibition and regulation) Act 1986, Prohibition of Child Marriage Amendment Act 2006, Protection of Civil Rights Act 1955, Scheduled Castes and Scheduled Tribes (Prevention of Atrocities act) 1989	4	
	4.3	The Maintenance and Welfare of Parents and Senior Citizens Bill, 2007, Rights of persons with Disabilities Act 2016, The Environment (Protection) Act 1986- issues and challenges, Legal needs of emerging sections such as LGBTQIA+	4	
5	Practice of law: procedures and protocols			
	5.1	Exposure visits of District court, family court, JJB, Jail, Borstal School	4	5
	5.2	Participation in MOOT COURT procedures	4	
	5.3	Filing of RTI, PIL, Suo Moto	4	

Teaching and Learning Approach	Classroom Sessions (Mode of transaction) 1. Lecture 2. Group Discussion 3. Case study analysis 4. Debate 5. Assignments 6. Seminar
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Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 marks
	End Semester Assessment (ESA) - 70 marks

References and Suggested Readings:

1. Ahuja Sangeeta, (1997). People law and Justice: A Case Book of Public-Interest Litigation. Orient Longman Vol.1
2. Diwan Paras; Peeyushi Diwan (1996). Family Law (Hindus, Muslims, Christians, Parsis and Jews). Allahabad Law Agency
3. Gangrade K.D. (1978). Social Legislation in India, Delhi: Concept Pub., Vol. I
4. Godbole, Madhav. (2009) The Judiciary and Governance in India, Rupa.co, New Delhi
5. Matha P.D., (1986). Family Courts, New Delhi: Indian Social Institute
6. PyleeM.V.. (2009). An Introduction to the Constitution of India, Fifth Edition, Vikas Publishing House Pvt Ltd., Noida,
7. Saltzman,Kathleen (2005)., Law in Social Work Practice, Library of Congress Cataloguing- in publication Data, USA

Course Name	Social Work Research					
Type of Course	Core					
Course Code	24U5SWDA303					
Course Level	300					
Course Description	Social Work research is a secondary method of social work which facilitates the practice of the primary methods of social work. This course introduces different types of research approaches, methodologies which helps the students to develop research aptitude by undertaking independent research projects as part of the course.					
Credit	4					
Semester	V	Credits			4	Total Hours
Course Details	Learning Approach	Lecture 30	Tutorial	Practical	Others 30	
					60	

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Demonstrate knowledge about the basics of social research, its importance as a method of social work	U
2	Utilize analytical skills to adopt appropriate research approach, methodology and design	An
3	Prepare tools for data collection and administer it	C
4	Demonstrate skill in qualitative and quantitative data analysis through appropriate methods and software	An
5	Utilize Social Work research as a method to intervene in micro mezzo and macro levels of social work interventions	C
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	1	3	3	3	1	0	3
CO 2	3	2	1	3	2	3	1	0	3
CO 3	3	3	2	2	2	3	0	2	3
CO 4	3	3	3	3	3	3	2	3	3
CO 5	3	3	3	3	3	3	3	3	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	1	1	3	3	2
CO 2	3	1	2	2	3	2
CO 3	3	1	1	2	3	2
CO 4	3	1	2	3	3	2
CO 5	3	3	3	3	3	3

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
1	Introduction to Social Work Research			
	1.1	Meaning of Research - World views, Scientific Method, Scientific enquiry	4	1

		Social Research and Social Work Research: Definition, Objectives, Features, Nature and Scope		
	1.2	Appraise Social Work Research as a secondary method of Social Work	4	
	1.3	Ethical Issues and Integrity in Social Work Research- Plagiarism Importance of Social Work Research in practice	4	
2	Research Process and Designs			
	2.1	Research Process: Identification and Formulation of Research Problem Review of literature -Need and sources of literature. Theoretical Framework	4	2
	2.2	Conceptualization and operationalization. Variables, research questions and objectives and or developing hypotheses.	4	
	2.3	Research Design: Meaning and definition of research design, types of research design - Quantitative, Qualitative and Mixed methods.	4	
3	Sampling and Tools for Data Collection			
	3.1	Sampling Design: Universe, unit and sample size Sampling Types - Probability and Non-Probability Sampling Techniques	4	3
	3.2	Primary Data Collection methods: Survey- observation-interview-Experimentation	4	
	3.3	Data Collection Procedures- online/tele/virtual data collection methods, field notes, Use of Audio Recorder and other logical considerations Tools for data collection: questionnaire, interview schedule, scale, observation format participatory tools: PRA, FGD	4	
4	Quantitative and Qualitative Data Analysis, Interpretation & Reporting			
	4.1	Quantitative Data Analysis: functions and importance; Descriptive and Inferential Analysis. Application of Computer Software for analysis of quantitative data	4	4
	4.2	Qualitative Data Analysis: Transcribing the data, thematic analysis, content analysis, discourse analysis, narrative analysis Application of Computer Software for analysis of qualitative data	4	
	4.3	Research Reporting: Research formatting styles Organization of research report Publication and Dissemination Referencing in research, Styles, Bibliography; APA referencing	4	
5	Application of social work research			
	5.1	Application of Social Work Research in addressing various micro-mezzo- macro level problems	1	5
	5.2	Preparing of research proposal	4	
	5.3	Conducting mini research	7	

Teaching and Learning Approach	Classroom Sessions
Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 marks
	End Semester Assessment (ESA) -70 marks

References and Suggested Readings:

1. Bryman,A.(2016).*Social research methods*. Oxford university press.
2. Corbin, J., & Strauss, A. (2014). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. SAGE.
3. Corby,B.(2006).*Applying research in social work practice*. Open University Press.

4. Cresswell, J.W. (2014). *Research design: qualitative, quantitative, and mixed method approaches*. SAGE.
5. Garner, M., Wagner, C., & Kawulich, B. (Eds.). (2009). *Teaching research methods in the social sciences*. Ashgate Publishing.
6. Grinnell Jr, R. M., & Weinbach, R. (2010). *Statistics for social workers*. Allyn & Bacon.
7. Kothari, C.R. (2004). *Research methodology: Methods & techniques* (2nd ed.). New Age International Publishers.
8. Kumar, R. (2011). *Research methodology: A step-by-step guide for beginners*. SAGE.
9. Lal Das, D.K. (2000). *Practice of social research: Social work perspective*. Rawat Publications.
10. Neuman, W.L. (2014). *Social Research Methods: Qualitative and quantitative approaches* (7th ed.). <https://doi.org/10.1234/12345678>
11. Rubin, A., & Babbie, E.R. (2011). *Research methods for social work*
12. (7th ed.). Linda Schreiber. <https://books.google.nl/books?id=cO8lh0omJtMC>
13. Sing, Y.K. (2006). *Fundamental of research methodology and statistics*. New Age International Publishers.
14. Yegidis, B.L., Weinbach, R.W., & Myers, L.L. (2018). *Research methods for social workers* (8th ed.). Pearson. <https://doi.org/10.1093/hsw/hls02>

Course Name	Green Social Work					
Type of Course	DSE					
Course Code	24U5SWDE301					
Course Level	300					
Course Description	Survival of our known world depends upon ecological knowledge and interaction strategies. This course will help the students to gain a more nuanced understanding of the ecology, a critical insight into how the social work profession deals with the very important dimensions of environmental justice and rights.					
Credit	4					
Semester	5	Credits (Theory - 3, Practical - 1)			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		55				60
Pre-requisites, if any	Basic understanding of environmental issues in the world and basic understanding of legislative and policy framework for environment conservation in India					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *
<i>Upon the completion of the course, the learners will be able to;</i>		
1	Acquire conceptual understanding of theories and discourses on environment	U
2	Acquire skills for critical analysis of issues related to environment and development	U
3	Develop knowledge on institutional framework, legal framework and strategies involved in environment conservation	An
4	Initiate and practice green social work philosophy and strategies in social work profession	U
5	Assess environmental impacts of development projects	E
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	0	3	2	3	0	1	3
CO 2	3	2	1	3	2	3	0	2	3
CO 3	3	2	0	3	2	3	0	1	3
CO 4	3	3	1	3	2	3	2	1	3
CO 5	3	3	3	3	3	3	3	3	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	1	3	3	3
CO 2	3	2	0	3	3	3
CO 3	3	3	0	3	3	3

CO 4	3	2	1	3	3	3
CO 5	3	2	1	3	1	2

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Fundamentals in Ecology		12	1
	1.1	Ecology definition, components of ecology, ecosystem, biosphere, ecological niche, ecological diversity, ecological network	4	
	1.2	Types - population ecology, community ecology, ecosystem ecology, social ecology, molecular ecology	4	
	1.3	Approaches - Biocentrism and Anthropocentrism, Deep Ecology and Shallow Ecology, Criticisms to approaches in Ecology, Political Ecology, Ecofeminism, Environment and Human rights.	4	
2	Environmental Issues		12	2
	2.1	History and impact of ecological destruction in local to global communities/marginalised groups	4	
	2.2	Environmental racism; ecological refugees Carbon emission, global warming	4	
	2.3	Waste management - different types of waste, current practices in waste management, principles and emerging philosophy of waste management- zero waste, waste is wealth, waste recycling, changes in consumer behavior	4	
3	Green Social Work		12	3
	3.1	Emergence, Concept, Perspectives. Scope of social work practice for environment conservation – local to global	4	
	3.2	Concept of Green Governance, Environment Impact Assessment. Environment Movements – local to international Environmental Justice; forest rights	4	
	3.3	Governmental and Non-Governmental agencies and programmes for environment protection and conservation – International, National and State	4	
4	Environment conservation strategies		12	4
	4.1	Policies and legislations for environment protection and conservation – International, National and State – National Environment Policy,	4	
	4.2	International Treaties Brundtland Commission Report, Ramsar Convention on Wetland, UNFCCC, Kyoto protocol and Paris agreement. Ecological ethics concepts of organic living, fair trade		
	4.3	Legislations relating to protection of forests, biodiversity, waterbodies, wetlands, agricultural lands, common property resources, coastal zones; Legislation relating to prevention of air, water and sound pollution. Watershed management and watershed- based projects - importance, features and strategies. Forest management and Social Forestry Indigenous technology and Appropriate Technology.	4	

5	Environment and Sustainable Development		12	5
	5.1	Sustainable development goals and environment protection, conservation and preservation	4	
	5.2	Development and displacement; migration and climate change implications to sustainable development	-4	
	5.3	Green Audit	4	

Assessment Types	MODE OF ASSESSMENT	
	. Continuous Comprehensive Assessment (CCA) - 30 marks	
	B. Semester End Assessment (SEA) -70 marks	

References

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- Norton, C. L. (2012). Social work and the environment: An ecosocial approach. International Journal of Social Welfare, 21(3), 299-308.
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- Rangarajan, M. (2007). Environmental Issues in India: A Reader. Pearson Education India.
- Rosencranz, A., Divan, S., & Noble, M. L. (2001). Environmental law and policy in India.
- Roy, Arundathi. (2013). Algebra of Infinite Justice. New Delhi. Penguin
- Shiva, Vandana. (2015). Who really feeds the world? New Delhi: Women Unlimited.
- Shiva, V. (2016). The violence of the green revolution: Third world agriculture, ecology, and politics. University Press of Kentucky.

Course Name	Public Health and Medical Social Work					
Type of Course	DSE					
Course Code	24U5SWDE302					
Course Level	300					
Course Description	This comprehensive course equips learners with the knowledge and competence to initiate social work practice in public health. It covers diverse aspects of health, public health, healthcare systems, and social work interventions in public health. Learners will gain insights into national health policies, programs, and the role of social work in promoting health and well-being.					
Credit	4					
Semester	V	Credits			4	Total Hours 60
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		35	10		15	

COURSE OUTCOMES (CO)

CO. No	Course Outcome	Learning Level
1	Describe the concepts of health and the relevance of public health in social work practice	An
2	Understand the management of the healthcare system and demonstrate skills in health education.	An
3	Examine various health policies and programs to address challenges in the healthcare field.	E
4	Analyze the emerging challenges in public health and develop effective strategies to mitigate them	An
5	Demonstrate knowledge and skills in medical social work practice in the healthcare system.	A
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	0	2	2	2	0	1	2
CO 2	3	3	2	1	2	3	1	3	2
CO 3	3	2	1	3	2	3	0	1	2
CO 4	3	3	2	3	2	3	1	3	3
CO 5	3	3	2	2	2	2	0	3	2

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	1	1	2	3	3
CO 2	3	1	2	2	2	3
CO 3	3	2	1	3	2	2
CO 4	3	2	3	3	2	3
CO 5	3	2	3	3	3	3

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
	Introduction to Health			
	1.1	Health: dimensions of health, determinants of health, spectrum of health, Positive health, Family and Community Medicine Public health: meaning, objectives, areas. Community Health.	4	1

1	1.2	Epidemiology: meaning, components, objectives and Epidemiological triad.	3	
	1.3	Sociology of Health, Health as a human right, Role of Social Worker in Public Health.	3	
2	Health Education & Health Administration			
	2.1	Health Education- objectives, Principles, contents and methods.	4	2
	2.2	Health care and levels of health care, Health care system in India: Public, Private and indigenous systems of medicine	3	
	2.3	Primary Health care: Principles of primary health care, primary health care in India: ANM, ASHA workers, Dais	4	
3	National and International Health Programmes			
	3.1	Alma Ata Declaration, International Health, World Health Organisation National Health Policy, National Family Health Survey (NFHS).National Vector Borne Disease and Control Programme (NVBDCP), National Leprosy Eradication Programme, National TB Elimination Programme (NTP), National AIDS Control Programme.	5	3
	3.2	National plan for prevention and control of snakebite envenoming, Iodine Deficiency Disorders (IDD Programme, Universal Immunization Programme. National Health Mission (NHM), Reproductive and Child Health Programme (RCH), National Programme for the Health Care of Elderly (NPHCE)	5	
	3.3	National Tobacco Control Programme, National Programme for the Prevention and Control Cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS), National Mental Health Programme, Ayushman Bharat Scheme.	5	
4	Emerging areas of Public Health			
	4.1	Geriatric health care,health needs of the aged. Mental health needs of youth: suicide, substance abuse, social media addiction Zoonotic diseases, Pandemic and global health security	4	4
	4.2	SDG goals and Health in India, interventions for achieving SDG goals. Health economics, Telemedicine & E-Health, AI in Healthcare	5	
	4.3	Public health during disaster, impact of climate change on Health.	5	
5	Medical Social Work			
	5.1	Definition and scope of medical social work. Interaction with a medical social worker in public health care field	3	5
	5.2	Application of social work methods in public health care settings	3	
	5.3	Interventions for health promotion and disease prevention. Advocacy for Patients' Rights in health care settings.	4	

Teaching and Learning Approach	Classroom Sessions (Mode of transaction) 1. Lecture 2. Group Discussion 3. Case study analysis 4. Brainstorming 5. Debate
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	6. Assignments 7. Seminar
Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 Marks
	End Semester Assessment (ESA) - 70 Marks

References and Suggested Readings:

1. Basavanthappa. B.T. (1998). Community Health Nursing, Jaypee Brothers
2. Dawra,S.(2002). Hospital Administration and Management. New Delhi: Mohit Publications
3. Goel, S.L.(2004).Health Care Management & Administration. New Delhi: Deep & Deep Publications Pvt. Ltd.
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6. Park K, (1997).Preventive and Social Medicine,Jabalpur: Banarsidas Bhanot Publishers
7. Rajneesh, Goel. (2002).Community health care, Deep & Deep Publications
8. Sundar, Kasturi. (1997). Introduction to Community Health Nursing: with Special Reference to India, B.I.Publications
9. Tabish, S.A.(2001). Hospital & Health Services Administration. New Delhi: Oxford University Press.

Course Name	Labour Welfare					
Type of Course	DSE					
Course Code	24U5SWDA301					
Course Level	300					
Course Description	To understand the labour welfare measures in an organization and the intervention of social workers					
Credit	4					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		55			5	60

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Understand the constitutional provisions and industrial-related labour welfare laws	U
2	Assess the labour markets, wages, employment and unemployment issues	An
3	Create knowledge in industrial and psychological aspects of labour	An
4	Understand and Analyse different labour movements in India	E
5	Evaluate and utilize relevant resources to enhance student learning and engagement.	E
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	1	3	0	1	2	1	2
CO 2	2	3	3	1	0	1	2	2	3
CO 3	2	2	3	2	1	2	1	1	3
CO 4	1	3	3	2	1	1	2	1	2
CO 5	1	2	2	2	3	3	2	3	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	2	3	1	0	1	0
CO 2	1	0	3	1	0	0
CO 3	1	1	2	3	0	0
CO 4	0	1	1	0	3	0
CO 5	0	0	1	0	0	3

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
1	Introduction to Labour Welfare, Theories and Laws			
	1.1	Definition of labour, labour welfare, evolving concepts of labour welfare- Decent work, Gig economy and labour welfare, sustainable labour practices	4	1
	1.2	Labour welfare theories-The Police theory, The social theory, functional theory, public relation theory, trusteeship theory and placating theory	4	
	1.3	International laws related with labour welfare- specifically by UN and other International labour welfare organisation Constitutional laws related to labour welfare, Industrials laws related to labour welfare	4	

2	Principles, Psychological Aspects of Labour Welfare and Concepts			
	2.1	Principles of labour welfare in India. Industrial and psychological aspects of labour welfare	3	2
	2.2	Labour market- concepts, type characteristics, wages In India	4	
	2.3	Employment & unemployment of labour market in India	3	
3	Labour problems and labour welfare movements in India and abroad			
	3.1	Exploitation of workers, Lack of social security and welfare benefits, gender discrimination and workplace harassment, Impact of Automation and AI on employment	3	3
	3.2	Climate change and labour issues	4	
	3.3	National and international labour movements	4	
4	Labour Welfare Programmes and Agencies for Labourers			
	4.1	Statutory and non statutory provisions as labour welfare	3	4
	4.2	Welfare programmes for labourers-different welfare boards and their functions. Labour court-Duties and powers	4	
	4.3	Agencies of labour welfare- state, employer, trade unions, voluntary agencies	5	
5	Social work intervention on labour welfare			
	5.1	Group project- Design a CSR based social work intervention for labour welfare	5	5
	5.2	Fieldvisit- Visit any company and explore their labour welfare program	5	
	5.3	Review innovative labour welfare programs/projects	5	

Teaching and Learning Approach	Classroom Sessions 1. Use of multimedia, discussions, and real-life examples. 2. Group discussions and role-playing exercises. 3. Scenario-based discussions and research projects
Assessment Types	Continuous Comprehensive Assessment (CCA)- 30 marks End Semester Assessment (ESA)- 70 marks

References and Suggested Readings:

1. Basu, K. (2006). Labor Laws and Labor Welfare in the Context of the Indian Experience. Poverty, Inequality and Development: Essays in Honor of Erik Thorbecke, 183-204
2. DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2016). Fundamentals of human resource management. John Wiley & Sons Swanson,
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10. Rani, S., & Kumar, A. (2020). Labour Welfare Measures and Its Importance in Industry: An Overview. International journal of economic perspectives, 14(1), 192- 203.
11. Sivarethinamohan, R. (2010). Industrial Relations and Labour Welfare. PHI Learning Pvt. Ltd..
12. Valticos, N. (2013). International labour law. Springer Science & Business Media.

Course Name	Gerontological Social Work					
Type of Course	DSE					
Course Code	24U5SWDE304					
Course Level	300					
Course Summary	As an emerging field of social work, the course introduces the social work intervention in the area of gerontology.					
Semester	V	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		55	-	-	5	60
Pre- requisites, if any	Age specific characteristics and hazards (Developmental Psychology)					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *
<i>Upon the completion of the course, the student will be able to:</i>		
1	Identify the concepts, theories and approaches of Gerontology	U
2	Discuss the process and challenges of ageing	An
3	Draw the implementation of policies and programmes related to elderly	A
4	Judge the trends in gerontology at global level	E
5	Recognize the role theon social worker in services related to elderly	U
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)</i>		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	1	1	2	3	1	3	3
CO 2	2	2	1	2	1	2	1	2	2
CO 3	3	2	1	2	2	1	2	1	2
CO 4	2	2	0	3	1	3	0	1	1
CO 5	3	2	1	2	2	2	2	3	2

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	1	0	2	2	1
CO 2	2	3	1	2	2	1
CO 3	3	1	2	2	1	2
CO 4	2	1	0	3	2	1
CO 5	3	2	1	2	1	2

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Introduction to Gerontology		12	1

1	1.1	Definition, Concepts- Gerontology, older people, ageism, geriatric care	4	
	1.2	Development of the field of gerontology Socio-Demographic aspects, Implication of the changing demography of ageing	4	
	1.3	Definition and concept of Gerontological Social work Nature and Scope of Gerontological Social work	4	
2	Theoretical Foundations and Aging Process and challenges		12	2
	2.1	Role Theory and Disengagement Theory ,Critical Theory and Activity Theory	4	
	2.2	Process of Aging – causes and consequences	4	
	2.3	Disability & Terminal illnesses related issues – causes, symptoms and conditions Death and Dying, Successful Ageing, Grief Counselling. Elderly abuse	4	
3	National Policies, Programmes and Interventions		12	3
	3.1	Senior Citizen Protection Act (2007), National Policy on Senior Citizens (2011), Pradhan Mantri Vaya Vandana Yojana (PMVVY), Rashtriya Vayoshri Yojana (RVY)	4	
	3.2	Indira Gandhi National Old Age Pension Scheme(IGNOPS), National Programme for the Health Care of Elderly (NPHCE), Varshitha Pension Bima Yojana (VPBY), Vayomithram, Pakalveedu Institutional and Non Institutional Services	4	
	3.3	Advocacy and empowerment oriented social work programmes, Formal and Informal Care. Interdisciplinary team practices in elder care Psychosocial assessment and interventions	4	
4	Global Trends in Social Work Practice		12	4
	4.1	Development of Geriatric social work and role of NGOs in Elder health and welfare in Global level – America, Canada, Australia, Sweden, Germany, Netherlands	5	
	4.2	Global Policies and programmes for elderly- UN Principles for Older Pensions, UDHR, Proclamation Aging and Global Targets for Ageing	5	
	4.3	Difference between Gerontological social work in regional and Global level	2	
5	Elder Care Management and Community Engagement		12	5
	5.1	Introduction to Elder Care, Psycho social programs for elderly, Role of social worker in elder care	4	
	5.2	Global best practices in Elderly care management	4	
		Visit Pakalveedu and organise health camp/recreational events for elderly	4	

Assessment Types	MODE OF ASSESSMENT
	Continuous Comprehensive Assessment (CCA) - 30 marks
	B. Semester End Assessment (SEA) -70 marks

References

1. Cumming E & William H (1961) Growing Old: The Process of Disengagement, Basic Books, New York
 2. Dandekar, Kumudini (1996) The Elderly In India, Sage Publications, New Delhi
 3. Desai, M & Raju, S (2000) Gerontological Social Work in India, BR Publications, New Delhi
 4. Hokenstad,M, Kendall K (1988) Gerontological Social Work: International Perspectives, The Haworth Press, New York
 5. Lymberg,Mark (2007) Social Work With Older People, Sage Publications, New Delhi
- Samanta, tannistha (2017) Cross- Cultural and Cross-Disciplinary Perspective in Social Gerontology, Springer Science+Business Media, Singapore

Course Name	Social Work Practicum Lab IV					
Type of Course	DSE					
Course Code	24U5SWDE305- Social Work Practicum Lab IV (Health Setting)- [Medical and Psychiatric Social Work Specialization] 24U5SWDE306- Social Work Practicum Lab IV (PRI Setting)- [Development Social Work Specialization] 24U5SWDE307- Social Work Practicum Lab IV (Labour Setting)- [Labour Welfare Social Work Specialization] 24U5SWDE308- Social Work Practicum Lab IV (Social Work with NGOs/Programmes addressing Disability)- [Multi-cultural Social Work Specialization]					
Course Level	300					
Course Description	The Social Work Practicum Lab IV aims to enhance the proficiency in conducting assessments, developing intervention plans, and implementing creative social work interventions of the social work trainees in health settings, Panchayati Raj Institutions, institutions for differently abled & Labour welfare institutions. The students choosing different specialization pathways should choose appropriate field work settings.					
Credit	4					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
				4		

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Demonstrate proficiency in conducting assessments, developing intervention plans, and implementing creative social work interventions in group work.	A
2	Engage in advocacy efforts to address social injustices, promote human rights, and empower clients and communities to access resources and services	A
3	Network and collaboration with agencies to address the needs of clients and communities	An
4	Exhibit Cross culture communication Skills	A
5	Develop skills in observation, teamwork, planning, organizing, recording and evaluation	C
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	3	1	2	2	3	0	2	3
CO 2	3	3	1	3	3	3	0	2	1
CO 3	3	3	2	2	1	2	0	2	1
CO 4	3	2	1	2	1	2	0	2	1
CO 5	3	2	2	2	1	2	1	3	2

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	3	2	0	2
CO 2	2	1	1	3	2	3
CO 3	2	2	0	2	2	2
CO 4	2	2	2	3	3	3

CO 5	2	2	0	2	2	2
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Details of the Field Work Setting

The Social Work Practicum Lab IV is in an elective mode as it helps the student to opt their field work in either health setting or in Panchayat Raj Institutions. This practicum shall enable the trainees to foster networking and collaboration with Panchayat Raj Institutions or health departments to address the needs and problems of the clients and communities.

Social Work Practicum Lab Requirements

1. One group work and its recording in the given format.
2. Initiate theme based community activities and link it with SDGs.
3. Organize a minimum of one programme (cultural/informative/skill building programmes) for the target group of the agency.
4. Identify human rights issues in the community/organisation
5. Comprehensive learning of PRI/health department function and preparation of the report of the major/special initiatives of the Panchayat Raj Institution / health department

Teaching and Learning Approach	Classroom Sessions
Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 marks
	End Semester Assessment (ESA) - 70 marks

Course Name	Technology for Social Work Practice					
Type of Course	SEC					
Course Code	24U5SWSE301					
Course Level	300					
Course Description	This technology-focused social work course is designed to equip practitioners with essential skills for the digital age. This course will help the learners to gain more efficiency, accuracy, and quality in service delivery. Throughout the course, emphasis is given to ethical considerations and responsible use of technology in promoting positive outcomes for individuals and communities.					
Credit	3					
Semester	VI	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45	-	-	-	45

COURSE OUTCOMES (CO)

CO. No	Course Outcome	Learning Level
1	Identify different technologies and their uses in society, and evaluate the impact of social media in social work practice.	E
2	Use different technology tools for assessment and intervention, and coordinate digital tools and platforms to enhance social work research.	An
3	Explore the use of Artificial Intelligence, Augmented Reality, and other emerging technologies in social work practice.	A
4	Demonstrate an awareness of ethical considerations related to the use of technology and implement best practices for ethical digital practice.	A
5	Conduct research on the effectiveness of various technologies in social work practice, including data analysis and reporting on technology-driven interventions	C
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	2	1	1	2	1	1	2
CO 2	3	3	3	2	3	3	1	3	3
CO 3	3	2	3	1	2	2	1	1	2
CO 4	3	2	2	3	3	3	2	2	3
CO 5	3	3	2	3	3	3	1	2	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	1	1	2	3
CO 2	3	3	2	2	3	3
CO 3	3	2	2	2	3	3
CO 4	3	3	2	3	3	3
CO 5	3	3	2	3	3	3

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
	Introduction to Technology Tools			
	1.1	Importance of Technologies in Contemporary Social Work Practice	3	1

1		Overview of technology's impact on social work.		
	1.2	Basics of Digital Literacy and Digital Tools Introduction to Word, Excel, PowerPoint, Canva.	3	
	1.3	Communication Technologies in Social Work Email, video conferencing, tele-counseling. Role and management of social media in social work. Networking and collaborating through technology.	3	
2	Assessment & Documentation Using Technology			
	2.1	Digital Assessment Tools EHR, telehealth, and virtual assessment tools.	3	2
	2.2	Digital Applications and Platforms Screening and assessment, case management, best practices in electronic documentation.	3	
	2.3	AI and AR for Assessment and Documentation AI, AR, and web-based digital tools. Legal and ethical considerations in digital assessment and documentation.	3	
3	Research and Data Analysis Tools			
	3.1	Technology for Social Work Research Overview and importance.	3	5
	3.2	Digital Tools for Data Collection Online surveys, questionnaires, applications for field research, interview platforms.	3	
	3.3	Data Management and Analysis Using SPSS, R, Python. Ethical considerations in using technology in social work research.	3	
4	Ethical Considerations and Best Practices			
	4.1	Ethical Considerations in Technology Use Privacy, confidentiality, and security.	3	4
	4.2	Implementing Best Practices Guidelines and frameworks for ethical digital practice.	3	
	4.3	Case Studies and Practical Applications Real-world examples of ethical dilemmas and best practices in digital social work.	3	
5	Technology for Client Empowerment and Advocacy			
	5.1	Digital Platforms for Client Empowerment Using social media and other online tools to empower clients.	3	3
	5.2	Advocacy through Technology Tools and strategies for online advocacy campaigns.	3	
	5.3	Digital Storytelling Techniques and tools for using digital storytelling to amplify client voices and experiences.	3	

Teaching and Learning Approach	Classroom Sessions (Mode of transaction) Interactive Lecture E-learning Seminar Group discussion Workshops
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Assessment Types	Continuous Comprehensive Assessment (CCA) - 25 marks
	End Semester Assessment (ESA) - 50 marks

References and Suggested Readings:

1. Banks, S., & Gallagher, D. (2018). Social work, social media, and the law. Routledge.
2. Chakrabarti, M. (2016). Technology and social work in India: Current perspectives and future directions.
3. Drucker, J. (2021, March 25). The Digital Humanities Coursebook. Routledge.
4. Hobbs, R. (2017, September 5). Create to Learn. John Wiley & Sons.
5. Reamer, F. G. (2013). Social work in a digital age: Ethical and risk management challenges. *Social Work*, 58(2), 163-172.
6. Russell, S., & Norvig, P. (2021, April 15). Artificial Intelligence: A Modern Approach, Global Edition. Pearson Higher Ed.

SEMESTER 6

Sl. No	Course Code	Course Title	Credits	Course Level	Course Type
	24U6SWDA301	Counselling and Therapies in Social Work Practice	4	300	DSC
	24U6SWDE302	Disaster Management (Development Social Work)	4	300	DSE
	24U6SWDE303	Mental Health and Introduction to Mental Disorders (Medical and Psychiatric Social Work)	4	300	DSE
	24U6SWDE304	CSR and Social Work (Labour Welfare Social Work)	4	300	DSE
	24U6SWDE305	Correctional Social Work(Multicultural Social Work)	4	300	DSE
	24U6SWDA302	Social Work Practicum Lab V	4	300	DSC
	24U6SWSE301	Career Planning and Professional Enhancement	3	300	SEC
	24U6SWVA301	Social Innovations and Entrepreneurship	3	300	VAC
	24U6SWDE306	Social Work Practicum Lab VI (Additional Requirement)	0	300	DSE

Course Name	Counselling and Therapies in Social Work Practice					
Type of Course	DSC					
Course Code	24U6SWDA301					
Course Level	300					
Course Description	The course introduces the significance of counseling in social work practice. Trainees will explore how counseling supports individuals in overcoming challenges, emphasizing a practical understanding of psychological theories and techniques across various settings. Participants will gain proficiency in applying these skills, empowering them to effectively assist others through counseling interventions.					
Credit	4					
Semester	VI	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		30	10		20	60

COURSE OUTCOMES (CO)

CO. No	Course Outcome	Learning Level
1	Explain the basic concept of counselling	U
2	Comprehend the counseling process and the ethical standards involved.	A
3	Articulate skill for professional practice of counselling with diverse client populations	An
4	Develop the concept of psychotherapy and various psychotherapeutic techniques	An
5	Demonstrate various counselling theories and techniques to be practiced across various settings	A
<i>*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)</i>		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	0	1	0	1	0	0	1
CO 2	3	3	0	3	1	3	0	1	2
CO 3	3	3	0	3	2	3	2	2	3
CO 4	3	3	2	3	1	3	1	2	3
CO 5	3	3	2	2	1	3	2	2	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	1	0	0	1	2
CO 2	3	3	2	2	2	3
CO 3	3	3	2	2	1	3
CO 4	3	3	1	1	2	3
CO 5	3	3	2	2	2	3

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
	Foundations of Counselling and Guidance			
	1.1	Counselling: meaning and definition, need and scope counselling. Historical development of counselling, Similarities and differences: Guidance, counselling, Social Case Work, Psychotherapy.	3	1

1	1.2	Elements of counselling: counselee, counsellor, counselling setting. Types of counselling: Directive, Non- directive and eclectic counselling, : Individual and Group counselling,	3	
	1.3	Different fields of counselling: family counselling, pre- marital counselling, marital counselling, student counselling sex counselling, geriatric counselling career counselling, crisis counselling, grief counselling and Industrial counselling,	4	
2	Stages of Counselling Process			
	2.1	Counselling process: Attending, Responding, Personalizing, Initiating, and Evaluating	4	2
	2.2	Phases of Counselling: Relationship building Phase, Exploration and understanding phase, Problem Solving Phase, Termination and Evaluation Phase.	4	
	2.3	Principles and ethical standards of counselling	3	
3	Counselling Relationship and Skills			
	3.1	Counselling Relationship: Regard, Respect, Authenticity, Empathy, trust and genuineness etc... Personal qualities/attributes of counsellor- communication,self awareness, confidence, compassion, understanding, patience etc.	4	3
	3.2	Basic counselling skills: - Questioning, paraphrasing, reflection of feelings, summarization, clarification, open and closed questioning.	4	
	3.3	Basic counselling skills: -reinforcement, Extinguishing, leading, informing, contract, silence, referring, interpretation. Physical Attending skills: Non-verbal skills: Posture, Facial Expressions, Voice, Eye Contact.	5	
4	Counselling Theories and Techniques			
	4.1	An introduction to approaches of counselling: Psychoanalytic approach,Cognitive Behavioural Therapy (CBT) Humanistic approaches, Client centered, Gestalt Therapy, Transactional Analysis,Rational Emotive Behavior therapy(REBT),Reality therapy	8	4
	4.2	Important psychological tests, tools and its applications in counselling. Counselling techniques: Listening, Responding, Goal setting, Exploration and action, Behavior techniques, psychodrama, Role play. Counselling in the context of – HIV/AIDS, Elderly, retirement, children, adolescents, Management of screen addiction, De-addiction, Counselling in the context of - Differently abled and rehabilitation counselling	6	
	4.3	Specific techniques in- PTSD, Stress management, Anger management, Grief counselling. Different palliative care programmes and mental health programmes in counselling in the context of Kerala	5	
5	Relaxation Techniques			
	5.1	Mindfulness and grounding techniques	2	5
	5.2	Breathing techniques-deep breathing,diaphragmatic breathing. Progressive muscle relaxation techniques	3	
	5.3	Biofeedback-assisted relaxation. Autogenic training.	2	

Teaching and Learning Approach	Classroom sessions (Mode of transaction) 1. Direct instruction 2. E- learning 3. Seminar 4. Assignment 5. Group Discussions 6. Role plays
Assessment Types	Continuous Comprehensive Assessment (CCA) - 50 Marks
	End Semester Assessment (ESA) -70 marks

References and Suggested Readings

1. Carroll, Michael., (1996). Workplace Counselling: A systematic Approach to Employee Care. London : Sage Publications
2. Corey, G. (2013). Theory and practice of counseling and psychotherapy. Australia Belmont, CA: Brooks/Cole, Cengage Learning
3. Fuster, J. M., (2002). Personal Counselling. Mumbai : Better Yourself Books
4. Gibson, R. L., & Mitchell, M.H. (2014). Introduction to Counselling and Guidance. Delhi: PHI Learning private Limited.
5. Gladding, S. (2013). Counselling: a comprehensive profession. Boston: Pearson.
6. Kinra, A. (2008). Guidance and counselling. Noida: Dorling Kindersley (India).
7. McLeod, J. (2003). An Introduction to Counselling: Rawat Publications. New Delhi
8. Nelson-Jones, R., (2000). Practical Counselling and Helping Skills. Mumbai : Better Yourself Books
9. Patri, V.R., (2005). Counselling Psychology. New Delhi : Authors Press
10. Rao, S.N., (2002). Counselling and Guidance. New Delhi : Tata Mc Graw Hill Publishing Company Ltd
11. Reeves, A. (2013). An introduction to counselling and psychotherapy. New Delhi, India: SAGE Publications India Pvt Ltd.
12. Sanderson, C. (2008). Counselling adult survivors of child sexual abuse. London: Jessica Kingsley Publishers.
13. Sharma, R. N., & Sharma, R. (2004). Guidance and counselling in India. New Delhi, India: Atlantic Publishers and Distributors Pvt Ltd.

Course Name	Disaster Management					
Type of Course	DSE					
Course Code	24U6SWDE302					
Course Level	300					
Course Summary	This course explores the intersection of disaster management and social work intervention. Key topics include understanding the environmental issues, psychological impact of disasters, crisis intervention techniques, community resilience, and disaster risk reduction, the role of social workers in emergency response, recovery, and rebuilding efforts. Students also learn about ethical considerations, cultural competence, and collaboration with other agencies to enhance their ability to address the complex challenges posed by disasters. The course integrates theoretical concepts with practical skills, emphasizing the importance of cultural competence and ethical considerations in disaster response.					
Semester	VI	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		55			5	60

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *
<i>Upon the completion of the course, the learners will be able to;</i>		
1	Understanding on environmental issues and theoretical foundations of disaster management	U
2	Understand the differential effects of disasters on diverse communities.	U
3	To explore strategies for mitigating and adapting to the impacts of disasters on the environment.	An
4	To promote sustainable practices and policies that contribute to environmental preservation and disaster resilience	U
5	Study the role and social work interventions in disaster management	E
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	1	2	2	2	1	3	3
CO 2	3	2	1	3	2	3	0	3	2
CO 3	3	2	1	2	2	3	2	2	2
CO 4	2	2	2	3	1	2	1	1	1
CO 5	2	2	1	2	2	1	1	2	2

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	0	2	1	2
CO 2	3	2	1	3	2	1
CO 3	3	1	0	2	2	1
CO 4	2	1	1	3	1	2
CO 5	2	1	0	2	3	2

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	Introduction to Environmental Systems and Dynamics on Environmental Issues		12	1
	1.1	Overview of environmental components and their interactions- Ecosystem, Natural Resources- Use and over exploitation – Land, Forest, Minerals, Water resources, Renewable and Non Renewable	4	
	1.2	Environmental Pollution: definition, cause, effects and control measures a. Air pollution b. Water pollution c. Soil pollution d. Marine pollution e. Noise pollution f. Thermal pollution g. Nuclear hazards, Deforestation, and loss of biodiversity. Climate Change & Sustainable Development - Cause, Effect, Global Warming	4	
	1.3	Environmental Impact Assessment (EIA) EIA process and stages Tools and Techniques for Impact Assessment	4	
2	Disaster Management Fundamentals, Disaster Preparedness and Planning		12	2
	2.1	Definition and classification of disasters Natural and Manmade disasters – Cause and effect Stages of Disasters: Rescue, Relief, Reconstruction & Rehabilitation Vulnerability Assessment and Risk Analysis: Vulnerability to various disasters (Flood, Cyclone, Earthquake, Heat waves and Lightning)	4	
	2.2	Preparedness Measure, Disaster Management Cycle, Early Warning System, Pre-Disaster and Post-Disaster Preparedness, Strengthening of SDMA and DDMA Community Preparedness- The role of communities in disaster management	4	
	2.3	Stakeholder Participation- NGOs, Armed forces etc, Corporate Social Responsibility (CSR)	4	
3	Crisis Intervention		12	3
	3.1	Psychological First Aid (PFA)	4	
	3.2	Crisis Counselling	4	
	3.3	Safety Planning and Risk Assessment Post-disaster recovery strategies. Rehabilitation and rebuilding efforts. Survival skills adopted during and after disaster	4	
4	Disaster Management & Social Work Responses		12	4
	4.1	Psycho Social Interventions	4	
	4.2	National and state disaster management Framework; financial arrangements National Policies for Environmental Protection and Disaster Management	4	
	4.3	Legal frameworks governing environmental issues and disaster response Ethical Considerations in Environmental and Disaster Management. Role and social work interventions in disaster management	4	
	Community Resilience and Sustainable Development		12	5
	5.1	Definition of community resilience and its components.	4	

5		Factors influencing community resilience - social cohesion, adaptive capacity. Case studies of resilient communities.		
	5.2	Importance of social networks and community organizations. Strengthening social capital for disaster preparedness and response. Role of community engagement in resilience-building.	4	
	5.3	Principles of sustainable development - economic, social, environmental dimensions. Implementing sustainable practices in community development projects. Case studies on successful sustainable development initiatives.	4	

Assessment Types	MODE OF ASSESSMENT
	. Continuous Comprehensive Assessment (CCA) – 30 Marks
	B. Semester End Assessment (SEA) -70 marks

References

1. Aggarwal, Nomita,(2003) Social Auditing of Environmental Laws in India,
2. Bharucha, Erach, (2005) Text book of Environmental Studies for Undergraduate Courses
3. Benimadhab Chatterjee, (2003) Environmental laws: Implementation problems and perspectives
4. Gulia, K S (2004), Geneses of Disasters: Ramifications and Ameliorations
5. Dasgupta, Rajdeep (2007) Disaster management and rehabilitation
6. Rajagopalan,R, (2009) Environmental Studies : From Crisis to Cure
7. Shukla,S K and Srivastava,P R (1992), Human Environment: An Analysis,
8. Shukla,S K and Srivastava,P R (1992), Environmental pollution and chronic diseases
9. Goel,P.K, (1996), Environmental Guidelines and Standards in India
10. Sharma J.P, (2004), Comprehensive Environmental Studies
11. Rajesh Dhankar (2006), Environmental Studies
12. Panday, P.N(2010), A Text book of Environmental Pollution

Course Name	Mental Health and Introduction to Mental Health Disorders					
Type of Course	DSE					
Course Code	24U6SWDE303					
Course Level	300					
Course Description	Through this course, the graduate will learn to identify the different in mental disorders and be able to apply counselling to different fields of social work					
Credit	4					
Semester	VI	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		60	-	-	-	60

COURSE OUTCOMES (CO)

CO. No	Course Outcome	Learning Level
1	Understand the foundation of human behavior and relate the critical knowledge of Abnormal Psychology within various fields of social work.	An
2	Use the common user diagnostic classification system and articulate the causes, prevention, diagnosis, and treatment of mental disorders.	An
3	Apply counseling skills in the field of social work while respecting diversity and human rights by understanding mental disorders.	A
4	Integrate the knowledge of abnormal psychology and diagnostic systems to develop comprehensive treatment plans in social work practice.	C
5	Utilize current industry standards and emerging technologies in mental health interventions to improve client outcomes.	C
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	1	0	2	0	3	0	0	2
CO 2	3	1	2	2	0	3	0	0	2
CO 3	2	3	1	3	0	2	0	2	3
CO 4	3	1	2	3	0	3	1	1	3
CO 5	3	2	3	3	2	3	2	2	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	0	2	1	3
CO 2	3	2	0	2	3	3
CO 3	2	3	2	3	1	3
CO 4	3	2	3	3	3	3
CO 5	3	2	3	3	3	3

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
1	Introduction to Mental Health			1
	1.1	Concepts of Normality and Abnormality, Historical Perspective of Abnormal Psychology	4	
	1.2	Concepts of Mental Health, Mental Ill Health, Positive Mental Health	4	
	1.3	Concepts of Neurosis and Psychosis, DSM and ICD	4	

2	Schizophrenia and Mood Disorders			2
	2.1	Concepts of Hallucination, Illusion, Delusion	4	
	2.2	Mood Disorders, Unipolar Disorder – Causal Factors, Treatment	4	
	2.3	Bipolar Disorder – Cause, Treatment, Suicide – Prevention, Psychotic Disorders	4	
3	Neurotic Disorders and Substance-Related Disorders			3
	3.1	Phobic Anxiety – Meaning, Causes, Treatment, Obsessive-Compulsive Disorder – Meaning, Causes, Treatment	4	
	3.2	Eating Disorders – Meaning, Types, Causes, Treatment, Sleeping Disorders – Meaning, Types, Causes, Treatment	4	
	3.3	Substance Abuse – Tolerance, Dependence, Addiction – Withdrawal Symptoms	4	
4	Childhood Disorders			4
	4.1	Pervasive Developmental Disorder – Symptoms and Treatment, Hyperkinetic Disorders – Symptoms and Treatment	4	
	4.2	Conduct Disorder, Emotional Disorders – Symptoms and Treatment, Mental Retardation – Symptoms and Treatment	4	
	4.3	Prevention and Treatment – Primary, Secondary and Tertiary Prevention	4	
5	Contemporary Issues and Emerging Trends in Mental Health			5
	5.1	Emerging Technologies in Mental Health Interventions: AI, Telepsychiatry, and Digital Health Tools	4	
	5.2	Holistic and Integrative Approaches: Mindfulness, Alternative Therapies, and Lifestyle Medicine	4	
	5.3	Policy, Advocacy, and Global Perspectives: Mental Health Legislation, Human Rights, and Cross-Cultural Issues	4	

Teaching and Learning Approach	Classroom Sessions (Mode of transaction) 1. Brainstorming lectures 2. Explicit teaching 3. E-learning 4. Interactive instruction 5. Seminars 6. Assignments 7. Group discussions 8. Presentations by individuals students
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Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 marks
	End Semester Assessment (ESA) - 70 marks

References and Suggested Readings:

1. American Psychological Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: APA.
2. Bostwick JM. Blurred boundaries: the therapeutics and politics of medical marijuana. Mayo Clin Proc. 2012 Feb;87(2):172-86.
3. Carroll, Michael, (1996). Workplace Counselling: A systematic Approach to Employee Care. London : Sage Publications
4. Carson R., Butcher, J. & Mineka, S. (2000). Abnormal Psychology and Modern Life. Boston: Allyn & Bacon - Chicago: Nelson-Hall.

5. Corey, G. (2013). *Theory and practice of counseling and psychotherapy*. Australia Belmont, CA: Brooks/Cole, Cengage Learning
6. Davison, G. & Neale, J. (2004). *Abnormal Psychology*. New York: Wiley
7. Grant BF, Saha TD, Ruan WJ, Goldstein RB, Chou SP, Jung J, Zhang H, Smith SM, Pickering RP, Huang B, Hasin DS. Epidemiology of DSM-5 Drug Use Disorder: Results From the National
8. Epidemiologic Survey on Alcohol and Related Conditions-III. *JAMA Psychiatry*. 2016 Jan;73(1):39-47.
9. Kinra, A. (2008). *Guidance and counselling*. Noida: Dorling Kindersley (India).
10. Kranzler HR, Li TK. What is addiction? *Alcohol Res Health*. 2008;31(2):93-5.
11. Merikangas KR, McClair VL. Epidemiology of substance use disorders. *Hum Genet*. 2012 Jun;131(6):779-89.
12. Mangal, S.K. (2008). *Abnormal Psychology*. City: Sterling Publishers Pvt. Ltd.
13. Namboothiri, V.M.D. (2009). *Concise Textbook of Psychiatry*. Gurgaon: Elsevier Health Sciences.
14. W.H.O. (1994). *ICD 10 Classification of Mental and Behavioural Disorders*. Oxford University Press.

Course Name	CSR and Social Work Practice					
Type of Course	DSE					
Course Code	24U6SWDE301					
Course Level	300					
Course Description	This course explores how social workers in India can partner with corporations on CSR initiatives to address social issues and promote sustainable development in communities.					
Credit	4					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		55			5	60

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Understand the Fundamental Concepts of CSR	U
2	Identify and explain the reporting requirements and compliance mechanisms for CSR projects.	An
3	Apply techniques for needs assessment and stakeholder engagement in CSR projects.	An
4	Evaluate case studies of successful CSR projects to draw lessons and insights.	E
5	To explore current trends and innovations in CSR relevant to social work.	C
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	1	0	2	0	0	1	0
CO 2	3	3	2	1	1	0	0	0	0
CO 3	3	2	3	3	2	1	0	0	1
CO 4	2	3	2	3	2	1	0	1	0
CO 5	2	1	2	3	3	2	1	0	0

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	1	2	1	2
CO 2	3	2	2	1	1	1
CO 3	3	2	3	3	2	2
CO 4	3	3	2	3	2	2
CO 5	3	2	3	2	2	2

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
1	Introduction to CSR and Social Work			
	1.1	Definition & Features of CSR	4	1
	1.2	Historical Context of CSR Globally and in India. Evolution of CSR Legislation in India	4	
	1.3	Ethical Principles and Values Underpinning CSR and Social Work.CSR and Its Implications for Social Work Practice	4	
	Regulatory Framework of CSR in India			

2	2.1	Companies Act, 2013, CSR Amendment Rules, 2021, SEBI Guidelines	3	2
	2.2	CSR Reporting Requirements, ComplianceMechanisms, and, Government Policies Promoting CSR	4	
	2.3	Government Collaboration and Initiatives, NGO and Civil Society Collaboration, Initiatives in CSR Projects	3	
3	Social Work Practice in CSR			
	3.1	Techniques for Needs Assessment in CSR Projects. Stakeholder Engagement in CSR Projects.Project Management Skills Specific to CSR Projects	3	3
	3.2	Best Practices of CSR Initiatives from a Social Work Perspective.Identifying Challenges in Implementing CSR Initiatives	4	
	3.3	Roles of Social Workers in CSR Projects. Responsibilities of Social Workers in CSR Projects.Case Studies and Examples	4	
4	Case Studies and Fieldwork			
	4.1	Analyse case studies of successful CSR projects in India, focusing on their impact on communities and stakeholders.	3	4
	4.2	Conduct fieldwork or engage in simulations to apply social work principles and practices to CSR initiatives.	4	
	4.3	Reflect on personal and professional experiences in working with CSR projects and stakeholders.	5	
5	Current Trends and Innovations in CSR from a Social Work Perspective			
	5.1	Emerging Trends in CSR	5	5
	5.2	Innovations in CSR	5	
	5.3	Social Work Strategies in CSR and Impact Measurement and Reporting	5	

Teaching and Learning Approach	Classroom Sessions 1. Experiential Learning 2. Group Work and Collaboration 3. Technology-Enhanced Learning
Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 marks End Semester Assessment (ESA) - 70 marks

References and Suggested Readings:

1. Bhattacharyya, S. N. (2013). Corporate Social Responsibility: Concepts and Cases in India. PHI Learning Pvt. Ltd.
2. Chakrabarty, B., & Kumar, S. (Eds.). (2015). Corporate Social Responsibility: Perspectives from Indian Corporates. Springer.
3. Choudhury, D. (2017). Corporate Social Responsibility in India: Cases and Developments After the Legal Mandate. Routledge India.
4. Garg, K. (2023). Corporate Social Responsibility (4th ed.). Bharat Law House.
5. Mitra, N., & Schmidpeter, R. (2018). Corporate Social Responsibility in India: A Practical Approach. Springer.

Course Name	Correctional Social Work Practices					
Type of Course	DSE					
Course Code	24U6SWDE305					
Course Level	300					
Course Description	Correctional Social Work practices is a course aimed at giving an understanding of how the correctional settings can make use of the different methods of social work in its functioning. This course introduces different types of approaches and perspectives which helps the young professionals to develop a non-judgmental aptitude to work in correctional settings.					
Credit	4					
Semester	VI	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		35	10		15	60

COURSE OUTCOMES (CO)

CO. No	Course Outcome	Learning Level
1	Describe the basic criminology concepts and causes of crime	An
2	Describe the different functions of correctional organizations in ensuring justice and dignity to the accused.	E
3	Understand the concepts of juvenile delinquency, juvenile justice system and children who need care and protection	An
4	Assess various laws and policies, and build competencies to efficiently manage in various settings	E
5	Discuss foundational concepts of forensic social work and its scope in correctional settings.	An
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	1	0	2	0	3	0	1	1
CO 2	3	1	0	2	0	3	0	3	1
CO 3	3	1	0	3	0	3	0	3	2
CO 4	3	2	1	3	2	3	0	2	2
CO 5	2	1	1	3	1	3	0	3	2

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	2	2	0	1	2	0
CO 2	2	2	1	3	1	2
CO 3	3	2	1	3	1	2
CO 4	3	3	2	3	2	2
CO 5	3	2	2	3	2	2

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
1	Introduction to Criminology			1
	1.1	Definition and scope of Criminology in social work – Crime as a social problem	3	
	1.2	Causes of Crime – Heredity, Psychological, Sociological, family, neighbourhood, school, mass media, movies, pornography, cultural, poverty, unemployment, trafficking	4	
	1.3	Who is a Victim? Victim- Offender relationship, Prisoner, Delinquent, offender. Typology of crime – professional, habitual, White Collar Crime	4	
2	Introduction to Correctional Settings			2
	2.1	Origin of Prison- Prison Reform Movement in India. Open –air prisons, Programmes and functions, Origin and development of Correctional social work in India – institutional corrections and community corrections	5	
	2.2	Role of Remand homes in Correctional settings. Central Jails, District Jails, Sub jails, open jails, women's jail. Prison vs jail, Women in detention. The Certified schools for corrective measures, Juvenile Court- aims and functions, Borstal Schools as a reformatory institution.	5	
	2.3	Fragmentation of Correction: By Jurisdiction ,By Criminal Justice Function, By Location, By age, and by other factors including the Sex and type of the offender and the offense	4	
3	Juvenile Delinquency			3
	3.1	Meaning and nature of Juvenile delinquency, Children in need of care and protection. Changing concepts in Juvenile Delinquency – Delinquency in Girls.	4	
	3.2	The etiology of Juvenile delinquency : Broken Homes, home and family, neighbourhood and school influences, beggary and vagrancy, trafficking	4	
	3.3	Prevention of delinquency, Juvenile Justice bureau members	3	
4	Probation, Parole and After care			4
	4.1	Probation in the legal system. History overview and Principles Parole- Principles of parole, preparation for parole supervision, discharge Rights of Prisoners in India, Kerala Prisons and Correctional Services (Management) Act, All India Committee on Jail Reforms	5	

		Distinction between Probation and Parole		
	4.2	Juvenile Justice Act, Kerala Borstal Schools Act, Probation of Offenders Act, Prevention of Immoral Trafficking in Woman and Girls Act, Dowry Prohibition Act	4	
	4.3	After care ,discharged Prisoner Aid society, Shelter Homes. Different roles ,Skills and techniques needed for social work with correctional administration. Role of NGOs in this area.	5	
5	Forensic Social Work			
	5.1	Expert lecture on forensic social work- roles, functions, risk assessments, specialized practices and ethical considerations .	4	5
	5.2	Discussions with social workers in correctional settings on social work interventions.	3	
	5.3	Case Management in Forensic Social Work	3	

Teaching and Learning Approach	Classroom sessions (Mode of transaction) 1. Inquiry based learning 2. Interactive lectures 3. Workshop by experts 4. Discussions on intervention Methods 5. Technology integration 6. Group discussions and Seminars 7. Feedback and reflections etc.
Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 Marks
	End Semester Assessment (ESA) - 70 marks

References and Suggested Readings:

1. Carney P. Louis, Corrections: Treatment and Philosophy. Prentice Hall,Inc. Englewood Cliffs, New Jersey 07632.
2. Carter Robert M. Glaser Deniel, Wilkins Leslit. Probation Parole and Community Correction. 3Rd Edn. Prentice Hall, Englewood Cliffs, New Jersey.
3. Chakrabarti N.K.,Institutional Corrections, In the Administration of Criminal Justice- Deep & Deep Publications, 1999.
4. Johnson, Elemer H. Crime Correction and Society. 4th Edn. (1978). Dorsy Press.
5. Report of the All India Committee on Jail Reforms: 1980-83, Vol. I, II, Govt. of India.
6. Snarr W. Richard, Introduction to corrections. 3rd ed.Brown & Benchmark, 1996.
7. Tripathi S.C. and Arora Vibha, Laws Relating to Women and Children, Central Law Publications, 2005.
8. Vernun B Fox, Stinchcomb B.Jeanne, Introduction to Corrections, Prentice Hall Career & Technology Englewood Cliffs NJ 07632, 1994.

Course Name	Social Work Practicum Lab V					
Type of Course	DSC					
Course Code	24U6SWDA302					
Course Level	300					
Course Description	The Social Work Practicum Lab V is in the Non-Government Organization. This field practicum aims to gain practical experience in the non-profit sector. Social Work trainees are expected to develop hands-on skills in areas such as program development, fundraising, grant writing, advocacy, and community engagement.					
Credit	4					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
				4		120

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Develop skills in observation and teamwork.	C
2	Acquire skills in programme planning, implementation and evaluation.	C
3	Prepare mini research that are relevant as well as derived from the need of the community.	An
4	Develop practice skills by applying classroom theory to real life situations	A
5	Identify and apply principles of management in the field practicum.	An
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	0	2	1	2	0	1	2
CO 2	3	3	1	2	1	2	0	2	2
CO 3	3	3	1	2	1	3	0	1	2
CO 4	3	2	1	3	1	2	0	1	2
CO 5	3	2	1	3	1	2	0	2	2

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	2	2	2	2	2	2
CO 2	2	2	1	1	1	1
CO 3	2	2	2	2	3	2
CO 4	2	1	1	2	2	3
CO 5	0	1	1	1	1	1

Details of the Field Work Setting

The Social Work Practicum Lab V is in the Non-Government Organization. This field practicum aims to gain practical experience in the non-profit sector. Social Work trainees are expected to develop hands-on skills in areas such as program development, fundraising, grant writing, advocacy, and community engagement. Acquiring knowledge of non-profit processes, policies, and best practices is vital in this field practicum. The social work trainees need to foster their critical thinking, problem-solving, and teamwork skills and refine oral and written communication skills.

Social Work Practicum Lab Requirements

1. Detailed study on Vision, mission, philosophy and history of NGO/Project, organizational structure, administration and functioning.
2. Undertake one Mini Research derived from the needs of the organization and in consultation with them.
3. Participation in the programmes and process of community services undertaken by the NGO/Project in the applicable fields of activities.
4. Participate in regular activities of non-profit organization, especially in relation to Policy, Advocacy and Social Action.

Teaching and Learning Approach	Classroom Sessions
Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 marks
	End Semester Assessment (ESA) - 70 marks

Course Name	Career Planning and Professional Enhancement					
Type of Course	Skill Enhancement Course (SEC)					
Course Code	24U6SWSE301					
Course Level	300					
Course Description	Employability Enhancement and Professional Grooming is a course designed to help candidates to bridge the gap between academic education and the industry's expectations, preparing them for a successful transition into the workforce. This course equips the incumbents with the necessary skills, knowledge, and attitudes to thrive in today's competitive job market and skills and to present themselves professionally and make a positive impression in both personal and professional settings.					
Credit	3					
Semester	VI	Credits			3	
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	Total Hours
		15	15		15	45

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Identify the strength and weakness of oneself in the areas of personal and professional life.	E
2	Practice healthy coping mechanisms that lead to productivity and happiness and value human relationships in personal and professional life.	A
3	Use the self with consciousness and effectiveness.	An
4	Develop effective grooming habits	A
5	Apply professional documentation skills and practice professional etiquettes	A
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	1	1	2	3	0	0	3
CO 2	2	2	0	2	2	3	0	1	3
CO 3	3	3	1	2	2	3	0	1	3
CO 4	2	1	2	0	2	1	0	2	3
CO 5	3	3	3	2	2	2	3	2	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	2	3	2	1	0	3
CO 2	2	3	3	2	1	3
CO 3	1	3	3	0	0	3
CO 4	1	1	2	0	0	1
CO 5	3	1	2	1	3	2

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
1	Self-management Skills			
	1.1	Communication, Interpersonal Relationship	3	9
	1.2	Self-Awareness and SWOT analysis, Decision Making and Problem Solving	3	
	1.3	Creativity, Critical Thinking, Time Management	3	
2	Emotional Skills			
	2.1	Mindfulness, Social awareness	3	9
	2.2	Coping with Stress, Coping with emotions	3	
	2.3	Handling Feedback, Workplace Relationship	3	
3	Macro-management			
	3.1	Public speaking, Making effective presentations	3	9
	3.2	Leadership & Team Building, Adaptability	3	
	3.3	Protocol at formal functions, Handling protocols (VIP)	3	
4	Personal Grooming			
	4.1	Basics of good grooming, Personal Hygiene	3	9
	4.2	Body Language, Clothing	3	
	4.3	Jewellery and Accessories, Personal Branding	3	
5	Technical skills			
	5.1	Documentation: Meaning, Purpose and Types- report, video, audio, newspaper report	3	9
	5.2	Report writing-Basics of report writing, Structure of a report, Analytical and creative writing skills for social work practice Use of IT for documentation	3	
	5.3	Professional etiquettes, CV preparation; preparing for career interviews	3	

Teaching and Learning Approach	Classroom Sessions
Assessment Types	Continuous Comprehensive Assessment (CCA) -25 marks
	End Semester Assessment (ESA) - 50 marks

References and Suggested Readings:

1. McDonald, K., & Hite, L. (2015). Career Development: A Human Resource Development Perspective. New York: Taylor & Francis.
2. Morley, D. A. (2018). Enhancing Employability in Higher Education Through Work Based Learning. Switzerland: Springer International Publishing.
3. Rao, M. S. (2010). Soft Skills: Enhancing Employability : Connecting Campus with Corporate. New Delhi: I.K. International Publishing House Pvt. Limited.
4. Ryan, R. (2016). 60 Seconds and You're Hired! New York: Penguin Publishing Group.
5. Shivanna, B. (2022). The Art of Personal Grooming : How to Look Well Groomed and Polished. Haryana: HarperCollins.
6. Verma, S. (2012). Enhancing Employability @ Soft Skills. Delhi: Pearson Education India.
7. Watts, A. G., Bakshi, A. J., Frederick, T. L., & Arulmani, G. (2014). Handbook of Career Development: International Perspectives. New York: Springer.

Course Name	Social Innovations and Entrepreneurship					
Type of Course	VAC					
Course Code	24U6SWVA301					
Course Level	300					
Course Description	This course introduces the fundamentals of social innovation and entrepreneurship. Through practical examples and case studies, students will learn how to identify social issues and develop innovative solutions that create positive impact.					
Credit	3					
Semester	VI	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45	-	-	-	45

COURSE OUTCOMES (CO)

CO. No	Course Outcome	Learning Level
1	Enhance the awareness of social innovation and entrepreneurship while demonstrating ethical and responsible leadership	U
2	Assess the impact of social innovations and entrepreneurship by analyzing social problems and opportunities for innovation	An
3	Assess the business models and financial sustainability of social entrepreneurship	E
4	Develop creative and innovative solutions to social problems through practical applications	C
5	Evaluate the role of policy and regulatory frameworks in fostering social entrepreneurship	E
<i>*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)</i>		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	1	3	2	2	2	1	2
CO 2	2	2	1	3	2	3	2	1	2
CO 3	3	2	1	3	2	2	3	2	2
CO 4	2	1	1	3	2	3	3	2	3
CO 5	2	2	1	3	2	2	3	2	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	2	2	2	2
CO 2	2	3	2	2	3	2
CO 3	3	2	3	3	2	2
CO 4	2	2	3	3	2	3
CO 5	2	2	3	3	2	3

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
	Introduction to Social Innovation			
	1.1	Innovation – Meaning, Need, and Definitions; Components of Innovation	3	1

1	1.2	Social Innovation – Types and Implications; Social Innovation – History	3	
	1.3	Social Innovation in different settings (Public, Third sector, market, household); Boundaries of Social Entrepreneurship – Social service provision, Social activism	3	
2	Design Thinking for Social Innovation			2
	2.1	Identifying Social Issues: Recognize Local Challenges through Community Mapping and Stakeholder Analysis	3	
	2.2	Social Innovation Process: Prompts, Proposals, Prototypes; Sustaining, Scaling, and Systematic Change	3	
	2.3	Different funding sources for Social Innovation and Entrepreneurship	3	
3	Introduction to Social Entrepreneurship			3
	3.1	Social Entrepreneurship – Types of Social Entrepreneurs	3	
	3.2	Social Entrepreneurship Process: The Timmons Model of the Entrepreneurship Process, The PCDO (The People, Context, Deal, and Opportunity) Framework, The Case Model	3	
	3.3	Sources of Social Entrepreneurship – Public Sector, Private Sector, and Voluntary Sector	3	
4	Skills and Qualities of a Social Entrepreneur			4
	4.1	Skills and Qualities of a Social Entrepreneur	3	
	4.2	Social Innovative Projects in Foreign Countries	3	
	4.3	Ethical and Responsible Leadership in Social Entrepreneurship	3	
5	Policy and Regulatory Frameworks in Social Entrepreneurship			5
	5.1	Understanding Policy and Regulatory Frameworks impacting Social Entrepreneurship	3	
	5.2	Case Studies on Policy Impact on Social Enterprises	3	
	5.3	Developing Strategies to Navigate and Influence Policy for Social Innovation	3	

Teaching and Learning Approach	Classroom Sessions (Mode of transaction) 1. Direct Instruction 2. E-Learning 3. Seminar 4. Group Assignment 5. Library Work 6. Group Discussion
Assessment Types	Continuous Comprehensive Assessment (CCA) - 25 marks
	B. Semester End Assessment (ESA) -50 Marks

References and Suggested Readings:

1. Bacq, S., & Janssen, F. (2014). Social entrepreneurship: A balanced approach to creating sustainable businesses. Palgrave Macmillan.
2. Banks, K. (2017). Social Entrepreneurship and Innovation: International Case Studies and Practice Routledge
3. Beugré, C. (2015). Social Entrepreneurship. Palgrave Macmillan. Dees, J. G., Anderson, B. K., & Wei-
4. Skillern, J. (2016). Managing social enterprises: A resource book for social entrepreneurs, non-profit managers, and their investors. Stanford Social Innovation Review Press.
5. Doherty, B. (2011). Social entrepreneurship: A new way to make a difference. FT Press.
6. Durieux, M. B. (2010). Social Entrepreneurship for Dummies. John Wiley & Sons.
7. Gelobter, M. (2013). Lean Startups for Social Change. Berrett-Koehler Publishers
8. Maclean, M., Harvey, C., & Gordon, J. (2013). Social innovation, social entrepreneurship and the practice of contemporary entrepreneurial philanthropy. ResearchGate.

9. Mulgan, G. (2006). Social innovation: What it is and why it matters. *Stanford Social Innovation Review*, 4(2), 57-65.
10. Murray, R., Caulier, G., Mulgan, G., & Steinberg, J. (2010). *Social innovation: An international perspective*. Cambridge University Press.

Course Name	Social Work Practicum Lab VI					
Type of Course	DSE					
Course Code	24U6SWDE306					
Course Level	400					
Course Description	The Social Work Practicum Lab VI will be organised in the Non- Government Organization which functions as Care Homes. This field practicum is elective based providing exposure to the Child / Elderly/ Differently Abled/ Entrepreneurship / Correctional Setting.					
Credit	0					
Semester	6	Credits			0	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
						120

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Demonstrate skills in engaging, assessing and intervening with individuals	C
2	Demonstrate skills in engaging, assessing and intervening with groups	C
3	Apply theories and paradigms for Social Work practice in the field practicum setting	A
4	Develop professional linkage with the agency for addressing the needs of the target group	An
5	Demonstrate professionalism by maintaining appropriate boundaries with clients and colleagues	A
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	3	1	3	3	3	0	2	3
CO 2	3	3	1	3	3	3	0	2	3
CO 3	3	1	1	2	3	3	0	1	2
CO 4	3	3	1	2	3	3	0	2	2
CO 5	3	3	1	3	3	2	0	0	2

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	2	2	2	3
CO 2	3	2	0	1	1	3
CO 3	3	2	0	2	1	3
CO 4	2	2	2	2	2	2
CO 5	3	2	2	2	2	2

Details of the Field Work Setting

The Social Work Practicum Lab VI is in the Non-Government Organization that are functioning as Care Homes. This field practicum is elective based providing exposure to the Child / Elderly/ Differently Abled/ Entrepreneurship / Correctional Setting. In continuation to the previous field practicum, the Social Work trainees are expected to foster hands-on skills in areas such as program development, fundraising, grant writing, advocacy, and community engagement, and accumulate critical thinking, problem-solving, teamwork, oral and written communication skills. **Social Work**

Practicum Lab Requirements

1. One group work and its recording in the given format.
2. One casework and its recording in the given format.
3. Practice Counseling and its documentation in the given format.
4. Participate in regular activities of the agency.
5. A detailed understanding of the organization structure and programme
6. Components and Preparation of 'Organization Study Report'.

Teaching and Learning Approach	Classroom Sessions
Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 marks
	End Semester Assessment (ESA) - 70 marks

SEMESTER 7

Sl. No	Course Code	Course Title	Credits	Course Level	Course Type
	24U7SWDA401	Critical Social Work	4	400	DSC
	24U7SWDA402	Social Work Practicum Lab VII	4	400	DSC
	24U7SWDA403	Advanced Social Work Research Methods	4	400	DSC
	24U7SWDE401	Dalit and Tribal Social Work	4	400	DSE
	24U7SWDE402	School Social Work	4	400	DSE
	24U7SWDE403	Queer Social Work	4	400	DSE
	24U7SWDE404	Social Work Practice with Families	4	400	DSE
	24U7SWDE405	Contemporary Social Work Practice	4	400	DSE

Course Name	Critical Social Work					
Type of Course	DSC					
Course Code	24U7SWDA401					
Course Level	400					
Course Description	This course aims at introducing critical social work practices to the students. The course is designed to develop conceptual clarity and theoretical knowledge on the community centered approach of Social Work and critical practices in individual centered Social Work interventions.					
Credit	4					
Semester	VII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture 15	Tutorial 25	Practical	Others 20	
					60	

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Demonstrate knowledge of concepts and theories of Critical Social Work	U
2	Develop Knowledge in various critical perspectives that are foundational to critical Social Work	An
3	Demonstrate knowledge in critical practices in Social Work	An
4	Describe important academic debates that constitute Critical Social Work in India	U
5	Analyze on the social experiences of different groups in India	An
<i>*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)</i>		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	0	3	2	3	1	1	3
CO 2	3	2	0	3	2	3	0	2	3
CO 3	3	3	2	3	3	3	2	3	3
CO 4	3	3	3	3	3	3	3	1	3
CO 5	3	3	2	3	3	3	1	1	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	1	3	3	3
CO 2	3	3	1	3	3	3
CO 3	3	3	3	3	3	3
CO 4	3	2	2	3	3	2
CO 5	3	3	3	3	3	3

COURSE CONTENT

Module	Unit	Course description	Hrs	CO Mapped
1	Introduction to Concepts, Schools of Thought and Perspectives-I			
	1.1	Important concepts: Social oppression, prejudice, domination and subordination, Power, hegemony and cultural invasion, patriarchy and masculinity, Civil society, public sphere, social democracy, Social Justice	4	1

	1.2	Social critique in Marxism, the Frankfurt School of Critical Theory, class oppression and Radical Social	4	
	1.3	Influence of postmodernism in critical theory, Critical Social Science	4	
2	Introduction to Concepts, Schools of Thought and Perspectives -II			
	2.1	Further developments in Critical Theory: Critical Race Theory, Critical White Studies, Color-blind racism, silent racism	4	2
	2.2	Dalit Studies, humiliation, new casteism and new Brahmanism, Women Studies, Queer Studies, social model of Disability	4	
	2.3	Individual and community debate; Individual centered and community centered approaches in Social Work	4	
3	Critical Social Work in Practice			
	3.1	Critical practice in individual centered Social Work: Values in critical practice, Individual rights and justice in Social Work, Power of social worker Critical practice in community work, radical community development, social justice and poverty	4	3
	3.2	Radical Social Work, critical social work, Anti oppressive social work; Feminist social work, Dalit and tribal social work, critical clinical social work	4	
	3.3	Critical pedagogy: Paulo Freire and Gramsci, conscientization and critical consciousness	4	
4	Critical Social Work in India			
	4.1	Structure and agency in Sociology, importance of social development and empowerment	4	4
	4.2	Traditional vs. critical debate in Social Work education in India	4	
	4.3	Social Work among Indian realities: Identity and power, cultural hegemony in India, caste as privilege and power, slavery and conversion in Kerala	4	
5	Case studies in India and Kerala			
	5.1	Exemplary models of Feminist social work in India/Kerala	4	5
	5.2	Exemplary models of Dalit social work in India/Kerala	4	
	5.3	Exemplary models of Tribal social work in India/Kerala	4	

Teaching and Learning Approach	Classroom Sessions
Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 marks
	End Semester Assessment (ESA) - 70 marks

References and Suggested Readings:

- 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
- David, L. (1968). International Encyclopedia of the Social Sciences. Macmillan
- 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

8. Herz, M., & Johanson, T. Critical Social Work – Considerations and Suggestions. *Critical Social Work*, 12(1).
9. Hynes, K S. (1998). The One hundred-Year debate: Social Reform vs. Individual Treatment. *Social Work*, 43(6).
10. Ledwith, M. (2006). *Community Development: A Critical Approach*. Rawat Publication
11. Mohan, S. (2006). Narrativising Oppression and Suffering: Theorizing slavery. *South Asia Research*, 26(1), 5-40
12. Popple, K. (2002) Community Work. In *Critical Practice in Social Work*, pp. 149-158. Palgrave Macmillan
13. Rawat, R. S., & Satyanarayana, K. (2016). *Dalit Studies*. Duke University Press
14. 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
15. Trepagnier, B. (2011). In *Covert Racism*, pp.353-364
16. Vareed, B. P. (2023). Identity, Power, and Social Work Practice in India. *Critical Social Work*, 24 (1)
17. Vareed, B. P. (2023). Dimensions of Critical Social Work Practice in India. *Journal of Social Work Education and Practice*, 8(3). 01-11
18. Yesudasan, T. M. A Prologue to Dalit Studies. In *No Alphabet in Sight: New Dalit Writing from South Asia, Dossier 1: Tamil and Malayalam*. Penguin Book

Course Name	Social Work Practicum Lab VII					
Type of Course	DSC					
Course Code	24U7SWDA402					
Course Level	400					
Course Description	This practical course intends to equip students to work in a structured setting under the supervision of a qualified social worker. The course also intends to help students in integrating the theory courses they learned in the current and previous semesters.					
Credit	4					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
				4		120

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Practice methods of Social Work and demonstrate skills of engagement, assessment, intervention and evaluation.	C
2	Demonstrate skills in collaboration and teamwork in the respective setting.	C
3	Prepare a need based project proposal for the agency/for the locality	A
4	Promote eco-friendly practices in the agency/locality	A
5	Display professional skills in documentation, Demonstrate ethical use of technology in the field work	A
<i>*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)</i>		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	3	1	3	3	3	0	2	3
CO 2	3	3	1	3	2	3	0	3	3
CO 3	3	2	3	3	3	3	3	2	3
CO 4	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	1	2	0	2	2

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	2	2	2	2
CO 2	2	2	2	2	2	2
CO 3	3	1	2	3	3	3
CO 4	2	1	3	2	2	2
CO 5	3	1	1	1	1	1

Details of the Field Work Setting: Field work at Structured Agencies - State/Regional/National / International (Govt. Projects / NGOs)

Social Work Practicum Lab Requirements

1. Organisation study
2. Practice of the method of social work in the agency setting
3. Preparation of a need-based project
4. Undertake of eco-friendly practice

Teaching and Learning Approach	Classroom Sessions
Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 marks
	End Semester Assessment (ESA) -70 marks

Course Name	Advanced Social Work Research Methods					
Type of Course	DSC					
Course Code	24U7SWDA403					
Course Level	400					
Course Description	This course equips the candidates to comprehend diverse research paradigms, demonstrate proficiency in advanced literature review techniques, design research using sophisticated methodologies, perform advanced statistical procedures with software, effectively disseminate findings to diverse audiences, and apply ethical guidelines, including securing ethics committee approval, fostering a holistic skill set for impactful and ethically sound social work research.					
Credit	4					
Semester	VII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		40			20	60

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Demonstrate a comprehensive understanding of research paradigms and considerations	A
2	Demonstrate proficiency in advanced literature review techniques	C
3	Design research using advanced research designs selecting appropriate methodologies	C
4	Apply various quantitative and qualitative data analysis techniques, interpret findings, and present results effectively by using statistical software.	E
5	Effectively disseminate research findings utilizing diverse strategies and targeting specific audiences, including policymakers, practitioners, academics, and the general public	C
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	2	3	2	3	0	0	3
CO 2	3	3	2	2	1	3	0	0	3
CO 3	3	3	2	3	2	3	1	3	3
CO 4	3	3	3	3	2	3	2	3	3
CO 5	3	3	3	3	3	3	3	3	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	1	2	3	2
CO 2	3	1	0	2	3	2
CO 3	3	0	2	3	3	2
CO 4	3	1	2	2	3	2
CO 5	3	3	3	3	3	3

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
1	Paradigms and considerations of research			1
	1.1	Paradigms of research Positivism, Interpretivism, Critical Theory, Pragmatism Considerations: Ontology, axiology, epistemology, methodological implications	4	
	1.2	Historical development of paradigms in research, Integration of paradigms,	4	
	1.3	Critical reflections on integration of paradigms in research Use of AI in research	4	
2	Literature Review			2
	2.1	Literature Review: Use of literature review, aligning with research questions, theoretical framework	4	
	2.2	Steps in conducting a literature review, Use of databases, referencing, citations, style, similarity/plagiarism, Indexing (Scopus, Web of Science, Pubmed, etc.)	4	
	2.3	Process of scoping review, Systematic review, meta- analysis; Bibliometric Analysis; AI tools for literature review	4	
3	Research Designs			3
	3.1	Single system design, Survey Design: Cross sectional surveys and Longitudinal studies (Cohort Studies) Causal Comparative Design; Correlational Designs Experimental designs (Intervention Studies): True experiments (Randomized Control Trials) and Quasi experiments;	4	
	3.2	Designing complex research studies: longitudinal, experimental, and quasi-experimental designs Developing and validating measurement instruments for social work research (scale construction)	4	
	3.3	Selecting appropriate qualitative research designs - case studies, phenomenology, grounded theory, and ethnography Sampling: Sampling procedures, selection of appropriate sampling procedure, Sample size estimation, sampling bias, sampling and external validity	4	
4	Advanced Analysis techniques & Dissemination of Results			4
	4.1	Parametric and non-parametric statistics – assumptions, types, etc. Parametric: Logistic Regression, Multiple Regression, ANCOVA, MANOVA, RMANOVA, Structural Equation Modeling	4	
	4.2	Non-parametric: Mann-Whitney U Test, Wilcoxon Signed-Rank Test, Kruskal-Wallis Test, Friedman Test, Chi-Square Test of Independence	4	
	4.3	Use of Software for Data Analysis Thematic analysis, content analysis, and narrative analysis. Critical discourse analysis Software tools for qualitative data analysis	4	
5	Presentation and evaluation of qualitative research findings			5
	5.1	Meta-analysis and meta-synthesis in qualitative research. - Writing a literature review using qualitative research Use of reference, citations, methods to minimise plagiarism Use of AI tools at various stages of qualitative research Interpreting and validating qualitative findings.	4	

5.2	Evaluating the quality of qualitative research studies. Identifying biases and ethical considerations in qualitative research. Synthesizing findings across qualitative studies.	4	
5.3	Interpretation of results and presentation of results of statistical tests in APA style Dissemination strategies – target audience and publication strategies Structuring and writing of scientific articles- preparing manuscripts	4	

Teaching and Learning Approach	Classroom Sessions
Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 marks
	End Semester Assessment (ESA) - 70 marks

References and Suggested Readings:

- American Psychological Association. (2020). *Publication Manual of the American Psychological Association (7th ed.)*. American Psychological Association.
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- Banks, S. (2019). *Ethics and Values in Social Work Research*. Sage Publications.
- Casimir, G., Tobi, H. & Tamás, P.A. How to present the analysis of qualitative data within interdisciplinary studies for readers in the life and natural sciences. *Qual Quant* 56, 967–984 (2022). <https://doi.org/10.1007/s11135-021-01162-2>
- Charmaz, K. (2014). *Constructing grounded theory*. Sage Publications.
- Cooper, H. M. (2016). *Research Synthesis and Meta-Analysis: A Step-by-Step Approach*. Sage Publications.
- Corbin, J., & Strauss, A. (2014). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. SAGE.
- Corby, B. (2006). *Applying research in social work practice*. Open University Press.
- Cresswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed method approaches*. SAGE.
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- Field, A. (2018). *Discovering statistics using IBM SPSS statistics*. Sage Publications.
- Gelman, A., & Hill, J. (2020). *Data Analysis Using Regression and Multilevel/Hierarchical Models*. Cambridge University Press.
- Jootun, D., McGhee, G., & Marland, G. R. (2009). Reflexivity: promoting rigour in qualitative research. *Nursing standard*, 23(23), 42-47. Watt, D. (2007). On becoming a qualitative researcher: the value of reflexivity. *Qualitative Report*, 12(1), 82-101.
- Machi, L. A., & McEvoy, B. T. (2016). *The Literature Review: Six Steps to Success*. Corwin.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. Jossey-Bass.
- Neuman, W. L. (2014). *Social Research Methods: Qualitative and quantitative approaches (7th ed.)*. <https://doi.org/10.1234/12345678>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice*. Sage Publications.
- Yegidis, B. L., Weinbach, R. W., & Myers, L. L. (2018). *Research methods for social workers (8th ed.)*. Pearson. <https://doi.org/10.1093/hsw/hls020>

Course Name	Dalit and Tribal Social Work					
Type of Course	DSE					
Course Code	24U7SWDE401					
Course Level	400					
Course Description	This course explores the unique challenges and opportunities in social work practice with Dalit and Tribal communities. The participants will examine historical, cultural, and socio-economic factors influencing these communities and develop culturally competent social work interventions					
Credit	4					
Semester	VII	Credits			4	Total Hours 60
Course Details	Learning Approach	Lecture 30	Tutorial 15	Practical	Others 15	

COURSE OUTCOMES (CO)

CO. No	Course Outcome	Learning Level
1	Describe the historical context and the impact of discrimination, oppression, and marginalization on Dalit populations.	An
2	Evaluate the impact of various movements in India on Dalit empowerment and social justice.	E
3	Critically examine socio-economic issues affecting tribal communities and assess tribal social work practices through culturally sensitive frameworks and community-based approaches.	E
4	Assess the socio-demographic status of tribes in Kerala and analyze the effectiveness of tribal development programs and schemes.	E
5	Critically examine the intersectional oppression faced by Dalit and tribal women and evaluate inclusive development and empowerment strategies	E
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	0	3	2	3	0	0	2
CO 2	3	1	0	3	2	3	0	1	1
CO 3	3	2	0	3	2	3	0	2	2
CO 4	2	3	1	3	3	3	2	3	3
CO 5	3	3	1	3	3	3	2	3	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	0	3	2	2
CO 2	3	2	1	2	1	3
CO 3	3	3	2	3	2	3
CO 4	3	3	2	3	3	3
CO 5	3	3	3	3	3	3

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
		Dalit and Tribes- An Introduction		
	1.1	Caste System-Varna System, Concept of Oppression, Untouchability. Dalit Movements in Pre Independence Era.	4	1

1	1.2	Mahatma Gandhi, Dr.B R Ambedkar and Jyothi Rao Phule and Dalit Movements	3	
	1.3	Dalit Movements in the Post Independent era. Constitutional provisions, Issues and challenges. Movements and Resistance. Marginalisation-Concept, Meaning. Social, Political and economic marginalization.	4	
2	Dalit Movements in India			
	2.1	Bhakti Movement-Saguna, Nirguna, Neo Vedantik Movement-Arya Samaj. Non Brahmin Movement, Self Respect Movement, anti untouchability movements.	4	2
	2.2	Adi Dravida movement, Sri Narayana Dharma Paripalana Movement, Nair Movement. Sanskritisation Movement-Adi Dharma Movement, Mahar Movement by Ambedkar, Namasudra movement.	4	
	2.3	Adi Karnataka movement, Adi Hindu movement, Pulaya and Cheruman organisation. Dalit Literary Movement-Mukti Movement, revolutionary songs, poems, stories, autobiographies, Baburao Bagul.	5	
3	Tribal Social Work			
	3.1	Tribal studies - Evolution, Nature, Meaning and Scope, History, Definition and Perspectives. Tribes -Definition and Scope of tribal social work, Historical Context: Impact of Colonisation, Ethical Considerations. Social Issues in Tribal Communities-Poverty and Economic Development Education Disparities, Substance Abuse and Mental Health, Domestic Violence and Child Welfare, Land rights and Displacement.	6	3
	3.2	Understanding Tribal Governance Structures, Tribal Sovereignty and Self-Determination, Federal Policies Impacting Tribal Communities, Social Work Advocacy in Policy Development	4	
	3.3	Critical Examination of Mainstream Social Work Theories, Development of Culturally Sensitive Frameworks, Strengths-Based Approaches. Community-Based Participatory Research, Asset- Based Community Development, Empowerment Strategies, Collaborative Partnerships with Tribal Leaders and Organizations.	6	
4	Tribes in Kerala			
	4.1	Demography of Tribes in Kerala, Issues of tribes- Literacy, Education, Health and Poverty Status of Tribes in Kerala. Vulnerability Analysis.	4	4
	4.2	Tribal Development Programmes, scheme.	3	
	4.3	Voluntary Organisation and Tribal Mainstreaming	2	
5	Dalit and Tribal Women			
	5.1	Intersectionality of oppression - Dalit/tribal women	3	5
	5.2	Strategies for inclusive development and community engagement, Political representation and empowerment initiatives	3	

	5.3	Case Studies and Guest Lectures: guest speakers, activists, or scholars to discuss their research or lived experiences related to Dalit and tribal women.	5	
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Teaching and Learning Approach	Classroom Sessions (Mode of transaction) 1. Direct Instruction: Lecture Method 2. Case Study Presentation 3. Assignments 4. Group Discussion
Assessment Types	Continuous Comprehensive Assessment (CCA) – 30 Marks
	End Semester Assessment (ESA) - 70 marks

References and Suggested Readings:

1. Anderson, L. K. (2019). Building stronger communities: A guide to Tribal Social Work. Routledge
2. Beteille, A. 1986. 'The Concept of Tribe with Special Reference to India', European Journal of Sociology. 27: 297-318.
3. Davis, P. R. (Ed.). (2021). Empowering Indigenous Communities: Social Work Perspectives. Oxford University Press
4. Singh K.S. (1985). Tribal Society in India: An Anthropological Perspective. New Delhi : Manohar Publication.
5. Smith, J. M. (2020). Indigenous Perspectives in Social Work Practice. Academic Press

Programme	BSW (Hons)					
Course Name	School Social Work					
Type of Course	DCE					
Course Code	24U7SWDE402					
Course Level	400					
Course Description	The course is an advanced practice level course designed to provide specific and contemporary contexts of social work practice in school settings. It highlights the role of a school social worker in utilising preventive and intervention methods and roles applicable to diverse population, multiculturalism, and diversity in the education field.					
Credit	4					
Semester	VII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		60	-	-	-	60

COURSE OUTCOMES (CO)

CO. No	Course Outcome	Learning Level
1	Critically examine barriers to learning and interventions that foster improvement of student well-being.	An
2	Analyze barriers to academic progress relating to cultural issues within local educational policies.	An
3	Apply knowledge on using data or information related to prevention, early screening, and risk factors in improving student welfare.	A
4	Articulate skills in applying social work methods within school settings, using a multidisciplinary network for best intervention support, including recording formats, Individual Education Plans, or any special education formats.	A
5	Design and implement innovative support programs that address emerging issues in school social work, such as mental health and well-being, utilizing the latest industry practices and technological advancements.	C
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	1	3	2	2	1	1	2
CO 2	3	2	1	3	2	3	1	2	3
CO 3	3	2	3	2	3	2	2	3	2
CO 4	3	2	3	2	3	2	3	3	2
CO 5	3	2	3	2	3	3	3	3	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	2	2	2	2
CO 2	3	3	2	3	3	3
CO 3	3	2	3	3	3	2
CO 4	3	2	3	3	3	3
CO 5	3	3	3	3	3	3

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
1	School Social Work an Overview			
	1.1	Definition, objectives, and scope of social work practice in schools; standards for professional practice in education settings	4	1
	1.2	Historical developments and perspectives of school social work in India and the West	4	
	1.3	Systems approach to school social work: school worker as a liaison with management, teachers, parents, children, and the community at large, including inclusive education; importance of maintaining student records for evidence-based practice, assessment, performance analysis, and follow-up	4	
2	Student Issues in Preventing Academic Progress			
	2.1	Child mental health and its importance in school settings: truancy, conduct issues, behavioral addiction, interpersonal and intrapersonal issues, parental loss, migration, trauma-related issues, speech and language disorders affecting learning	4	2
	2.2	Safeguarding children from physical, emotional, social, cyber, and sexual abuse and neglect	4	
	2.3	Children with special needs: intellectual challenges, learning disorders, gifted children, developmental delays, Autism Spectrum disorders; planning school safety: school violence, gangs, bullying, shooting, natural disasters, and racism	4	
3	School Social Work Interventions			
	3.1	School social work interventions using primary and secondary methods of social work for student and school welfare; work at micro, mezzo, and macro levels to promote a better learning environment	4	3
	3.2	Assessment, planning, diagnosis, and implementation of methods to ensure optimum help and equal education opportunities; role of a social worker in an educational setting	4	
	3.3	Common examples of standardized tests: Preschool Behavior Questionnaire, Burks Behavior Rating Scale, Conner’s Rating Scale for assessing emotional disturbance, Revised Children’s Depression Scale; school-wide preventive initiatives programs, small group interventions, social skills, culturally responsive parent, teacher, and community engagements, referrals, networking, and working in a multidisciplinary team	4	
4	School-Based Interventions			
	4.1	Academic and co-curricular interventions, counseling, Individual Education Plan (IEP), behavior therapies (CBT), managing substance addictions, play and art-based therapy interventions, suicide prevention, crisis interventions, sex education, career guidance	4	4
	4.2	Life Skills – WHO components of life skills, core life skill strategies and techniques, building student resiliency	4	
	4.3	Government and NGO initiatives for promotion of mental health in schools; school social work in Kerala, India: current programs and practices, scope of school social work linked to ICDS, preschool, adolescent mental health	4	
School Social Work Accreditations, Qualifications, and Certifications				

5	5.1	Accreditations and certifications for school social workers: Understanding the requirements and benefits	4	5
	5.2	Professional qualifications and continuing education: Pathways to becoming a certified school social worker	4	
	5.3	Developing professional competencies: Ethics, legal considerations, and best practices in school social work	4	

Teaching and Learning Approach	Classroom Sessions (Mode of transaction) 1. Direct Instruction 2. Brainstorming 3. Lecture 4. E-Learning 5. Seminar 6. Group Assignment 7. Library Work 8. Group Discussion 9. Exposure visits to school settings
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Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 marks
	End Semester Assessment (ESA) - 70 marks

References and Suggested Readings:

1. Allen-Meares, P. (2007). Social Work Services in Schools (5th Edition). Boston : Pearson
2. Constable R, McDonald S, Flynn J. (1999). School Social Work Practice, Policy, and Research Perspectives. (5th Edition). Chicago : Lyceum
3. Kapur, Malavika (1997), Mental health in Indian schools, New Delhi : Sage Publications
4. Kathy Sexton Radek (2005), Violence in Schools: Issues, Consequence and Expressions, Raintree Publications
5. Jose Kuriedath (2011), Value Education : A text book for higher secondary and high schools, Karikkamuri: CMI General Department for Education,
6. Philip John (2006), School Mental Health through empowering the education sector, Ernakulam : Peejays Child Guidance Clinic,
7. WHO (1997). Life Skills Education for Children and Adolescents in Schools. Geneva: WHO.
8. A parent's guide to response-to-intervention. (2006). Retrieved December 3, 2008 from National Center for Learning Disabilities. Website: www.LD.org
9. Griffin, K. W., & Botvin, G. J (2004). Chapter 15, Prevention and treatment of adolescent drug abuse. In P. Allen-Meares & M. W. Fraser (Eds.), Intervention with children and adolescents, pp. 335 –355. Boston, MA: Pearson.
10. Kopels, S. (2007). Educational policy and school social work practice. In P. Allen- Meares (Ed.) Social work services in schools (5th ed., pp. 108-142). Boston, MA: Pearson
11. Whitted, B.R., & Constable, R. (2002). Educational mandates for children with disabilities: School policies, case law, and the school social work. In R. Constable, S. McDonald, & J.P. Flynn (Eds.). School social work: Practice, policy, and research perspectives (5th ed., pp. 122-137). Chicago: Lyceum.

SUGGESTED READINGS

1. <https://portal.ct.gov/SDE/Publications/Delivery-of-School-Social-Work-Services/Supports-and-Opportunities>
2. <https://www.ifsw.org/global-standards-for-social-work-education-and-training/>

3. [https://research.library.kutztown.edu/cgi/viewcontent.cgi?article=1013&context=social work dissertations](https://research.library.kutztown.edu/cgi/viewcontent.cgi?article=1013&context=social_work_dissertations)

Programme	Bachelor of Social Work (BSW)				
Course Name	Queer Social Work				
Type of Course	DSE				
Course Code	24U7SWDE403				
Course Level	400				
Course Summary	This course aims to provide critical understanding of social work practice issues related to persons and communities who are lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ++). The course is designed to develop frameworks for questioning notions of essential and stable identities, such as genders and sexualities. Queer Social Work interrogates the heteronormative and gender binary constructs within social work theory and practice. It enquires the ways in which social workers can challenge the oppressive social structures and discourses that pathologises and discriminate against queer persons. The course will explore how best to use queer theories to address social inequality at multiple levels. The course will also critically analyse the limits of queer theory and queer social work.				
Semester	VII	Credits			4
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others
		55	-	-	5
Pre-requisites, if any	NIL				
					Total Hours
					60

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *
<i>Upon the completion of the course, the student will be able to:</i>		
1	Demonstrate knowledge of concepts and theories of Queer Social Work	A
2	Students will demonstrate an understanding of macro policies that affect the lives of LGBTQ individuals and their families.	U
3	Understand the history, identity development, and special issues faced by the LGBTQI++ community, as well as the role of cultural factors.	U
4	Show capacity to contribute to the field of queer, queer of colour, trans and/or crip theory by critically and creatively extending and revising concepts.	A
5	Incorporate critical insights from queer theory to critique social work theory and practice and fashion queer social work in their own social work practices	U
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)		

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	1	1	3	2	2	2	3	3
CO 2	2	2	1	3	1	2	0	2	2
CO 3	3	0	0	2	1	1	0	1	2
CO 4	1	3	2	3	0	3	1	2	3
CO 5	2	3	1	2	2	1	1	2	2

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	1	2	1	2	3
CO 2	2	2	1	3	1	3
CO 3	3	2	1	2	1	2
CO 4	1	1	2	3	2	3
CO 5	2	3	0	2	1	2

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	Introduction to Concepts and Terminologies		12	1
	1.1	The history of LGBTQI+ equality movements Bio/psycho/social/spiritual perspectives on sexuality and gender - SOGISEC spectrum	4	
	1.2	Genderbread Person - Sex/Gender Gendered body -Biological Sex, Gender identity, Gender Expressions, Orientations (sexually and romantically) Gender Stereotypes.	4	
	1.3	Sexuality- Spectrum of sexuality - Sexual orientation, LGBTQI++, Heteronormativity, queer phobia, homophobia, asexual, Terminologies continued - cis gender, endosex, gender non conforming,	4	
2	Introduction to Concepts, Schools of Thought and Perspectives -I		12	2
	2.1	Identity Development and coming out LGBTQI++ relationships and families	4	
	2.2	Oppression, prejudice, hate crimes, and discrimination	4	
	2.3	Privilege Part I: Heterosexism, Homophobia, Heteronormativity, Hetero equitable access to medical care, suitable housing, and other basic rights of citizenship	4	
3	Introduction to Concepts, Schools of Thought and Perspectives -II		12	3
	3.1	LGBTQ studies, LGBTQI affirmation	4	
	3.2	Queer theory - historicising sexual taxonomies, Queer utopia, Queer of colour critique of queer theory, queer temporalities	4	
	3.3	Minority stress theory, intersectionality, trans feminism State and sexual surveillance Queer and criminal justice system	4	
4	Queer Social Work		12	4
	4.1	W Path guidelines for Gender Affirmation Procedures	4	
	4.2	Debates around Article 377 and its repeal- Delhi High Court verdict of 2011, Supreme Court Judgement on Navtej Singh John & ORS. Vs UNION OF INDIA case	4	
	4.3	NALSA Judgement, The Transgender Persons (Protection of Rights) Act, 2019, Madras High Court Act of 2023, Kerala Transperson's policy, Projects and programmes for the welfare of transgender persons. Queer affirmative counselling practice	4	
	Contemporary Issues in LGBTQI+ Rights and Activism		12	5

5	5.1	LGBTQI+ Rights Movements History and evolution of LGBTQI+ equality movements globally. Bio/psycho/social/spiritual perspectives on sexuality and gender (SOGISEC spectrum).	4	
	5.2	Global Health Disparities Health disparities and access to healthcare among LGBTQI+ populations worldwide. Intersectional approaches to addressing health equity in global contexts	4	
	5.3	Challenges and Opportunities Addressing cultural, religious, and political barriers to LGBTQI+ rights. Strategies for global solidarity and coalition-building in LGBTQI+ advocacy.	4	

Assessment Types	MODE OF ASSESSMENT
	. Continuous Comprehensive Assessment (CCA) – 30 Marks B. Semester End Assessment (ESA) -70 Marks

References

1. Cosgrove, D. (2021). "I am allowed to be myself": A photovoice exploration of non- binary identity development and meaning-making. *Journal of Gay Lesbian Social Services*. (33)1, 78-102. <https://doi.org/10.1080/10538720.2020.1850385>.
2. Gómez, A.M., Hooker, N., Olip-Booth, R., Woerner, P., Ratliff, G.A. (2021) "It's being compassionate, not making assumptions": Transmasculine and nonbinary young adults' experiences of "women's" healthcare settings. *Women's Health Issues*. doi.org/10.1016/j.whi.2021.02.008
3. Kinney, K. & Cosgrove, D. (2022). "Truly listen to us": Recommendations for health professionals to bolster wellbeing of nonbinary individuals. *International Journal of Environmental Research and Public Health*. 19(15). <https://doi.org/10.3390/ijerph19159032>
4. Creating Resources For Empowerment in Action (CREA). (2012). Count me IN!: Research report on violence against disabled, lesbian, and sex-working women in Bangladesh, India, and Nepal. New Delhi: CREA.
5. Mariwala, R. (2019). Bridge The Care Gap. Mariwala Health Initiative. Retrieved from http://bridgethecaregap.com/resources/BCG_Kit.pdf
6. Narrain, A. and Bhan, G. (2005). Introduction. In Narrain, A., Bhan, G. (Eds.) (2005). *Because I Have a Voice: Queer Politics in India*. New Delhi: Yoda Press.
7. Narrain, A. and Chandran, V. (2016). 'It's not my job to tell you it's okay to be gay...' Medicalisation of Homosexuality: A Queer Critique. In Narrain, A and Chandran, V (Eds), *Nothing To Fix* (pp. 3-65). New Delhi: Sage.
8. Ranade, Ketki and Shah, Chayanika and Chatterji, Sangeeta. (2016). Making sense: Familial journeys towards self-acceptance of gay and lesbian family members in India. *The Indian journal of social work*. 77. 437-458.
9. Supreme Court Judgement on NAVTEJ SINGH JOHAR & ORS. Vs UNION OF INDIA case

10. WPATH. 2010. Standards of Care for the Health of Transsexual, Transgender, Gender Nonconforming People. https://www.wpath.org/media/cms/Documents/SOCv7/SOCV7_English.pdf
11. O'Malley, Jeffrey and Holzinger, Andreas. (2018). The sustainable development goals: Sexual and gender minorities. UNDP. https://www.undp.org/sites/g/files/zskgke326/files/publications/SDGs_SexualAndGenderMinorities.pdf
12. UN Free and Equal website. <https://www.unfe.org/en/know-the-facts/definitions>
13. Judith Butler, *Undoing Gender* (Routledge, 2004) J. Butler and G. Rubin, "Sexual Traffic: Interview," *differences: A Journal of Feminist Cultural Studies*, IV:2-3 (1994)
14. Jasbir Puar, *Territorist Assemblages* (Duke UP, 2007), Introduction: "Homonationalism and Black Queer Studies, eds. E. Patrick Johnson and Mae G. Henderson (Duke University Press, 2005)
15. Michel Foucault, *The History of Sexuality*, Vol. 1 David L. Eng, Judith Halberstam, and José Muñoz, "What's Queer About Queer Studies Now: Introduction," *Social Text* 85 (Fall-Winter 2005).
16. Eve Kosofsky Sedgwick, "Queer Performativity: Henry James's *The Art of the Novel*," *GLQ* 1 (1993): 1-16. Judith Butler, "Critically Queer," *GLQ* 1 (1993): 17-32.

Course Name	Social Work Practice with Families						
Type of Course	DSE						
Course Code	24U7SWDE404						
Course Level	400						
Course Summary	The course introduces the family-based interventions of social work. It highlights the significance of the professional social worker in intervene with family as a basic unit of the society						
Semester	VII		Credits			4	Total
Course Details	Learning Approach		Lecture	Tutorial	Practical	Others	Hours
			55	-	-	5	60
Pre-requisites, if any	Nil						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains
<i>Upon the completion of the course, the student will be able to:</i>		
1	Handles the concepts of Family and Marriage	U
2	Discusses the Conceptual Frameworks for understanding family social work	A
3	Draws the knowledge of policies and programmes related to Family Social Work	An
4	Develop the practical knowledge and skills in family counselling and therapy	An
5	Acquainted with the various programmes for the welfare and development of family	E
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C),		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	1	2	1	2	2	3	3
CO 2	3	3	1	3	2	2	2	1	1
CO 3	3	2	1	2	2	2	2	0	2
CO 4	2	2	2	3	1	2	3	1	0
CO 5	2	2	1	2	2	3	2	0	2

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	1	0	0	0	3
CO 2	3	2	0	1	1	1
CO 3	2	0	3	0	2	1

CO 4	3	3	0	3	1	3
CO 5	1	0	0	2	2	2

COURSE CONTENT**Content for Classroom transaction (Units)**

Module	Units	Course description	Hrs	CO No.
1	Introduction and Concepts of Family and Marriage		12	1
	1.1	Family – Concept, Definition, Types and Functions Marriage – Concept, Definition and Types Trends and changes in Marriage and Family	4	
	1.2	Family Systems and Family Developmental Perspective Structural and Functional and Exchange Framework	4	
	1.3	Ashramas / Stages of Life Purusharthas in connection with Families	4	
2	Developmental Approach and Family Dynamics		12	2
	2.1	Family life cycle, Family Life Education	4	
	2.2	Structural Approach, Family Assessment, Components of Family Assessment	4	
	2.3	Family Assessment Interview Geonogram, Family Mapping, Timeline, Ecomap	4	
3	Social Work With Families		12	3
	3.1	Concept ,Definition and Principles of Family social work	4	
	3.2	Assumptions and Historical Background of Family social work	4	
	3.3	Family Counselling Family Therapy Phases of Family Social Work	4	
4	Social Work Practice in Families		12	4
	4.1	Scope and Practice of Social Work – Governmental and Nongovernmental Family Service Agencies	4	
	4.2	Family Social Work Practice Institutions – Counselling Centers, Care Centers, Rehabilitation Centers and Other Agencies	4	
	4.3	Family Therapy – Concepts, Techniques, Models And Stages Programmes and policies in the field of family welfare and Development	4	
5	Impact of Technology on Family Structures		12	5
	5.1	Influence of technology on family interactions. Effects on communication patterns	4	
	5.2	Social Media Influence on Family Relationships Positive impacts: connectivity, support. Negative impacts: conflicts, privacy issues.	4	
	5.3	Online Support Systems and Resources for Families Online platforms for family support. Virtual counseling and parenting resources.	4	

Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 Marks
	End Semester Assessment (ESA) - 70 Marks

References

1. Fearnley. B (2022) Developing Knowledge and Skills for Child and Family Social Work, SAGE Publications, New Delhi
2. Holland.S (2011) Child & Family Assessment in Social Work Practice, SAGE Publications,
3. Horne, Arthur M (2000) Family Counselling and Therapy, FE Peacock Publishers, New York
4. Spray. C, Jowett. B (2012) Social Work Practice With Children and Families, SAGE Publication , New Delhi
5. Petterson, Joellen (1998) Essential Skills in Family Therapy, Guilford Press New York.

Course Name	Contemporary Social Work Practice					
Type of Course	DSE					
Course Code	24U7SWDE4051					
Course Level	400					
Course Description	This course will help students understand contemporary social work practices, various international professional associations, expected competencies, and a contemporary perspective of local social work practices.					
Credit	4					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		55			5	60

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Understand global social work practices, international collaboration, cultural competence and humility, and the role and relevance of CSWE and EPAS standards.	U
2	Understand international and national social work networks, analyze the roles of NASW, CASW, and BASW, compare these associations, and assess their impact on practice with implications for social work in India.	An
3	Analyze contemporary social work practices and challenges in India	An
4	Evaluate various associations and their role in contemporary social work fields	E
5	To explore innovations and emerging trends in social work practice	C
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	3	0	0	0	0	0	0	0
CO 2	2	3	0	0	0	0	0	0	0
CO 3	1	2	3	2	0	0	0	0	1
CO 4	0	1	2	3	0	0	0	0	0
CO 5	2	1	2	2	0	0	0	0	0

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	1	2	1	2
CO 2	3	3	2	1	1	1
CO 3	0	0	3	2	0	0
CO 4	0	0	2	3	0	0
CO 5	0	0	1	0	0	0

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
1	Contemporary Social Work Practice			
	1.1	Introduction to Contemporary Social Work Practice: Global Perspectives.Importance of International Collaboration.	3	1
	1.2	Cultural Competence, Cultural humiliation- concept across the Global	4	

	1.3	CSWE and its function.CSWE- EPAS Competencies and its Relevance	3	
2	Professional Development through Associations			
	2.1	Introduction to Social Work Networks-International and National	3	2
	2.2	Role and function of Social Work Association Across the Globe: NASW (USA), CASW (Canada), BASW (United Kingdom)	4	
	2.3	Comparative Analysis of Social Work Associations.Impact of Social Work Associations on Practice.Implications for Social Work Practice in India	4	
3	Contemporary Social Work Practice in India			
	3.1	Contemporary Perspectives in Social Work- Cultural Sensitivity and Diversity, Poverty	4	3
	3.2	Relevance in Social Work Practice- Technology integration in social work, Education, and skill development.	4	
	3.3	Challenges and Opportunities in Social Work-Cultural Sensitivity and Diversity, Addressing Poverty and Technology and Education		
4	Contemporary Social Work Practice in Kerala			
	4.1	Indigenization of Social Work Practice in Kerala-Cultural Indigenization, Economic Indigenization, Technology and Media Integration	3	4
	4.2	Contemporary Issues in Kerala- Unemployment, Issues of Migrant Labour	4	
	4.3	Women and Child Issues in Kerala-Domestic Violence, Gender Sensitisation, Child Welfare	5	
5	Innovations and Future Directions in Social Work Practice			
	5.1	Emerging Trends in Social Work	5	5
	5.2	Use of artificial intelligence and data analytics in social work.	5	
	5.3	Preparing for new challenges and opportunities. Visioning exercises for the future of social work	5	

Teaching and Learning Approach	Classroom Sessions 1. Engaging lectures with interactive elements. 2. Group discussions and role-playing exercises. 3. Group assignments, peer reviews, and team projects.
Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 marks
	End Semester Assessment (ESA) -70 marks

References and Suggested Readings:

- David Cox, Manohar Pawar. (2006). International Social Work – Issues, Strategies and Programmes., Vistaar Publications
- Di Nitto, Diana M and C.Aaron McNeece .(2008).Social Work –Issues and Opportunities in a Challenging profession, Chicago : Lyceum Books,INC,
- Gray, Mel, John Coates, and Michael Yellow Bird. 2018. Indigenous Social Work around the World : Towards Culturally Relevant Education and Practice. Aldershot, Hants, England ; Burlington, Vt: Ashgate.
- Jobi Babu, Ipe Varughese, and Anish K. R. 2022. Reflections on Professional Social Work Practice: An Indian Perspective. New Delhi : Authors Press, New Delhi Publications.
- Lynne M. Healy. (2008). International Social Work – Professional Action in an Independent World, (Second Edition) Oxford University Press
- Teater, Barbra. 2014. Contemporary Social Work Practice : A Handbook for Students. Maidenhead: Mcgraw-Hill Education.

SEMESTER 8

Sl. No	Course Code	Course Title	Credits	Course Level	Course Type
	24U8SWDA401	Social Work Practicum Lab VIII	4	400	DSC
	24U8SWDA402	Public Policy Analysis	4	400	DSC
	24U8SWDE401	Livelihood promotion and Development	4	400	DSE
	24U8SWDE402	Community mental health and Mental Health promotion	4	400	DSE
	24U8SWDE403	Masculinity and Equality	4	400	DSE
	24U8SWDE404	Social Work Practice with Children	4	400	DSE
	24U8SWDE405	Methods and Strategies of Assessment in Social Work Interventions	4	400	DSE
	24U8SWPR401	Dissertation	12	400	PRJ
	24U8SWPR402	Project	12	400	PRJ

Course Name	Social Work Practicum Lab VIII					
Type of Course	DSC					
Course Code	24U8SWDA401					
Course Level	400					
Course Description	This practical course intends to equip students to work in a structured setting under the supervision of a qualified social worker. The course also intends to help students in integrating the theory courses they learned in the current and previous semesters.					
Credit	4					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
				4		120

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Practice at least one method of Social Work and demonstrate skills of engagement, assessment, intervention and evaluation.	C
2	Demonstrate skills in collaboration and teamwork in the respective setting	C
3	Examine one case/issue of a target group of the agency using a critical social work theory	E
4	Equip the target group or institution or community with disaster preparedness (natural/manmade disaster) session and also making suggestions for improving the current situation	A
5	Display professional skills in documentation, Demonstrate ethical use of technology in the field work	A
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	3	2	3	2	3	0	3	2
CO 2	3	3	2	3	2	2	0	3	2
CO 3	3	2	1	2	2	3	0	1	1
CO 4	3	3	2	3	3	3	1	3	1
CO 5	3	2	2	3	1	1	0	1	1

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	1	2	2	3
CO 2	2	1	3	2	2	2
CO 3	3	2	1	3	3	3
CO 4	3	3	3	2	3	3
CO 5	2	1	1	1	2	2

Details of the Field Work Setting: Field work at Structured Agencies

- State/Regional/National / International (Govt. Projects / NGOs)

Social Work Practicum Lab Requirements

1. Organisation study report
2. Practice the method of social work in the context of the structured agency
3. Case analysis using critical social work theories

4. Undertake awareness generation session for disaster preparedness
5. Effective use and integration of technology in field practicum

Teaching and Learning Approach	Classroom Sessions
Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 marks
	End Semester Assessment (ESA) - 70 marks

Course Name	Public Policy Analysis					
Type of Course	DCC					
Course Code	24U8SWDA402					
Course Level	400					
Course Description	Public policy encompasses the deliberate actions of governments to address societal issues and achieve specific goals, providing a crucial framework for decision-making, resource allocation, and societal development.					
Credit	4					
Semester	VIII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		45	-	30	-	75

COURSE OUTCOMES (CO)

CO. No	Course Outcome	Learning Level
1	Analyze policy issues by employing operational definitions and measurement indicators while critically analyzing existing policies in India	An
2	Identify and explain the key determinants of policy making and apply skills employed in the field of policy analysis to support policy	U, A
3	Apply various approaches to policy making and evaluate the potential outcomes and effects of public policies	A, E
4	Evaluate the potential outcomes and effects of public policies and employ skills in the field of policy analysis	E, A
5	Integrate the use of advanced data analytics and AI tools to enhance public policy decision-making processes, focusing on real-time data and predictive modeling in a policy context	An, C
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	2	2	1	1	2	1	2	2
CO 2	3	3	2	2	2	2	2	2	3
CO 3	3	2	2	2	2	3	2	2	3
CO 4	3	3	2	2	2	3	3	2	3
CO 5	3	2	3	3	3	3	3	3	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	2	1	2	2
CO 2	3	3	2	2	3	3
CO 3	3	2	3	2	3	3
CO 4	3	3	2	3	3	3
CO 5	3	3	3	3	3	3

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
1	Introduction to Public Policy Analysis			1
	1.1	Overview of Public Policy: Definition and scope of public policy, Importance of public policy in governance, Historical context and evolution of public policy	5	
	1.2	The Policy Process: Stages of the policy process (agenda setting, formulation, adoption, implementation, evaluation)	5	
	1.3	Actors involved in each stage: Role of public opinion and media in shaping policies	5	
2	Policy Theories and Models			2
	2.1	Policy Theories: Rational choice theory, Incrementalism	5	
	2.2	Advocacy coalition framework, Punctuated equilibrium theory	5	
	2.3	Policy Models: Policy cycle model, Multiple streams framework, Garbage can model, Institutional analysis and development framework	5	
3	Policy Analysis Tools and Techniques			4
	3.1	Policy Problem Definition and Agenda Setting: Problem identification and definition, Agenda-setting processes, Issue framing and policy narratives	5	
	3.2	Cost-Benefit Analysis: Principles of cost-benefit analysis, Application in policy decision-making, Challenges and critiques of cost-benefit analysis	5	
	3.3	Integrating Tools: Combining qualitative and quantitative analysis techniques	5	
4	Policy Implementation and Evaluation			3
	4.1	Theories of policy implementation: Challenges and strategies, Role of public administration in implementation	5	
	4.2	Policy Evaluation: Types of evaluation (formative, summative, process, impact), Use of evaluation results in policy improvement, Evaluation criteria and methodologies	5	
	4.3	Transnational policy issues (climate change, migration), International organizations and policy coordination, Emerging trends in public policy	5	
5	Advanced Data Analytics and AI in Public Policy			5
	5.1	Introduction to Data Analytics and AI: Concepts, tools, and techniques	5	
	5.2	Real-time Data Analysis: Applications in public policy, Case studies	5	
	5.3	Predictive Modeling: Techniques, Applications in decision-making processes, Ethical considerations	5	

Teaching and Learning Approach	Classroom Sessions (Mode of transaction) 1. Direct Instruction 2. Brainstorming Lecture 3. E-Learning 4. Interactive Instruction 5. Seminar 6. Group Assignment 7. Library Work 8. Group Discussion 9. Presentation by individual student/group
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Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 marks
	End Semester Assessment (ESA) - 70 marks

References and Suggested Readings:

1. Boardman, A. E., Greenberg, D. H., Vining, A. R., & Weimer, D. L. (2018). Cost-Benefit Analysis: Concepts and Practice (5th ed.). Pearson.
2. Dye, T. R. (2002). Understanding Public Policy (12th ed.). Prentice Hall.
3. Hurrell, A., & Woods, N. (1999). Globalization and Inequality. *Millennium: Journal of International Studies*, 29(3), 667-684.
4. Jones, B. D., & Baumgartner, F. R. (2005). The Politics of Attention: How Government Prioritizes Problems. University of Chicago Press.
5. Kingdon, J. W. (2003). Agendas, Alternatives, and Public Policies (2nd ed.). Longman.
6. Margetts, H. (2019). Political Turbulence: How Social Media Shape Collective Action. Princeton University Press.
7. Pressman, J. L., & Wildavsky, A. (1973). Implementation: How Great Expectations in Washington Are Dashed in Oakland; Or, Why It's Amazing That Federal Programs Work at All, This Being a Saga of the Economic Development Administration as Told by Two Sympathetic Observers Who Seek to Build Morals on a Foundation of Ruined Hopes. University of California Press.
8. Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). Evaluation: A Systematic Approach (7th ed.). Sage Publications.
9. Sabatier, P. A., & Weible, C. M. (Eds.). (2014). Theories of the Policy Process (3rd ed.). Westview Press.
10. Stone, D. (2012). Policy Paradox: The Art of Political Decision Making (3rd ed.). W. W. Norton & Company.

Course Name	Livelihood Promotion and Development					
Type of Course	DSE					
Course Code	24U8SWDE401					
Course Level	400					
Course Description	This course equips candidates with understanding the dimensions and importance of livelihood to facilitate development. This helps the students in highlighting the importance of markets for livelihood. Candidates will learn to plan and develop strategies for livelihood intervention.					
Credit	4					
Semester	VIII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture 20	Tutorial 20	Practical	Others 20	
						60

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Demonstrate knowledge about the dimensions of livelihood	<i>U</i>
2	Design livelihood interventions	<i>C</i>
3	Apply different models of livelihood promotion.	<i>A</i>
4	Utilise skills in value chain analysis and methods of intervention	<i>A</i>
5	Analyse and evaluate exemplary models of livelihood promotion	<i>An, E</i>
<i>*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)</i>		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	1	2	1	3	2	3	1	2
CO 2	3	3	3	2	3	3	3	2	3
CO 3	3	2	2	1	2	3	3	3	3
CO 4	3	2	3	2	2	3	2	2	3
CO 5	3	3	1	1	2	3	2	2	2

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	1	2	3	1
CO 2	3	1	3	2	3	2
CO 3	3	1	3	2	2	3
CO 4	3	1	2	1	3	1
CO 5	3	1	1	3	3	1

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
1	Concept of Livelihood			
	1.1	Concept of livelihood and sustainable livelihood, Characteristics of livelihood and Livelihood capitals.	4	1
	1.2	Livelihood Strategies, Livelihood Outcomes	4	
	1.3	Sustainable rural livelihood and sustainable urban livelihood and corresponding challenges	4	

2	Steps and Tools in designing livelihood intervention			
	2.1	Internal and External context in designing livelihood intervention	4	2
	2.2	Livelihood assessment and approaches, Sustainable Livelihood Framework for livelihood development. Developing livelihood portfolio and pathways	4	
	2.3	Understanding Viability, Range of goods, Clustering, Internal & External Economies, Backward & Forward Linkages	4	
3	Livelihood promotion			
	3.1	Objectives of livelihood promotion – Enhancing Income, Increasing Food Security, Reducing Risk, Reducing variances in income, Reducing migration, Organizing Producers, Enhancing money circulation	4	3
	3.2	Different models – IFAD, DFID, CARE, BASIX, IMM.	4	
	3.3	Government, Non-Profit & Corporate Initiatives in livelihood promotion	4	
4	Markets and Livelihoods			
	4.1	Importance of Sector, Sub sector, Value chain analysis in selecting an intervention	4	4
	4.2	Methods of Interventions – Technology, Training, Marketing, Policy Advocacy, Asserting Rights,	4	
	4.3	Developing Local Economy, Credit, Infrastructure and Institution Building ownership and Management	4	
5	Case studies and success stories			
	5.1	Case studies in Livelihood Promotion: Watershed, Animal Husbandry	4	5
	5.2	Case studies in Livelihood Promotion: Microenterprises, Micro Finance, Business and Services.	4	
	5.3	Success stories of livelihood promotion and livelihood model practices by OXFAM, CARE, UNDP	4	

Teaching and Learning Approach	Classroom Sessions
Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 marks
	End Semester Assessment (ESA) - 70 marks

References and Suggested Readings:

1. Elliott, J. (2012). An introduction to sustainable development. Routledge.
2. ICRA Learning Resources, (1999). Livelihood - Key Concepts, <http://www.icra-edu.org/objects/anglolearn/ACFtTAGCm.pdf>
3. Katepa-Kalala, P. (1997). Sustainable Livelihood approaches in operation: A gender perspective. UNDP International Working Group on Sustainable Livelihoods. Retrieved January, 20, 2011.
4. Krantz, L. (2001). The sustainable livelihood approach to poverty reduction. SIDA. Division for Policy and Socio-Economic Analysis, 44, 1-38.
5. Ministry of Housing and Urban Affairs. (2007). Mission Document Deendayal Antyodaya Yojana-National Urban Livelihoods Mission. In Ministry of Housing and Urban Affairs [Report].
6. Morse, S & McNamara N (2013), Sustainable Livelihood Approach: A Critique of Theory and Practice, Springer.
7. Perpetua Katepa, (2005) Sustainable Livelihood Approaches in Operation: A Gender Perspective, International Associates for Development.

8. Phansalkar,(2003) Livelihoods: Promoting Livelihood Enhancement, Mumbai: Sir Dorabji Tata Trust.
9. Sharma Vipin (2012), State of India's Livelihood Report 2012, Sage India. New Delhi
10. SHEETS, S. L. G. (2001). SL Approaches in Practice. DFID: London, UK, 1-24.
11. Solesbury, W. (2003). Sustainable livelihoods: A case study of the evolution of DFID policy (Vol. 217). London: Overseas Development Institute.
12. Vijay Mahajan, Sankar Datta and Gitali Thakur, (2001). A Resource Book forLivelihood Promotion. Hyderabad: BASIX

Course Name	Community Mental Health and Mental Health Promotion					
Type of Course	DSE					
Course Code	24U8SWDE402					
Course Level	400					
Course Description	This course on community mental health and mental health promotion equips participants with an in-depth understanding of community mental health concepts, rehabilitation, policies, and programs. Learners will gain the knowledge to describe and design effective mental health promotion programs, focusing on prevention and the identification of risk and protective factors.					
Credit	4					
Semester	VIII	Credits				Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		30	15		15	60

COURSE OUTCOMES (CO)

CO. No	Course Outcome	Learning Level
1	Understand the concept of community mental health and evaluate mental health policies and programs in India.	E
2	Design and implement mental health promotion programs based on the thorough understanding of the concept	C
3	Demonstrate theoretical knowledge and practical skills essential for effective psychosocial rehabilitation practice	A
4	Apply evidence-based, comprehensive approaches to managing mental health emergencies.	A
5	Demonstrate proficiency in implementing contemporary practices for promoting mental health and providing care	A
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	1	0	3	1	3	0	1	2
CO 2	3	3	2	3	2	3	2	3	3
CO 3	3	2	1	2	2	2	0	3	2
CO 4	3	3	2	3	2	3	0	3	2
CO 5	2	3	3	3	2	2	2	3	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	1	3	2	3
CO 2	3	2	3	2	2	3
CO 3	3	3	3	2	3	3
CO 4	3	3	3	2	3	3
CO 5	3	2	3	2	3	3

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
	Community Mental Health			
	1.1	Community Mental Health- concept and evolution,	3	1
	1.2	Deinstitutionalisation and community mental health services. Concept of Recovery and mental health services.	4	

1	1.3	Community Mental health services in India. National Mental Health Policy, 2014 National Mental Health Programme and District Mental Health Programme.	4	
2	Mental Health Promotion and Prevention of mental disorders			
	2.1	Concept of Preventions, levels of prevention. Prevention of mental disorders: a public health priority.	4	2
	2.2	Promotion of mental health and prevention of mental disorders. Risk and protective factors	4	
	2.3	Macro-strategies to reduce risk and improve quality of life. Reducing stressors and enhancing resilience	4	
3	Psychosocial Rehabilitation			
	3.1	Psychosocial Rehabilitation- concept, process, principles	3	3
	3.2	Settings of Psychosocial rehabilitation	3	
	3.3	Community Based Rehabilitation of Mental Disorders	4	
4	Suicide Prevention and Crisis Intervention			
	4.1	Global epidemiology of suicide and suicide attempts, Risk and protective factors, and related interventions	4	4
	4.2	Suicide risk assessment; psychosocial interventions; Community engagement for suicide prevention.	4	
	4.3	Crisis - Definition, Phases in the Development of a Crisis, Types of Crisis. Theories of Crisis and Crisis Intervention. The Six-Step Model of Crisis Intervention.	5	
5	Contemporary Practices in Mental Health Promotion and Care			
	5.1	Current Trends in Mental Health Promotion;Role of Digital Tools and Resources in Mental Health Care Prepare IEC materials using digital tools for mental health promotion in community	6	5
	5.2	NGOs in Mental Health Care and mental health promotion - social work roles and interventions.	3	
	5.3	Mental Health First Aid Training- Concept and objectives,Key components,Training outcomes and impact. The MHFA Action Plan (ALGEE). MHFA for Specific Issues- Depression, anxiety, psychosis, substance use, self-harm.	5	

Teaching and Learning Approach	Classroom Sessions- Mode of transactions: 1. Direct instruction 2. E- learning 3. Seminar 4. Assignment 5. Group Discussions
Assessment Types	Continuous Comprehensive Assessment (CCA) – 30 Marks
	End Semester Assessment (ESA) - 70 marks

References and Suggested Readings:

1. Anish, K.R., Ginu George, P. (2024). Community Mental Health: Evolution, Current Status, and Future Perspectives. In: Anand, M. (eds) Mental Health Care Resource Book. Springer, Singapore. https://doi.org/10.1007/978-981-97-1203-8_6

2. Cattan, M. & Tilford, S. (2006). *Mental health promotion : a lifespan approach*. Maidenhead: Open University Press.
3. *Community Mental Health—An overview* | ScienceDirect Topics. (n.d.). <https://www.sciencedirect.com/topics/medicine-and-dentistry/community-mental-health>
4. Dixon, L., & Goldman, H. (2003). Forty Years of Progress in Community Mental Health: The Role of Evidence-Based Practices. *Administration and Policy in Mental Health*, 31(5), 381–392. doi:10.1023/b:apih.0000034415.48057.cd
5. James, R. K., & Gilliland, B. E. (2017). *Crisis intervention strategies*. Boston, MA
6. :Cengage Learning,
7. Francis, Abraham P. (2014) *Social Work in Mental Health: areas of practice, challenges and way forward*. SAGE Publications, New Delhi, India.
8. Ministry of Health and Family Welfare. (2014). *National Mental Health Policy*. Ministry of Health and Family Welfare. Retrieved from https://nhm.gov.in/images/pdf/National_Health_Mental_Policy.pdf
9. Roy Abraham Kallivayalil and Varghese P.Punnoose (Ed.)(2009).*Suicide Prevention-A Handbook for Community Gate Keepers*, National Alliance for Mental Health: Kottayam
10. *Suicide prevention: Toolkit for engaging communities*. (n.d.). <https://www.who.int/publications-detail-redirect/suicide-prevention-toolkit-for-engaging-communities>
11. W. H.O (2004). *Prevention of Mental Disorders*. World Health Organization. <https://public.ebookcentral.proquest.com/choice/publicfullrecord.aspx?p=4978589>
12. W.H.O. (n.d.) *Preventing suicide: A global imperative*. (n.d.). <https://www.who.int/publications-detail-redirect/preventing-suicide-a-global-imperative>

Course Name	Masculinity and Equality					
Type of Course	DSE					
Course Code	24U8SWDE403					
Course Level	400					
Course Description	This course on Masculinity & Equality enables participants to assess how social context shapes masculine behaviour and its impacts on men and women. This helps the learners to recognize how masculinity is associated with social ailments. This course facilitates the development of a comprehensive understanding of various strategies aimed at eliminating prevailing gender stereotypes and promoting sustainable equity within society.					
Credit	4					
Semester	VIII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		35	10		15	

COURSE OUTCOMES (CO)

CO. No	Course Outcome	Learning Level
1	Gain an in-depth understanding of the distinctive concepts of masculinities within the Indian cultural framework.	An
2	Analyze the social organization of masculinity and different theoretical perspectives.	An
3	Utilize the knowledge to develop culturally sensitive social work practices that effectively address the needs and challenges experienced by marginalized masculinity	An
4	Evaluate the role of masculinity in personal-public life and its implications for gender equality	E
5	Critically analyze the representation of masculinity in media and pop culture from an intersectional perspective	E
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	1	0	3	1	2	0	0	2
CO 2	3	1	0	2	1	3	0	2	2
CO 3	2	2	1	3	2	3	0	3	2
CO 4	2	3	0	3	2	3	0	2	2
CO 5	2	3	1	3	2	3	0	2	2

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	1	0	1	1	3
CO 2	3	2	0	1	2	3
CO 3	3	3	2	2	2	3
CO 4	3	2	1	2	1	3
CO 5	2	2	1	2	2	3

COURSE CONTENT

Module	Units	Course description	Hrs.	CO Mapped
1	Men and Masculinity			
	1.1	Social Construct of Men and Masculinity: Concept and Meaning Processes and Types.	4	1
	1.2	Masculinity as Expression of Body, Psychic Structure, Trained Response, and Practice.	4	
	1.3	History of Masculinity in India: Colonial, Pre-Colonial and Post-colonial context. The 'Male Breadwinner' Model, Masculinity and Sustainable Development Goals.	4	
2	Theoretical Perspectives on Masculinity			
	2.1	Social Organization of Masculinity: Hegemonic, Complicit, Subordinate, and Marginalized Masculinities.	4	2
	2.2	Inclusive masculinity theory, Psychoanalytic Theory	4	
	2.3	Life Course Perspective	4	
3	Masculinities and Social Issues			
	3.1	Marginalized masculinity: Concept, Meaning, and Contexts	4	3
	3.2	Causes and consequences of gender-based violence on men, women, and other gender, Intimate Partner Violence. Marginalized masculinity, and hegemonic masculinity	4	
	3.3	Engaging Men and Boys in Violence Prevention; Reproductive health & Education. Militarised Masculinities	4	
4	Masculinities in Personal-Public Life and Gender Equality			
	4.1	Fatherhood and Family: Procreative Consciousness and Fathering, Men's Orientation Towards Children, Family Dynamics & work-life balance	4	4
	4.2	Men and Relationships: Sexuality and Intimacy, Friendship and Social Networks	4	
	4.3	Men and Sports: Identity, Performance, and Health. Promoting gender equality: Strategies & Challenges.	4	
5	Intersectional Perspectives and Media Representation of Masculinity			
	5.1	Intersectional approaches to studying masculinity: race, ethnicity, sexuality, disability, and other dimension	4	5
	5.2	Representation of masculinity in popular media: films, advertising, and literature, influence of pop culture. Role of media in perpetuating stereotypes.	4	
	5.3	Critical analysis of media campaigns promoting positive masculinity	4	

Teaching and Learning Approach	Classroom Sessions Mode of transaction: 1. Direct instruction 2. E- learning 3. Seminar 4. Assignment 5. Group Discussions
Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 Marks

End Semester Assessment (ESA) - 70 Mark

References and Suggested Readings:

1. Brod, H., & Kaufman, M. (Eds.). (1994). *Theorizing masculinities* (Vol. 5). Sage Publications.
2. Butler, J. (2011). *Bodies that matter: On the discursive limits of sex*. Routledge
3. Camilleri, P. (Ed.). (2020). *Working with men in the human services*. Routledge.
4. Cavanagh, K. (1995). *Working with Men*. V. E. Cree (Ed.). Taylor & Francis.
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6. COMBIER, S. L., GENATIO, D., & PEACOCK, D. *Militarised Masculinities in the DRC: A Literature Review and Case Study*.
7. Connell, R. W. (2020). *Masculinities*. Routledge.
8. Flood, M. (2018). *Engaging men and boys in violence prevention*. Springer.
9. Furman, R. (2010). *Social work practice with men at risk*. In *Social Work Practice with Men at Risk*. Columbia University Press.
10. Gill, H. S. (2012). *Becoming men in a modern city: Masculinity, migration and globalization in North India*. American University.
11. Gottzén, L., Bjørnholt, M., & Boonzaier, F. (Eds.). (2021). *Men, masculinities and intimate partner violence*. Routledge, Taylor & Francis Group.
12. Haywood, Chris & Johansson, Thomas (Ed) (2017). *Marginalized Masculinities: Contexts, Continuities and Change* Edited. Routledge, Taylor & Francis Group.
13. Kulkarni, M., & Jain, R. (Eds.). (2018). *Global masculinities: Interrogations and reconstructions*. Taylor & Francis.
14. Morgan, D. H. J. (1987). "Masculinity and Violence". Edited by Hanmer and M. Maynard, *Women, Violence and Social Control*. London: Macmillan
15. Morris, Edward W. & Oeur, Freeden Blume (Ed. (2017): *Unmasking Masculinities: Men and Society*. Sage Publications.
16. Philip, S. (2022). *Becoming Young Men in a New India: Masculinities, Gender Relations and Violence in the Postcolony*. Cambridge University Press.
17. Priya, N., Abhishek, G., Ravi, V., Aarushi, K., Nizamuddin, K., Dhanashri, B., ... & Sanjay, K. (2014). *Study on masculinity, intimate partner violence and son preference in India*. New Delhi, International Center for Research on Women.
18. Rohit K. Dasgupta, K. & Moti Gokulsing (2013). *Masculinity and Its Challenges in India: Essays on Changing Perceptions*. McFarland.
19. Ryle, R. (2011). *Questioning gender: A sociological exploration*. Sage Publications
20. Satish Kumar., Gupt S.D., & George. (2002). "Masculinity and Violence against Women in Marriage: An Exploratory Study in Rajasthan". *Men, Masculinity and Domestic Violence in India*. Edited by the International Center for Research on Women. Washington, DC 20036, USA
21. Scourfield, J. (2001). *Men's Work and Male Lives*. Men and Work in Britain, Routledge

Programme	Bachelor of Social Work (BSW)				
Course Name	Social Work Practice with Children				
Type of Course	DSE				
Course Code	24U8SWDE404				
Course Level	400				
Course Summary	The course “Social Work Practice with Children” provides students a comprehensive understanding on child development. The course explores the unique challenges and opportunities associated with child welfare and aims to equip students with the knowledge and skills necessary to promote the well- being and development of children in diverse contexts.				
Semester	VIII	Credits			Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	
		55	-	-	5
Pre- requisites, if any	Basic understanding about social work, its methods and principles.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *
<i>Upon the completion of the course, the student will be able to:</i>		
1	Recognise the stages of child development and major issues faced by children	R
2	Practice the therapeutic approaches in dealing with children	A
3	Acquire knowledge and skills in implementing effective social work interventions tailored to the unique needs of children	A
4	Assess the performance of laws and protection systems for children.	E
5	Integrate the theoretical knowledge of child development into practice.	C
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	1	1	3	1	3	0	1	2
CO 2	3	2	1	3	1	2	0	1	3
CO 3	3	3	2	3	1	3	1	3	3
CO 4	2	2	1	3	1	3	2	1	3
CO 5	3	2	3	3	2	3	2	3	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	1	0	1	2	3
CO 2	2	3	1	1	3	3
CO 3	3	3	2	3	3	2
CO 4	0	0	2	3	3	1
CO 5	3	2	1	1	2	3

COURSE CONTENT

Module	Units	Course description	Hrs	CO No.
1	Introduction to Child Development		12	1
	1.1	Concept and definition of Child and Childhood, Stages of child development	4	
	1.2	Agencies of child socialization - Family, Teachers, Peer group, Media	4	
	1.3	Needs of a growing child - Physical, Social, Emotional, Cognitive	4	
2	Problems Faced by Children (Causes, Effects and Intervention)		12	2
	2.1	Child abuse - Physical, Emotional, Sexual, Neglect, Rejection	4	
	2.2	Child marriage, Child labour. Child in conflict with law, Child in need of care and protection	4	
	2.3	Childhood disorders - ADHD, Learning disorders, Autism Spectrum Disorder	4	
3	Child protection systems and laws		12	3
	3.1	Childline, JJB, ICDS, ICPS, CWC, DCPU	4	
	3.2	Child Labour (Prohibition and Regulation) Amendment Act, 2016 The Prohibition of Child Marriage Act, 2006	4	
	3.3	Right of Children to Free and Compulsory Education Act, 2009 Protection of Children from Sexual Offences (POCSO) Act, 2012	4	
4	Therapeutic Approaches for Children		12	4
	4.1	Play therapy, Art therapy. Cognitive behavioral intervention Behavioral modification Techniques	4	
	4.2	Process of helping children - Building Relationships, Assessment, Intervention, Follow up and Evaluation	4	
	4.3	Roles and skills of Social Worker in dealing with children	4	
5	Educational and Social Interventions for Children		12	5
	5.1	Role of Early Childhood Education - Importance of early childhood education programs and their impact on development	4	
	5.2	Social Support Systems for Children - Overview of community support services and their role in child development	4	
	5.3	Intervention Strategies for At-Risk Children - Effective strategies for supporting children facing adversity or challenges	4	

Assessment Types	MODE OF ASSESSMENT	
	. Continuous Comprehensive Assessment (CCA) - 30 Marks	
	B. Semester End Assessment (ESA) -70 Marks	

References

1. Berk, L. E. (2013). Child Development (6th ed.). Pearson Education.
2. Bose, P. (2006). Child Care and Child Development: Psychological Perspective. ABD Publishers.
3. Butler, I., & Roberts, G. (2004). Social Work Practice with Children and Families (2nd ed.). Jessica Kingsley Publishers.

4. Carolyn Spray, B. J. (2011). Social Work Practice with Children and Families. SAGE. (M3;Chapter 3,Pp 38)
5. Howe, D. (2005). Child Abuse and Neglect. Palgrave Macmillan.
6. Rane, Asha. (1986) Children in Difficult Situations in India: A Review. Bombay: Tata Institute of Social Sciences
7. Suchitra S Dinkar (2010). Child Development and psychology. New Delhi: Axis publications

Course Name	Methods and Strategies in Assessment in Social Work Intervention					
Type of Course	DSE					
Course Code	24U8SWDE405					
Course Level	400					
Course Description	This course will focus on developing students' knowledge of current interventions in relation to evaluating and utilizing existing evidence. It will introduce the principles and processes of evidence- based practice formulation, systematic review of the literature, critical evaluation of individual studies, and structured data synthesis to assess the quality of evidence associated with interventions and outcomes.					
Credit	4					
Semester	VIII	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		20	20		20	60

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Understand the theoretical and practical implications of the Assessment strategies	An
2	Demonstrate skills in need assessment in community	A
3	Demonstrate comprehensive understanding of various social and economic assessment framework and methods	U
4	Utilize skills in applying psychological assessment methods	An
5	Apply family assessment models and tools in family settings	An
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	3	2	2	1	3	0	1	3
CO 2	3	3	3	3	3	3	1	3	3
CO 3	3	3	2	3	3	3	2	3	3
CO 4	3	3	3	1	1	3	0	2	3
CO 5	3	3	3	3	2	3	0	3	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	2	2	3	2
CO 2	3	2	3	3	3	3
CO 3	3	3	3	3	3	3
CO 4	3	1	0	1	3	2
CO 5	3	3	3	2	3	3

COURSE CONTENT

Module	Unit	Course description	Hrs	CO Mapped
1	Evidence Based Social Work			
	1.1	Historical overviews and the Concept of evidence based social work - Definitions of evidence-based practice; Steps in evidence based practice	4	1
	1.2	Critique of the application of evidence-based practice in social work;	4	

		Arguments supporting and questioning evidence based social work practice		
	1.3	Evidence based practice in multicultural settings, Ethical issues, Hierarchy of evidence Scope, Applications-Assessment for intervention-Assessment for Policy formulation-Assessment and research- Assessment and Testing- Test Development and application-Application of Statistics in Test Development	4	
2	Prioritization & Need Assessment			
	2.1	Meaning, Definition, Goals, Methods of Prioritisation, Prioritisation matrix, Prioritisation tools, Prioritisation attributes, Prioritisation of testing-steps, importance method, Ranking methods	4	
	2.2	Need assessment: Definition, purpose, goals, importance, Steps in conducting the need assessment, Types of need assessment (Gap assessment, Feasibility assessment), Need assessment in HRD: Training Assessment-Disaster Proneness Assessment	4	2
	2.3	Need assessment methods (FGD, public issue forum, Secondary data analysis, community survey, interview, Asset mapping, observation tests)- Participatory methods in need assessment; Need assessment Practicum	4	
3	Social and Economic assessment:			
	3.1	Social assessment design -Sustainable Livelihood Framework, Right based approaches, Value chain analysis, Ecosystem assessment framework, Participatory development approaches.	4	
	3.2	Areas of social assessment: Social accounting and Auditing. Family assessment, poverty assessment; Environmental assessment - GIA, Disaster risk assessment, vulnerability assessment	4	3
	3.3	Assessment in health promotion, Gender analysis and gender auditing; Social assessment in child care interventions Economic assessment, Income and Expenditure assessment.	4	
4	Psychological Assessment			
	4.1	Definition, purpose, Tools of psychological assessment; Types of psychological assessment- Personality assessment methods-Intelligence assessment methods, Behavioral assessment methods- Projective tests Observational assessment- Geriatric Assessment- Disability assessment	4	
	4.2	Psychiatric assessment:-Definition & Purpose- MSE- Physical examination-Physical investigation-Psychiatric assessment tools- Multi disciplinary	4	4
	4.3	Assessment-Cross cultural Psychiatric Assessment, Psychiatric assessment in community practice, Functional assessment	4	
5	Family Assessment			
	5.1	Family assessment– emotional, social, practical, material, functional	4	
	5.2	Family Assessment Frameworks – Mc Master model, Triaxial Scheme, Circumplex model	4	5
	5.3	Family Assessment tools – Genogram, Ecomap, Three Houses Tool	4	

Teaching and Learning Approach	Classroom Sessions
Assessment Types	Continuous Comprehensive Assessment (CCA) - 30 marks
	End Semester Assessment (ESA) - 70 marks

References and Suggested Readings:

1. Glasson, John, and Riki Therivel. *Introduction to environmental impact assessment*. Routledge, 2013.
2. Farley AJ, Feaster D, Schapmire TJ, D'Ambrosio JG, et al. *The challenges of implementing evidence-based practice: ethical considerations in practice, education, policy, and research*. Social Work and Society. 2009;7(2).
3. Gary Groth Marnet (2009). *Handbook of Psychological Assessment*. New Jersey, John Wiley & Sons Inc.
4. Grady MD, Wike T, Putzu C, et al. Recent social work practitioners' understanding and use of evidence-based practice and empirically supported treatments. *J SocWork Educ*. 2018;54(1):163-179.
5. Lucero E. From tradition to evidence: decolonization of the evidence-based practice system. *J Psychoactive Drugs*. 2011;43(4):319-324.
6. Morgan, Richard K. "Environmental impact assessment: the state of the art." *Impact assessment and project appraisal* 30.1 (2012): 5-14. Murchach AD. What good is soft evidence? *Soc Work*. 2010;55(4):309-316.
7. Ronald Jay Cohen and Mark E Swerdile (2017). *Psychological Testing and Assessment an Introduction to Tests and Measurement*, New Delhi Mc Graw Hills
8. Rubin A, Parrish D. Challenges to the future of evidence-based practice in social work education. *J Soc Work Educ*. 2007;43(3):405-428.
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10. Singh, Bhagirath, and Richa Singhal. "Social Audit: A Monitoring Tool for the Schemes of Panchayati Raj Institutions in India." *Specialusis Ugdymas* 1.43 (2022): 4778- 4788. Yesudian, C. A. K. "Poverty alleviation programmes in India: A social audit." *Indian Journal of Medical Research* 126.4 (2007): 364-373.
11. *A Manual for Gender Audit Facilitators: The Ilo Participatory Gender Audit Methodology*, International Labour Office, 2010.
12. Marvin B Sussman, Steinmetz, Suzanne K., Peterson, Gary W. (Eds.) (2013). *Handbook of Marriage and the Family*. Springer, US
13. Sally Holland (2011). *Child & Family Assessment in Social Work Practice*. Newyork : Sage publications

Course Name	DISSERTATION					
Type of Course	PRJ					
Course Code	24U8SWPR401					
Course Level	400					
Course Description	Candidates will develop practical experience in social work research methodologies by constructing research problems and questions, choosing appropriate methodologies, tools of data collection and analysis. They will be able to relate data to socially related questions and present data in a research context thereby acquiring skills and knowledge required for placing Social Work as a research informed practice and practice informed research.					
Credit	12					
Semester	VIII	Credits			12	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		-	-	-	-	180

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Review extant literature and critically incorporate different theoretical perspective formulate a meaningful research problem, research questions and objectives	C
2	Design appropriate methodology and develop appropriate tools for collecting data	C
3	Employ appropriate data collection methods and apply necessary software for analyses and interpretation of data	C
4	Acquire skill in academic writing and defending arguments	C
5	Employ ethical considerations and tackle ethical issues related to a research project	A
<i>*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)</i>		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	3	2	3	1	3	0	0	3
CO 2	3	3	3	2	1	3	0	2	3
CO 3	3	3	3	2	1	3	0	3	3
CO 4	3	3	2	3	2	3	0	2	3
CO 5	3	2	1	3	2	2	0	2	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	2	1	2	3	2
CO 2	3	1	3	3	3	2
CO 3	3	2	3	3	3	2
CO 4	3	2	1	3	3	2
CO 5	3	3	1	2	2	2

COURSE CONTENT

The student should present TWO seminar papers and submit a dissertation with minimum 100 pages at the end of the program. The dissertation should follow the methodology of the discipline. Each student has to prepare and finalize a proposal towards the end of the SEVENTH semester. The Department Council will review research proposals and decide allocation of Research Guides. The Department will be responsible for conducting workshops of Proposal Writing, Research Writing, Data Collection and

Data Analysis. The matters pertaining to dissertation should be regularly discussed during research conference with the research supervisor on weekly basis scheduled for this purpose

Planning the Dissertation

This will entail following:

- Selecting a topic for investigation.
- Establishing the precise focus of study by deciding on the aims and objectives of the dissertation, or formulating questions to be investigated.
- Drawing up initial dissertation outlines considering the aims and objectives of the dissertation. Workout various stages of dissertation.
- Devising a timeline ensures that all stages of dissertation are completed in time. The timeline should include writing of the dissertation and regular meetings with the dissertation guide.

The Dissertation plan or outline

Essentially, the dissertation plan is a chapter wise outline and therefore should reflect the aims and objectives of the dissertation.

Plagiarism in the dissertation would require resubmission of the Dissertation and students would not be eligible to receive the BSW Honors degree with Research till such re-submission and evaluation.

Teaching and Learning Approach	Classroom Sessions
Assessment Types	Continuous Comprehensive Assessment (CCA) - 90 Marks
	End Semester Assessment (ESA) – 210 Marks

References and Suggested Readings:

- Bryan, A. (2016). Social research methods, Oxford, Oxford University press.
- Ramachandran, P. (1990). Issues in Social work research in India: A collection of papers of P Ramachandran: A felicitation volume, Mumbai. Tata Institute of Social Sciences.
- Taylor, S.J., Bogdan, R., DeVault, M. (2015). Introduction to qualitative research: A guidebook and resource. Hoboken, John Wiley & Sons.

Course Name	PROJECT IN SOCIAL WORK					
Type of Course	PRJ					
Course Code	24U8SWPR402					
Course Level	400					
Course Description	The successful completion of the final project is intended to equip the student to practice knowledge, skills, and professional competencies acquired as a result of mastering all the previous courses in the UG programme. The field-based learning will provide opportunities for students to understand the different socio- economic contexts. The students are supposed to engage with complex issues in different social work settings/communities/institutions and develop innovative ideas required to generate solutions to the identified problems.					
Credit	12					
Semester	VIII	Credits			12	Total
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	Hours
		-	-	-	-	180

COURSE OUTCOMES (CO)

CO. No	Expected Course Outcome	Learning Level
1	Develop insight into the complex problems faced by the communities, groups or institutions design structured solutions to the problems identified.	C
2	Apply PRA techniques and other research tools to collect sufficient data from different sources for assessment, analysis, synthesis, formulation and evaluation of project.	E
3	Develop multi-faceted, interdisciplinary problem- solving skill and efficient project delivery	E
4	Identify resources required for project implementation and mobilize resources required and tackle ethical issues related to a project implementation.	E
5	Developing professional oral and written communication skills through participation in oral presentations, and preparation of the final written project document.	C
*Remember (R), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C)		

CO PO Matrix (0, 1, 2, 3)

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	3	3	3	3	3	3	2	3	3
CO 2	3	3	3	3	3	3	2	3	3
CO 3	3	3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	2	3	3
CO 5	3	3	3	3	3	3	1	3	3

CO PSO Matrix (0, 1, 2, 3)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3
CO 2	3	2	3	3	3	3
CO 3	3	1	3	3	3	3
CO 4	3	2	3	2	3	3
CO 5	2	1	2	3	3	2

The students will be given opportunity to gain a first-hand understanding of the both technical and social dimensions, (requiring multi-dimensional analysis) involved while designing and implementing a project. These projects should be relevant to the local community or other social work organisations. Students are expected to discover existing knowledge on the topic, to interact with the stake holders who is supposed to be effected by the project, analyze alternatives that make society better off, calculate the possible impacts of the project. Using this background research, the students then creatively design new projects to address these social issues.

Students' engagement in a project activity has two goals: to serve a local community and to provide a credit- bearing educational experience that directly relates to the goals and objectives of a course within the academic curriculum. By addressing needs and issues within the local community through service, students are able to apply what they have learned in a course. Students reflect on their service activities in order to learn curricular concepts and to practice problem solving and evaluative skills as well as analytical, critical and reflective thinking.

COURSE CONTENT

Each student have to prepare and finalise a project proposal towards the end of the SEVENTH semester. The students can suggest their own project proposals, but a theme of a final project requires approval by the department. Department Council will review the proposals and decide allocation of supervisors. The Department will be responsible for conducting workshops of Proposal Writing, project implementation, project evaluation etc.

Planning the Project

The students should follow the following steps

- Preparation of the project proposal
- Agreement with the communities/organisations
- Preparing LFA
- Resource mobilisation
- Impact assessment
- Adhering to the timeline and activities projected in the proposal
- Evaluation of the Outcomes of the project
- Submission of the project report

(These steps are not exhaustive. The departments can come up with the exact project steps based on the requirements of the project).

Project Assessment Rubric

Each step should be assessed based on clear criteria. For example the rubric for assessment of the project proposal is given below. (Rubric for assessment of each step of the project should be prepared by the department council)

1. Ideation - Ideation in identifying client groups and problem, Ideation in process, ideation in solutions. The project should clearly identify a need, problem or opportunity that can be addressed and presents an innovative or unique solution or a set of solutions that have transformative potential.
2. Feasibility - Market potential, strategic fit, resource requirements (technology and capital) The proposal reflects a strong grasp of the project context, the barriers to entry, the risks Page 291 of 294 and opportunities of launching a new social strategies in this field, and identifies a unique value proposition or competitive advantage. The proposal identifies relevant stakeholders and beneficiaries, reflects design thinking in how it seeks to meet the needs of its end-users, and draws on research and data. The plan includes a novel and rigorous outreach strategy and empowerment of the beneficiaries. The proposal includes a plausible financial model that explains how revenues will be generated and reinvested in a sustainable manner to support the social mission of the project. The proposal presents the team, its skills and motivations, and current resources and partners and lays out future needs for recruitment and additional resources.
3. Relevance/ Social Impact - usefulness of the project, client need based project, The proposal has a clearly articulated and plausible theory of change. The proposal features indicators, metrics, or approaches that can be used to measure relevant impacts like - social, environmental, gender, cultural, financial and so on. The evaluation and monitoring criteria should be included.

4. Structure of the Proposal - Language, design aesthetics The proposal is written in an engaging, clear, and persuasive manner. The proposal is well structured, with appropriate subtitles and an appropriate flow from section to section. The plan includes a clear and plausible timeline for how the social enterprise will develop and grow over time. The design and layout of the proposal is aesthetically captivating.

The parameters of evaluating the quality of the project is given below.

Parameter	Components			
Ideation	Client	Problem	Solution	Process
Feasibility	Resource Mobilization	Potential	Strategic Fit	Sustainability
Social Impact	Clients	Society	Monitoring criteria	Evolution Criteria
Structure of the proposal	Language	Design Aesthetics	Plausible timeline	Well structured

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) • Prepare the research proposal • Working out the project outcomes, activities and timelines Preparing Monitoring and evaluation plans and criteria. • Reports and deadlines for their submission
Assessment Types	Continuous Comprehensive Assessment (CCA) – 60 marks
	End Semester Assessment (ESA) – 140 marks

Specialisation Basket

Specialisation	Semester 3	Semester 4	Semester 5	Semester 6

BMC-UGP (HONOURS) BSW SYLLABUS



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